BRITISH
COUNCIL

Aptis
Forward thinking
English testing

Candidate Guide Computer Version Aptis Advanced

This Guide is for use only by candidates preparing to take the Aptis test as a part of the Pro-ELT project in Malaysia. It is not intended for publication or dissemination for any other purpose.

About this Guide

This Guide is for candidates who wish to prepare for Aptis Advanced tests administered as a part of the Pro-ELT project in Malaysia. The Aptis testing service encourages users to work with the British Council to adapt the Aptis testing system to make it appropriate for local contexts. This version of the Aptis test, referred to as Aptis Advanced, has been created specifically for use with the Pro-ELT project.

This Guide gives a brief overview of the test, then looks at each of the tests in turn, and offers advice on how best to approach the items. It also indicates how test items are scored, and indicates when an item type is specific to the Aptis Advanced version.

There is more information about the Aptis test, as well as interactive demonstration versions, available on the Aptis website (www.britishcouncil.org/ aptis). Candidates should note, however, that the information on the website refers to the generally available version of Aptis. Candidates planning to take Aptis Advanced should review the item types in this guide specific to this version.

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British Council

The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide.

We are on the ground in six continents and over 100 countries bringing international opportunity to life, every day. Each year we work with millions of people, connecting them with the United Kingdom, sharing our cultures and the UK's most attractive assets: English, the Arts, Education and our ways of living and organising society. We have over 75 years' experience of doing this.

In line with our Royal Charter, we aim to bring high quality English materials to every learner or teacher who wants them around the world. We work with governments to transform whole education systems to increase opportunity and employability through English. We train teachers by radio, web and broadcast in developing and post conflict countries. We also deliver English teaching and offer a wide range of exams, from English tests to school and business qualifications, in more than 90 countries worldwide

Go to www.britishcouncil.org for more information about the British Council.

Introducing Aptis

Aptis is a new and innovative global English assessment tool from the British Council. It is an English test for adults and young adults, which can be used to assess ability in all four English skills - speaking, listening, reading and writing. It also allows organisations and individuals to develop specific English skills, with the ability to test just one skill, e.g. listening only (combined with the core grammar and vocabulary component).

Aptis is usually taken on a computer, but the Core Test, the Reading Test and the Writing Test can all be taken using the more traditional pen & paper test.

From late 2013, it will be possible in many parts of the world to take the Speaking Test and the Listening Test using a phone while the new iPad and tablet versions will also appear in late 2013.

Level

Aptis does not test at a single level. Instead, it includes a range of questions, which are designed to allow the candidate to demonstrate his or her best ability. The test results are reported either on a numerical scale (0-50) or reported as a Common European Framework of Reference for languages (CEFR) level. The Aptis Advanced version described in this Guide reports CEFR levels ranging from A1 – C2. CEFR levels are reported for each of the four skills—Reading, Listening, Speaking and Writing—but not for the Core (grammar and vocabulary) component.

Recognition

Aptis is not a recognised test. It cannot be used for visa, university entrance or other immigration purposes. The test is designed to be used within institutions or companies, so the results are only of value to you within the client institution or company.

Aptis Test Structure

Aptis consists of five components: Core (grammar & vocabulary), Reading, Listening, Writing and Speaking. Different clients decide which components are needed for their situation, so you, the candidate, may be preparing to take a single component package (e.g. Core + Reading) a two-component package (e.g. Core + Reading + Listening) a three component package (e.g. Core + Reading + Listening + Writing) or a four component package (Core + Reading + Listening + Writing + Speaking). There are 15 possible combinations:

Core +	Reading
Core +	Listening
Core +	Writing
Core +	Speaking
Core +	Reading + Listening
Core +	Reading + Writing
Core +	Reading + Speaking
Core +	Listening + Writing
Core +	Listening + Speaking
Core +	Writing + Speaking
Core +	Reading + Listening + Writing
Core +	Reading + Listening + Speaking
Core +	Reading + Writing + Speaking
Core +	Listening + Writing + Speaking
Core +	Reading + Listening + Writing + Speaking

Quick Guide to the Aptis Advanced Tests

Test	Test Design		Format	Activity
Core 25 minutes	Part 1	Grammar	Complete a sentence or phrase. Complete a short dialogue.	Three-option multiple choice.
	Part 2	Vocabulary	Word usage. Word matching (similar meaning). Word pairs or word combinations (words commonly used together).	Match words. Sets of five target words with ten options.
Reading 35 minutes	Part 1	Text cohesion	Put sentences into the correct order.	Re-order a series of sentences to form a story.
	Part 2	Short text comprehension	Text completion using appropriate words, focusing on text-level understanding.	Select words from a list to form a short text.
	Part 3	Long text comprehension	A long text with a series of headings to be matched to each paragraph (with distractors).	Matching, focusing on global text level understanding, and integrating heading to main text.
	Part 4	Long text comprehension *(Aptis Advanced)*	A long text with a series of short summaries of the main opinions in the text. The ideas that are expressed in the text must be put in the order they occur.	Selecting and reordering the summaries of ideas contained in the text. Part 4 is based on the same reading text used in Part 3.
Listening 25-50 minutes		Literal meaning	Listen to short conversations with two speakers or to monologues to identify specific information.	Four-option multiple choice for each item (may be listened to twice). The minimum time (listening once) is 25 minutes.
		Inference meaning	Listen to short conversations with two speakers or to monologues to identify speaker attitude, intention, mood etc.	
		Inference / propositional meaning *(Aptis Advanced)*	Listen to a long conversation and identify the opinions expressed by the speakers.	Matching. Identify which speaker/speakers express the opinions in a list (may only be listened to once.)
Writing 50 minutes	Part 1	Word level writing	Complete basic personal information on a form.	Form completion
	Part 2	Short text writing	Personal information questions.	20-30 words
	Part 3	Three written responses to written input	Respond to written input on a social network-type website.	40 words for each question
	Part 4	Formal and informal text writing	Write an informal email to a friend and a more formal email. Both emails are in reaction to information about a change.	50 words for part 1 120 - 150 words for part 2

Speaking 12 minutes	Part 1	Personal information	Respond to three personal information questions.	30 seconds for each response
	Part 2	Description of picture and comparison with own situation	Describe a picture and answer two related questions.	45 seconds for each response
	Part 3	Describe, compare and speculate.	Two contrasting pictures presented. Answer three questions of increasing difficulty.	45 seconds for each response
	Part 4	Discuss personal experience or opinion in relation to an abstract topic.	Picture prompt – though picture is not central to answering the task. Answer three questions related to a single topic.	One minute preparation time Two minutes response time

Important

The Reading and Listening tests in Aptis Advanced contain item types not found in the general version of Aptis. These items are labelled in the Quick Guide above. Examples of these item types are provided in the Sample Questions section for each component.

Practice

It is helpful to practise before taking the test. You can do this by taking the demonstration tests on the Aptis website. Remember, however, that some item types included in this version are not included in the public demonstration tests, which are based on the general version of Aptis.

The demonstration tests can be found on the Aptis website: www.britishcouncil.org/aptis

Aptis Advanced Core Test

The Core Test consists of two parts. The first assesses your knowledge of the grammar of English. The second part assesses your knowledge of English vocabulary.

To know what parts of grammar to expect in the test see the British Council/EAQUALS Core Inventory. This is free, and is available online at:

http://clients.squareeye.net/uploads/eaquals2011/documents/EAQUALS_ British_Council_Core_Curriculum_April2011.pdf

Test Design		Description	Preparation
Part 1	Grammar	In this part of the test, you will be presented with 25 questions, each focusing on a specific aspect of English grammar. The actual aspects of grammar tested are to be found in the Core Inventory (see above). While most of the questions test formal written English, a small number will focus on aspects of spoken English, for example, knowing the appropriate grammatical form to use in a particular situation (formal or informal for example). All 25 questions are in the format of a three-option multiple-choice. You can see some typical examples below.	There are a number of ways to prepare for this test. One great way to prepare for the grammar test is to use the British Council's LearnEnglish Grammar App. Visit the British Council's LearnEnglish website for lots of very useful activities and tips (and more Apps): http://learnenglish.britishcouncil.org/en
Part 2	Vocabulary	The vocabulary part of the Core Test also contains 25 questions. These are presented in sets of 5 target words (the words we are testing) with ten options from which to choose. There are a number of question-types: **Word definition**: match a definition to a word. **Word usage**: complete a sentence by selecting the correct word. **Word matching**: find a word with a meaning similar to the target word. **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).	To prepare for this part of the test the LearnEnglish website has almost 20 different games, activities and Apps for vocabulary. There are also many useful websites, for example English Club has some very useful information and activities. The address is: http://www.englishclub.com Another useful tip is to take note of interesting words or word combinations when you read English texts.

Sample Grammar Questions

There are two basic question types. The first focuses on formal written English, and the second focuses on the grammar of English 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

There are a number of question types. The first focuses on the definition of a word (showing that you know what the word means).

In this format, move the cursor to the definition you wish to match. Then select the correct answer and move on to the next definition.

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

To encourage someone is to

To change something is to

To prepare for something is to

To repair something is to

urge
gather
urge
refuse
detach
rehearse
blame
convert
mend

The next question type tests your ability to identify words with a similar meaning from a list of options.

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

Example: big = large

bare =

obscure =

sore =

artificial =

bare =

obscure =

sore =

artificial =

not real
solid
plain
rough
painful
tight
not clear
proud

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

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

Example: big + house

bare +

obscure +

sore +

artificial +

bare +
obscure +
sore +
artificial +

hour
light
fact
machine
circle
throat
wall
diet

There is a final question type which asks you to complete a sentence using a word from a list.

Sample Questions Answer Keys

Grammar Sample Questions Answer Key

Correct answers	told
	have
	much
	since
Correct answers	actually
	Maybe

Vocabulary Sample Questions Answer Key

Correct answers	urge
	convert
	rehearse
	mend
Correct answers	plain
	not clear
	painful
	not real
Correct answers	wall
	fact
	throat
	light

Getting to grips with the online test

When you start the test, the introductory screen looks like this:
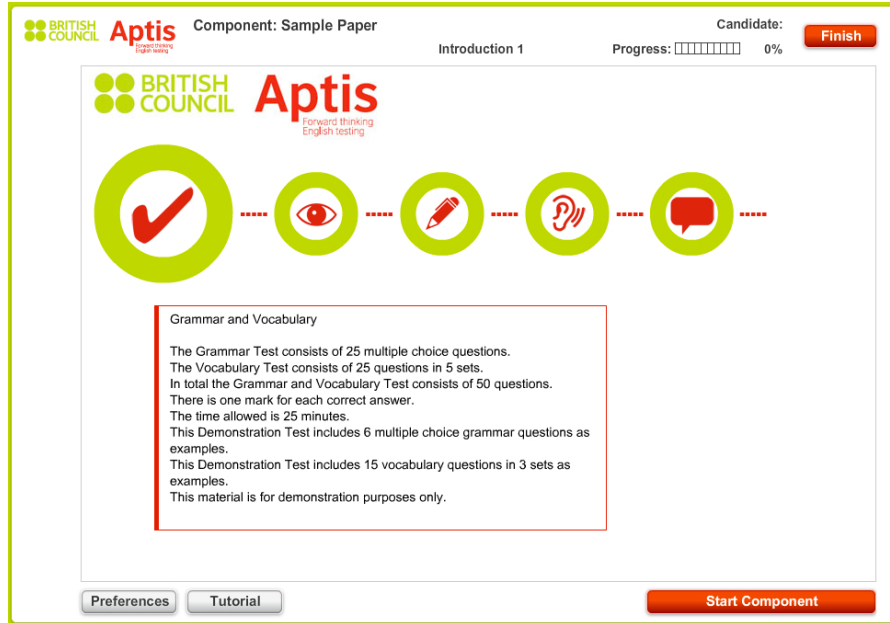
On screen, the questions will appear like this:

The different parts of the page are explained below:

The best approach to preparing for the test is to practice using the demonstration tests on the Aptis website.

Aptis Advanced Reading Test

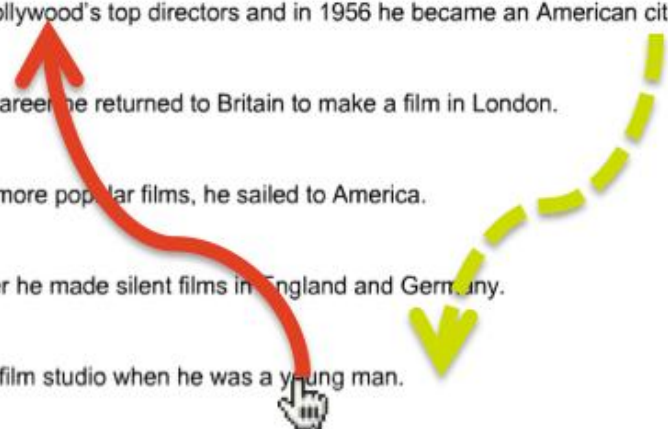The test is designed to assess your reading ability. The tasks become more difficult as the test progresses.

Test Design		Description	Preparation
Part 1	Text Cohesion	In this task you will see a series of seven sentences. They belong to a single story 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. This task tests your knowledge of the cohesion of a text. So, you are looking for the clues in each sentence that show how it links to other sentences.	Read all of the sentences carefully first. Then, decide on the order (the first sentence is identified for you). Appropriate readers for this level are: Cambridge Bookworms Stage 1 & 2 Cambridge Readers – Level 2 Penguin Readers – Level 3 Macmillan Readers – Elementary
Part 2	Short text comprehension	In this task you will need to read a short 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.	Read over the whole text before starting to attempt the questions. Appropriate readers for this level are: Cambridge Bookworms Stage 2 & 3 Cambridge Readers – Level 3, 4 & 5 Penguin Readers – Level 4 Macmillan Readers – Pre Intermediate
Part 3	Long text comprehension	This task 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 7 to be done). There is always an extra heading that does not fit with any paragraph. This task 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, other times similar ideas, or by sharing a topic – though this is never obvious).	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. Appropriate readers for this level are: Cambridge Bookworms Stage 4, 5 & 6 Cambridge Readers – Level 4, 5 & 6 Penguin Readers – Level 5 & 6 Macmillan Readers – Intermediate & Upper Intermediate
Part 4	Long text comprehension *(Aptis Advanced)*	For this task you use the same long text (about 750 words) from Part 3. There are a series of short summaries of the main opinions in the text. The ideas that are expressed in the text must be put in the order they occur.	Re-read the main text quickly to remind yourself of the content. Then carefully read the summaries. Remember that the information contained in a single summary sentence may appear in more than one paragraph. Two of the sentences are not correct summaries of information in the text.

Sample Reading Questions

Part 1

In the first task, the objective is to 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. In the example below, we are moving the sentence at point 6 up to point 2. When we do this the sentence at point 2 swaps position.

Order the sentences below to make a story. The first one (1) is done for you.

1   **Alfred Hitchcock was born in London in 1899.**

2   He was soon one of Hollywood's top directors and in 1956 he became an American citizen.

3   At the end of his long career he returned to Britain to make a film in London.

4   After directing several more popular films, he sailed to America.

5   At the start of his career he made silent films in England and Germany.

6   He got his first job in a film studio when he was a young man.

7   He made a big impact when he directed Blackmail, which was Britain's first sound film and a big success.

---

1   **Alfred Hitchcock was born in London in 1899.**

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Part 2

In the second task, you must select the word from the group at the bottom of the screen (in the green boxes) and drag the appropriate word into each of the seven empty boxes in the text. As you can see, there are 10 option words and only 7 spaces.

If you change your mind, that's not a problem as you can move a word out of a box if necessary.

READING

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

Warren Buffett

American billionaire Warren Buffett [showed] a talent for money and business from a very early age. When he was only six years old he [   ] six bottles of Coca Cola from his grandfather's shop for twenty five cents each. He then sold them to his friends for thirty cents, which [   ] him a total profit of thirty cents. While other children [   ] were the same age were playing games, Warren was making money. By the [   ] he left school at the age of 17 he had already earned $5,000 from a part time job delivering newspapers. Many years [   ] he met the President of Coca Cola and invested in the company. On this [   ] Warren Buffett made a profit of more than a billion dollars. Soon afterwards he [   ] the richest man in America.

Example:

time	started	occasion	gave	opened
[showed]	bought	moment	became	who	later

Part 3

For the third task, it is necessary to scroll the reading text to see all of it. Do this by clicking on the side bar (as shown) and move the bar up and down.

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

READING

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.

Bone Wars

In the summer of 1868 a train carrying a group of American scientists made its way through the western frontier state of Wyoming. On board was O.C. Marsh, an expert in geology and the first person in the country to hold the position of professor of palaeontology at the University of Yale. Like his fellow passengers, Marsh was impressed by the enormous landscapes of dry rock, and he knew that the ancient stones must hold evidence of prehistoric life. It was during this journey that he made a decision that was to have a lasting impact not only on his own professional career but on the American scientific community.

1. In 1800 the French naturalist Georges Cuvier identified a fossil [old bone] as the remains of a small flying reptile. This was the first recorded example of a species that later became known as the dinosaur. Although these creatures no longer existed, Cuvier showed that they could be studied through an examination of fossil records, buried and preserved in rock. So the science of palaeontology – the study of prehistoric life – began.

2. Over the next two decades some spectacular finds were made by English

Part 4

For the final task it is necessary to scroll through the reading text to see all of it as described above in Part 3. The summary sentences appear on the left of the text and are identified by the letters A-H. To put the sentences in the correct sequence, click on the letters A-H in the red boxes and drag them to the appropriate empty boxes (1-6) on the far left of the screen. There is an example (B) done for you.

READING

TWO of the statements (A-H) are INCORRECT according to the text *Bone Wars*.
Move the letters (A-H) corresponding to the CORRECT statements into the numbered boxes (1-6) in the order in which the information appears in the text. The first one (B) has been done for you.
A statement may refer to information in one or two paragraphs.

1. **B** | A | A. There was considerable public interest in the science of palaeontology.

B. Palaeontology was a science that grew out of the discovery of fossilised life.

2.

C | C. Only through co-operation could the scientific community hope to achieve its ends.

3. | D | D. Although their methods were at times suspect, both Marsh and Cope were recognised as leaders in their field.

E | E. The scientific community should have done more to curb the irregular practices of Marsh and Cope.

4.

F | F. A lack of rigorous scholarship damaged the credibility of both Marsh and Cope.

5.

G | G. Although the search for fossils began in Europe, the most dramatic finds were those in the United States.

6. | H | H. Both Marsh and Cope were men who were aware of the importance of reputation.

Bone Wars

0. In the summer of 1868 a train carrying a group of American scientists made its way through the western frontier state of Wyoming. On board was O.C. Marsh, an expert in geology and the first person in the country to hold the position of professor of palaeontology at the University of Yale. Like his fellow passengers, Marsh was impressed by the enormous landscapes of dry rock, and he knew that the ancient stones must hold evidence of prehistoric life. It was during this journey that he made a decision that was to have a lasting impact not only on his own professional career but on the American scientific community.

1. In 1800 the French naturalist Georges Cuvier identified a fossil [old bone] as the remains of a small flying reptile. This was the first recorded example of a species that later

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Reading Test Answer Key

Part 1

1   **Alfred Hitchcock was born in London in 1899.**

2   He got his first job in a film studio when he was a young man.

3   At the start of his career he made silent films in England and Germany.

4   He made a big impact when he directed Blackmail, which was Britain's first sound film and a big success.

5   After directing several more popular films, he sailed to America.

6   He was soon one of Hollywood's top directors and in 1956 he became an American citizen.

7   At the end of his long career he returned to Britain to make a film in London.

Part 2

Warren Buffett

American billionaire Warren Buffett [showed] a talent for money and business from a very early age. When he was only six years old he [bought] six bottles of Coca Cola from his grandfather's shop for twenty five cents each. He then sold them to his friends for thirty cents, which [gave] him a total profit of thirty cents. While other children [who] were the same age were playing games, Warren was making money. By the [time] he left school at the age of 17 he had already earned $5,000 from a part time job delivering newspapers. Many years [later] he met the President of Coca Cola and invested in the company. On this [occasion] Warren Buffett made a profit of more than a billion dollars. Soon afterwards he [became] the richest man in America.

Example:

[started]   [opened]

[showed]   [moment]

Part 3

1	The birth of a new science	▼
2	Early developments in palaeontology	▼
3	Ideal conditions for finding fossils	▼
4	The risks of fossil hunting	▼
5	Unscientific methods	▼
6	The dishonest methods of Marsh and Cope	▼
7	The achievements of Marsh and Cope	▼

Part 4

1. B   A   A. There was considerable public interest in the science of palaeontology.

B. Palaeontology was a science that grew out of the discovery of fossilised life.

2. G   C. Only through co-operation could the scientific community hope to achieve its ends.

3. C   D. Although their methods were at times suspect, both Marsh and Cope were recognised as leaders in their field.

4. H   E   E. The scientific community should have done more to curb the irregular practices of Marsh and Cope.

F. A lack of rigorous scholarship damaged the credibility of both Marsh and Cope.

5. D   G. Although the search for fossils began in Europe, the most dramatic finds were those in the United States.

6. F   H. Both Marsh and Cope were men who were aware of the importance of reputation.

Aptis Advanced Listening Test

The listening test has 25 separate questions focusing on different aspects of listening.

There are a number of things to remember about the listening test:

1. Twenty questions (Question Type 1 and Question Type 2) use the 4-option multiple-choice format. The final task (Question Type 3) contains 5 questions using a drop down menu for you to choose your answer.
2. You may listen to the twenty 4-option multiple choice questions a second time if you need to. You can listen to the final question only once.
3. The types of questions are described below.

Test Design		Description	Preparation
Question Type 1	Literal meaning	The emphasis in these questions is on detail. The candidate listens to short conversations with two speakers or to a monologue. The focus is on identifying specific information such as what to buy at the shop or what plan the speakers decide on (e.g. go to a movie).	There are quite a few useful practice videos and podcasts on the LearnEnglish website, so that's a very good starting point. For teenagers, there's a special LearnEnglish site, with a lot of additional practice material. In addition, it may be useful to try to listen to as much English in natural or near natural settings (e.g. movies) as possible. If you have access to the internet, you can easily find materials, for example on the BBC website (http://www.bbc.co.uk). If not, try radio stations such as the BBC World Service.
Question Type 2	Inference meaning	In these questions the candidate again listens 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 mood.	There are a number of higher level podcasts on the LearnEnglish website. Also try the BBC website or the BBC World Service radio station. The strategies you will need to develop to draw inferences in listening will include paying specific attention to intonation and stress when somebody is speaking to understand what mood they are in. Listening to authentic speech such as television soap operas or movies is a good way to help you with this.
Question Type 3	Inference / propositional meaning	In this question you will listen to a man and a woman talking about a topic. You are shown five different opinions relating to this topic on the screen. You have to identify which person holds which opinion (either the man or the woman) or whether the opinion is not expressed by either speaker.	There are a number of higher level podcasts on the LearnEnglish website. Also try the BBC website or the BBC World Service radio station. Listen to discussions and interviews on the television, radio or the internet.

Sample Listening Questions

The first 20 listening questions (Question Type 1 and Question Type 2) look quite similar, though they are often focused on different aspects of listening.

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. **Note**: You can only listen to the first 20 questions twice. For the final listening task (Question Type 3) you will only be able to hear the recording once.

Question Type 1

Listen to the message. Why does Heather call Steve?

A To say thank you

B To say goodbye

C To say hello

D To say sorry

Question Type 2

Listen to a man talking about somebody. Who is he talking about?

Who is the man talking about ?

A Someone at work

B A friend

C A member of his family

D A stranger

Question Type 3

For the final task (Question Type 3) you will only be able to hear the recording once so make sure you understand the task and have read the instructions before you click on the Play button. Once you click on the Play button the recording will start, and you will only be able to listen to it once. Choose your answer for each of the five questions by clicking on the small arrow on the right of each drop down box and then select the correct option. Each Aptis Advanced Listening test contains one Question Type 3, and it always appears as the last item of the test.

The Aptis Advanced Writing Test

The writing test is built around a series of inter-related activities. Typical activities include joining a club or applying for a visa.

There are 4 parts, which range from the very basic form filling to quite complex email messages, they are explained below.

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:

- Not answering the questions (going off topic). Read the question and understand what you are required 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.
- Not capitalising months, cities, countries and names.
- Using SMS spelling.

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

Your performance is rated by trained raters using a scale specific to each task. Tasks 1-3 are rated on scales of 0-5, and Task 4 is rated on a scale of 0-6. Each task is weighted differently, with Task 4 contributing the most to the final score.

Test Design		Description	Preparation
Part 1	Word level writing	In the first task the candidate must complete a form by filling in some basic personal information. There is no extended writing in this task (no sentence writing), just individual words. Candidates should spend no more than three minutes on this task.	Since the emphasis in this task is on the accurate completion of a form, the most important things to focus on using a capital letter if needed and spelling. Common errors are to write in all capital letters and to write the month as a number instead of word. There is an App on the LearnEnglish website which helps you to practice your spelling.
Part 2	Short text writing	This task is again about form filling – but this time the candidate's response should be in the form of sentences. Candidates should spend no more than seven minutes on this task.	You are asked to write 20-30 words. The focus is on writing sentences that are on topic and have accurate grammar, punctuation and spelling. A common error is to write more than 30 words and make too many mistakes. Keep to the word limit and focus on accuracy. Another common error is to write in all capital letters.
Part 3	Three written responses to written input	In this task you will have a social network-type interaction. You will receive three questions and need to respond. Candidates should spend no more than ten minutes on this task.	Make sure you correctly answer all three questions and don't go off topic. Focus on accurate spelling and punctuation and write text that is cohesive and coherent. Keep to the word count of

			approximately 40 words per answer.
Part 4	Formal and informal text writing	This task requires that you write an informal email to a friend and a more formal email. Both emails are in reaction to information about a change. Candidates should spend no more than twenty minutes on this task.	For this part, make sure you keep to the word count of 50 words for the first email and 120-150 words for the second email. Differentiate your two messages. One 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. You are also assessed on how broadly and accurately you can write so use a wide range of vocabulary, grammar and cohesive devices.

Part 1

This part is marked by an Examiner and five pieces of information are awarded points.

It is worth remembering that this task is the least valuable to the candidate, with a conversion table being used to provide its contribution to the overall score. Even if you achieve 5 points, the maximum number of marks available is 3.

Example of a high level answer (5/5) for Part 1:

Aptis Sports Club

Full name: Sanjay Gupta
Date of birth: 14 May 1990
Day | Month (write in full) | Year
City / Town / Village: Mumbai
First language: Hindi
Interests (list 3): reading
architecture
movies

- Uses capital letters for name, month, city and first language.
- No spelling errors.
- Answers the five questions accurately.

Part 2

This part is marked by an examiner using a specific scale.

There may be one or two questions.

You are a new member of a sports club. Fill in the form. Write in sentences. Use 20 - 30 words. You have 7 minutes.

Aptis Sports Club

Please tell us about the days and times you can come and activities you enjoy.

- Keep to the word count (20-30 words).
- Write clear sentences.
- Answer on topic. Reply fully to the input.
- Use accurate grammar, spelling and punctuation. It is possible to get a high score with some grammar and spelling errors if the errors are not serious (i.e. the writing can be understood).

Rating Scale for Writing Task 2

The weighting for this task is equal to the task scale rating, so the maximum mark available is 5.

5 (B1 or above)	Likely to be above A2 level
4 [A2.2]	
3 [A2.1]	
2 [A1.2]	
1 [A1.1]	
0	No meaningful language or all responses are completely off-topic (e.g. memorised script, guessing).

Part 3

This part is marked by an examiner using a specific rating scale.

- Keep to the word count (30-40 words for each answer).
- Reply fully to each piece of input.
- Sentences should follow on from one another in a coherent manner.
- Use a range of grammar and vocabulary.
- Use accurate grammar, punctuation and spelling. It is ok to have errors but the message must be understandable.

Rating Scale for Writing Task 3

The weighting for this task means that the maximum mark available is 7.

5 (B2 or agove)	Likely to be above the B1 level.
4 [B1.2]	
3 [B1.1]	
2 [A2.2]	
1 [A2.1]	
0	Performance below A2, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).

Part 4

This part is marked by an examiner using a specific rating scale.
Candidates write two e-mails in response to a piece of input.

You are a member of a sports club. On your last visit to the club you saw the notice below.

Dear Members,

We are sorry to tell you that from next month membership fees will go up by a minimum of 15%. Also, due to maintenance the club will close from 4pm on Wednesdays for the next four weeks.
Please feel free to email us at kjmn@goodhealth.com

Write an email to a friend. Write your feelings about the notice and suggest possible alternatives. Write 50 words. You have 10 minutes.

Also write an email to the Customer Service Team, explaining your feelings about the notice and suggesting possible alternatives. Write 120-150 words. You have 20 minutes.

'Register' refers to the concept of adapting one's use of language to conform to standards or traditions in a given professional or social situation.

The first part is an intimate or casual register used among family members and close friends. The second part is a formal register used between strangers or in a technical context.

There should be language to show the test taker understands the difference. In the second part it is appropriate to address the email more formally.

Writing Scale for Task 4

The weighting for this task means that the maximum mark available is 10.

6 (C2)	Likely to be above C1 level.
5 (C1)	
4 [B2.2]	
3 [B2.1]	
2 [B1.2]	
1 [B1.1]	
0	Performance below B1, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).

The Aptis Advanced Speaking Test

The different parts are designed to assess your speaking ability in different ways, and test higher processes as the test progresses.

Each question has a maximum response time but candidates can choose to end the recording before the allotted time up by clicking on a stop button. Note that if you finish early, you may not have given enough of a range to score at the highest levels.

The most common issues that cause candidates to lose marks are the following:

- Not doing a proper sound check.
- 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.

Your performance is rated by trained raters using a scale specific to each task. Tasks 1-3 are rated on scales of 0-5, and Task 4 is rated on a scale of 0-6. Each task is weighted differently, with Task 4 contributing the most to the final score.

Test Design		Description	Preparation
Part 1	Personal information giving	In this task, the candidate is asked to respond to 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 practice introducing yourself and talking about your personal experiences. Think about familiar topics (e.g. holidays, weekend activities, sports) and practice 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.
Part 2	Describe and compare (concrete topic)	In this task the candidate is asked to describe a photograph and then answer two questions related to the topic illustrated by the photo. The topic will be concrete in nature (e.g. a celebration). 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. Try to vary your intonation and sentence stress to express finer shades of meaning. At the highest levels, errors should be rare and difficult to spot.
Part 3	Describe, compare and speculate	In this task the candidate is asked to compare two pictures and then answer two questions related to the topic. The final question is likely to involve hypothesis and speculation. You are expected to talk for 45 seconds for each question.	To prepare for this task, it is a good idea to practice 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 to express

			yourself and your opinion.
Part 4	Discuss an abstract topic	In the final task there's a prompt supported by a picture, though the picture is **not** central to answering the task. The candidate is asked three questions related to a single topic and is given one minute to prepare an answer. You can take notes. You are expected to talk for 2 minutes.	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. a feeling). Another common error is to go off topic. Focus on answering each question in a clear, smoothly flowing, well-structured speech. To prepare for this task it is a good idea to practice speaking for two minutes on a certain topic. Time yourself. Make sure you practice using your planning time wisely to structure what you are going to say.

Sound Recording

Make sure your test is taken in a quiet room.

When you click to start the Speaking Test, screen A appears. This allows you to check the sound recording system on your computer. When you have recorded a sample of speech, screen B opens. Replay the sound. If you can hear it properly click on Yes (take me to the exam), if not click one of the No button.

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.

The recording bar should look like this:
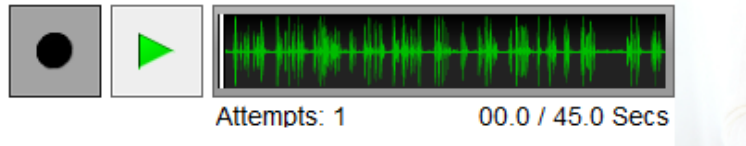
If the line takes up all the space, then there is a loud noise (usually a technical issue) and we are not able to hear the recording. You should alert the invigilator if the recording bar looks like this:

If the recording is a flat line then the recording is not loud enough. The microphone may be too far from the mouth. A complete flat line means there is no recording, which is usually a technical issue. You should alert the invigilator if the recording looks like this:
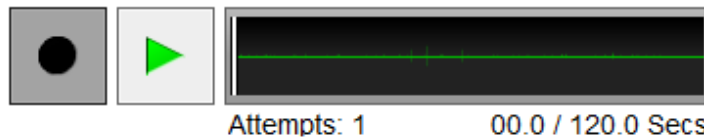
Part 1

In this task you first hear (and see) the question. Only box A appears on the screen.

When this is finished you hear (and see) the first question (Box B). When the time to record comes the recording box appears immediately below the question box. This tells you the amount of time you have been recording for (in this case just over 4 seconds) and the total time for the task (in this case 30 seconds).

As each new question appears, the same procedure is followed (boxes C and D)

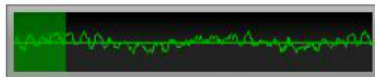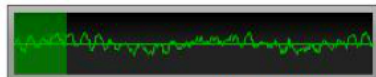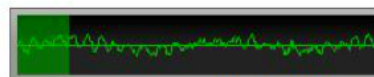When your response to the final question has been recorded, the test automatically moves on to the next task. You do not need to click on any button to make this happen.

Note: All Aptis Speaking questions follow this set of procedures. In the following screenshots we have not included the recording boxes, but they will appear in each case when the question has been read.

Speaking scale for Task 1

The weighting for this task is equal to the task scale rating, so the maximum mark available is 5.

5 (B1 or above)	Likely to be above A2 level
4 [A2.2]	
3 [A2.1]	
2 [A1.2]	
1 [A1.1]	
0	No meaningful language or all responses are completely off-topic (e.g. memorised script, guessing).

Part 2

In this task you first hear the contents of the top box – telling you about the task.

When this has been heard, the first of the three questions appears. When this question has been heard the recording box appears and you should begin speaking. You will have up to 45 seconds for your answer.

When that question has been recorded, the next question automatically appears. Again, as soon as it has been heard, the recording box appears and the recording begins. This question also allows for a response up to 45 seconds.

When the recording time for the second question is done, the final question appears. When you have heard the question, the recording box appears and you again have 45 seconds to respond.

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.

Why is it important to celebrate special occasions with family or friends?

Tell me about a celebration in your country.

When your response to the third question has been recorded, the test automatically moves on to the next task. You do not need to click on any button to make this happen.

Speaking Scale for Task 2

The weighting for this task means that the maximum mark available is 7.

5 (B2 or agove)	Likely to be above the B1 level.
4 [B1.2]	
3 [B1.1]	
2 [A2.2]	
1 [A2.1]	
0	Performance below A2, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).

Part 3

In this task you will again hear the contents of the top box.

When this has been heard, the first of the three questions appears. When this question has been heard the recording box appears and you should begin speaking. You will have up to 45 seconds for your answer.

When that question has been recorded, the next question automatically appears. Again, as soon as it has been heard, the recording box appears and the recording begins. This question also allows for a response up to 45 seconds.

When the recording time for the second question is done, the final question appears. When you have heard the question, the recording box appears and you again have 45 seconds to respond.

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.

Which of these two places would it be better to bring children up in?

What would it be like to live in these two places?

When your response to the third question has been recorded, the test automatically moves on to the next task. You do not need to click on any button to make this happen.

Speaking Scale for Task 3

The weighting for this task means that the maximum mark available is 7.

5 (B2 or agove)	Likely to be above the B1 level.
4 [B1.2]	
3 [B1.1]	
2 [A2.2]	
1 [A2.1]	
0	Performance below A2, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).

Task 4

In this task you will yet again hear the contents of the top box.

When this has been heard, you will be read (and can see) the three questions. When the questions have been heard, the voice tells you that you have one minute to prepare your responses. You will also be told that you may take notes. It is important to take notes as it will help you in organising and remembering your responses. Rather than writing out exactly what you want to say, make brief notes and use these to help structure your speech.

There is a minute's silence as you prepare. A progress bar on the screen will indicate how long you have left. When this time has passed, the message at the bottom (You now have two minutes to talk) appears, as will the recording box. You may speak until the recording automatically stops.

Speaking Scale for Task 4

The weighting for this task means that the maximum mark available is 10.

6 (C2)	Likely to be above C1 level.
5 (C1)	
4 [B2.2]	
3 [B2.1]	
2 [B1.2]	
1 [B1.1]	
0	Performance below B1, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).

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.

Tell me about a personal achievement or award you have received.
How did you feel about this achievement?
Do awards encourage people to do their best?

THIS MESSAGE IS SPOKEN ONLY

You now have a minute to prepare your answer. You may take notes.

You now have two minutes to talk

Example of note taking for Part 4

1. Tell me about a personal achievement or award you have received.
   - Exam certificate
   - At school
   - Highest score in class
   - Teacher very pleased
   - Parents proud

2. How did you feel about this achievement?
   - Surprised
   - Exam was very difficult
   - Feelings of satisfaction and relief

3. Do awards encourage people to do their best?
   - Awards: a good thing
     - Encourage excellence
     - Evidence/recognition of success
   - Awards: a bad thing
     - Make some people too competitive
     - Can create disappointment if you don't win

When your response to the three questions has been recorded, the test automatically finishes.

The Aptis Advanced Speaking and Writing Test Performance Descriptors

The following examples provide descriptions of the performance expected at each score point band in the task-specific rating scales used for rating Writing and Speaking. These performance descriptors have been prepared for use in the Candidate Guide to help trainers prepare candidates for the test. The actual rating scales used by trained raters for awarding marks for each task in operational tests are confidential.

Writing Task 2

Areas assessed: task fulfilment / topic relevance, grammatical range & accuracy, punctuation, vocabulary range & 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 Task 3

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

5 B2 (or above)	Likely to be above the B1 level.
4 B1.2	Responses to all **three** questions are on topic and show the following features: • Control of simple grammatical structures. Errors occur when attempting complex structures. • Punctuation and spelling mostly accurate. Errors do not impede understanding. • Vocabulary is sufficient to respond to the questions. • Uses simple cohesive devices to 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 Task 4

Areas assessed: task fulfilment & register, grammatical range & accuracy, vocabulary range & accuracy, 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 shows the following features: • Response on topic and task fulfilled in terms of appropriateness of register: appropriate register used consistently in both responses and two clearly different registers used. • 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 shows the following features: • Response partially on topic and task partially fulfilled in terms of appropriateness of register: appropriate register used consistently in one response. • 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 shows the following features: • Response partially on topic and task not fulfilled in terms of appropriateness of register: appropriate register not used consistently in either response. • 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 shows the following features: • Response not on topic and task not fulfilled in terms of appropriateness of register. No evidence of awareness of register. • 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 Task 1

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

5 **B1 (or above)**	Likely to be above A2 level.
4 **A2.2**	Responses to all **three** questions are on topic and show the following features • Some simple grammatical structures used correctly but basic mistakes systematically occur. • Vocabulary is sufficient to respond to the questions, although inappropriate lexical choices are noticeable. • Mispronunciations are noticeable and frequently place a strain on the listener. • Frequent pausing, false starts and reformulations but meaning is still clear.
3 **A2.1**	Responses to **two** questions are on topic and show the following features • Some simple grammatical structures used correctly but basic mistakes systematically occur. • Vocabulary is sufficient to respond to the questions, although inappropriate lexical choices are noticeable. • Mispronunciations are noticeable and frequently place a strain on the listener. • Frequent pausing, false starts and reformulations but meaning is still clear.
2 **A1.2**	Responses to at least **two** questions are on topic and show the following features • Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding. • Vocabulary is limited to very basic words related to personal information. • Pronunciation is mostly unintelligible except for isolated words. • Frequent pausing, false starts and reformulations impede understanding.
1 **A1.1**	Response to **one** question is on topic and shows the following features • Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding. • Vocabulary is limited to very basic words related to personal information. • Pronunciation is mostly unintelligible except for isolated words. • Frequent pausing, false starts and reformulations impede understanding.
0 **A0**	• No meaningful language or all responses are completely off-topic (e.g. memorised script, guessing).

Speaking Tasks 2 and 3

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

5 B2 (or above)	Likely to be above 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 at least **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 A2.2	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 Task 4

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

6 C2	Likely to be above C1 level.
5 C1	Response addresses all <u>**three**</u> 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 <u>**three**</u> 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 at least <u>**two**</u> 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 <u>**two**</u> 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 to <u>**one**</u> question is on topic and 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. • 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).