BRITISH COUNCIL Aptis

# Aptis for Teachers: Reading Test

# Part 2: Text Cohesion

Aptis for Teachers Reading Test Part 2 follows the same format as that of Aptis General. But you only have to do one task, not two, and you have to re-order six sentences, not five. The difference, as always, lies in the content. Each component of the Aptis for Teachers Test is set within an educational framework. Topics and situations will always be familiar to teachers.

In the second part of the Reading Test you have to do re-order a very short text. This is to test text cohesion. So let's begin by looking at what that means in terms of both reading and writing.

As you probably know, cohesion means 'sticking together', so a cohesive text is basically one that makes sense. It follows a logical sequence.

In the Reading Test part 2 there are seven sentences. The first sentence is already done for you, and you have to put the remaining six sentences into the correct order to form a very short text. There's only one correct solution.

So how do you do that? In the first place, the texts will usually be about everyday educational situations and activities. So using your common sense can help – you need to look for a logical structure. For example, *you enter the classroom, you take the register, then you write the date on the board and introduce the theme of the lesson, etc.* Secondly, you need to train yourself to look for clues in the text that will help you re-order the sentences.

## What types of words can act as clues?

These could be:

Sequencing words: firstly, then, when, while, before, after, afterwards, finally, etc.

Words that introduce reasons: because, since, so, as, that's why, etc.

Numerical information: times, dates, the first, the second, etc.

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Pronouns: When we first talk about a person, we usually use their name – for example, Chris. Then later we can use the pronouns *she* or *her* to refer to Chris again. The same is true with things; we can use the pronouns *it* or *them*.

Articles: Similarly, the first time we mention something, we usually use the indefinite article – for example, *a* toy. Then later on we use the definite article.

Look at these sentences:

Chris went into class.

*She* greeted the students, then realised there was *a* child crying in the room. (*She* refers to Chris, and this is the first time we hear about *a child*.)

The child (now we know about *the child*) was looking at *a broken toy* on the floor.

Chris picked *it* up and tried to calm the children down. (*It* refers to *the broken toy*.)

## *Here's some advice on how to approach the text cohesion tasks*

First, quickly read the all the sentences to try to get the general meaning.

Think about what makes a logical sequence of events.

Look for sequencing words – these will help you a lot.

Then look for other clues (see above list).

Put the sentences into order.

Finally, re-read them to check that the text makes sense.

NOTE: Never leave this task unfinished. If you're not sure, just do your best.

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## *Reading Test Part Two: Instructions*

In the Aptis Tests, the first sentence of the Text Cohesion task is always done for you as an example. Then you have to click and drag the other five to re-order them correctly.

In the official test you only have to do one of these tasks. But we've got four exam-style practice tests for you! If you're working on a desktop computer, our practice tests work exactly like in the official exam – you click and drag the sentences. If you're doing it on a mobile, you'll have to use the up/down arrows.

In both cases press 'Check' when you've finished. You'll also find the solutions at the bottom of the page.

### *Reading Test Part Two: Text Cohesion 1*

**This text is about writing a Physical Education lesson plan. Put the sentences in the right order. The first sentence is number 1.**

A. Understanding the reason behind the lesson should engage them and spark some interest.
B. Then do some stretching and gentle warm-ups, and you'll finally be ready to start the activity.
C. Firstly, tell the students why you are doing the activity and what you hope they will learn.
D. Be prepared to answer any questions if they have any.
E. After that, give the students clear instructions and check they've understood.
F. **Before you set foot in the classroom, think about your aims and the objectives of the lesson.**

| | | |
|---|---|---|
| **1. F** | **2.** | **5.** |
| | **3.** | **6.** |
| | **4.** | |

**These sentences are from a biology textbook about the life cycle of a frog. Put the sentences in the right order to make a story. The first sentence is number 1.**

A. Froglets still have long tails, like when they were tadpoles.
B. After about 14 weeks, these develop into froglets.
C. Some lay tens of thousands, while others only lay a few.
D. **Frogs have multiple stages in their life cycle. Unlike mammals, frogs lay eggs.**
E. The eggs then hatch, and outcome the tadpoles.
F. Their tails eventually shorten and they start to look like adult frogs.

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| **1. D** | **2.** | **5.** |
| | **3.** | **6.** |
| | **4.** | |

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**These sentences are from a history textbook. Put the sentences into the correct order to make a story. The first sentence is number 1.**

A. In order for the emperors to control their empire, they developed important ideas about laws, government and commerce.
B. It was founded when Augustus Caesar proclaimed himself the first emperor of Rome in 31BC.
C. So roads were built to help **facilitate** the transport of necessary produce and products for the people of the capital.
D. The last Roman emperor, Romulus Augustus, was **defeated** by the German Goth Odoacer in 476AD, and that was the end of the Roman Empire.
E. This third point was especially important for Rome, which was then the most populous **city** in the world and needed reliable trade routes.
F. **The Roman Empire was one of the most influential civilisations that has ever existed. It was also one of the largest.**

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| **1. F** | **2.** | **5.** |
| | **3.** | **6.** |
| | **4.** | |

**These sentences are from a music textbook about a British pop group. Put the sentences in the right order to make a story. The first sentence is number 1.**

A. There they played concerts for seven hours a night during the week, and eight at weekends!
B. They couldn't find any work in their home city, so they went to Hamburg in Germany and changed their name.
C. **In 1956, John Lennon and some of his friends in Liverpool started a group called the Quarrymen.**
D. The following year, they released their first record and it got to number 17 in the UK charts. The Beatles were finally on their way to becoming **famous!**
E. Even though they worked so hard, they didn't make very much money and they lived on meatballs and beer.
F. On New Year's Eve in 1962, they played their last concert in Hamburg and returned to Liverpool.

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| **1. C** | **2.** | **5.** |
| | **3.** | **6.** |
| | **4.** | |

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**The sentences below are from some instructions. Put the sentences in the right order. The first sentence is number 1.**

**A.** When you arrive, follow the signs to reception.
**B.** Then give your name and show your ID to the receptionist.
**C.** You must wear it **somewhere visible** at all times.
**D.** Before you leave, please return the card to reception.
**E. If you are visiting our school for the first time, please follow these instructions.**
**F.** He or she **will** then give you a visitor identity card.

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|---|---|---|
| **1. E** | **2.** | **5.** |
| | **3.** | **6.** |
| | **4.** | |

**Order the sentences to make a story. The story is called 'My first day at work'. The first sentence is number 1.**

**A.** While I was walking up them, I fell and twisted my ankle.
**B.** So I decided to take the stairs.
**C.** I finally arrived at the office red-faced, sweating and limping. Not a great first day!
**D.** My alarm clock didn't ring, so I didn't even have time for a shower.
**E.** When I got to the office building, the lift was out of **order**.
**F.** **My first day at work didn't go as planned.**

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|---|---|---|
| **1. F** | **2.** | **5.** |
| | **3.** | **6.** |
| | **4.** | |

**This text is from a cookery book. Put the sentences in the right order. The first sentence is number 1.**

**A.** The only thing **left** to do is to decorate it however you wish. Maybe with more fresh fruit or toasted almonds?
**B.** Once it's solid, add the custard and pour the cream on top.
**C.** First place an even layer of sponge fingers on the bottom of the bowl.
**D.** **The English trifle is a typical dessert that's been popular for more than 400 years.**
**E.** Then cover this with a layer of strawberries and pour the liquid jelly on top. Put it in the fridge so that it sets and solidifies.
**F.** You'll need some sponge fingers, strawberries, jelly, cream and custard.

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|---|---|---|
| **1. D** | **2.** | **5.** |
| | **3.** | **6.** |
| | **4.** | |

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**These sentences are from some instructions. Put the sentences in the right order. The first sentence is number 1.**

A. Begin by following the link below this **advertisement**.
B. Fill it in with all your personal details and then click 'Send'.
C. You'll receive a confirmation email immediately.
D. **So you want to get fit? We can help you! Follow these easy steps.**
E. It **will** take you to the home page of our website.
F. Once there, you'll see a big blue button saying 'Sign up'.
G. Click on the button and the registration form **will** open.

| | | |
|---|---|---|
| **1. D** | **2.** | **5.** |
| | **3.** | **6.** |
| | **4.** | |

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