Aptis British Council

TESOL Teacher Education in a Transnational World critically examines theories and practices in contemporary TESOL teacher education to shed new light on the intersection of transnationalism and language teacher education. It emphasizes the scholarship of transnational mobility of language teachers, and showcases critical research from diverse contexts. The book fills a critical research gap by more fully examining the theory and practice of teacher education in a changing time when national identities and cross-border mobilities continue to figure prominently in scholarly discussions. Through a diverse set of epistemological, historical and theoretical perspectives along with methodological innovations, contributors of this volume not only index the dynamism of the scholarship of teacher education, but they also offer new forums for lively pedagogical debates. Featuring contributions from diverse educational and geographical contexts, including Europe, Asia, North America, and Latin America, the book moves the existing scholarship forward to more fully examine TESOL teacher education in relation to transnationalism. This book will be of great interest to academics, scholars, post-graduate students, teacher educators, policymakers, curriculum specialists, administrators, and other stakeholders interested in language teacher education, TESOL and applied linguistics

This book offers new empirical insights into the current state of Content and Language Integrated Learning (CLIL) characterisation (through an innovative proposal to link CLIL to English as a Lingua Franca), implementation (via observation protocols and SWOT analyses), and research (by examining the effects of CLIL on the L1, foreign language, key competences, and content subjects taught through English). The book provides a state of the art of the CLIL arena, identifies the chief challenges that need to be addressed and signposts possible ways of overcoming these in order to continue advancing smoothly into the next decade of CLIL development. This book will be of interest to researchers, policy-makers, educational authorities, and practitioners as it will assist them in making informed decisions about how to characterise, implement, and investigate CLIL in the bi- and plurilingual programs that are more frequently introduced in monolingual contexts.

The pace at which technology changes has created unique challenges in the integration of such technologies into language teaching and learning. Innovative pedagogies and strategies must be developed that adapt to these changes and accommodate future technological changes. Recent Developments in Technology-Enhanced and Computer-Assisted Language Learning is an essential research publication that focuses on technological influences on language education and applications of technology in language learning courses including foreign and second language learning. Featuring an array of topics such as artificial intelligence, teacher preparation, and distance learning, this book is ideal for teachers, language instructors, IT specialists, instructional designers, curriculum developers, researchers, education professionals, academicians, administrators, practitioners, and students.

This volume offers new insights into the assessment of the language of Young Learners (YLs). YLs are defined here as being from 5 to 17 years, and are treated as three distinct subgroups: younger children (5/6 to 8/9 years), older children (8/9 to 12/13 years) and teenagers (12/13 to 17 years). The first half addresses fundamental issues, beginning with the characteristics of YLs and how these are manifested in first language development. The authors consider the potential ability of each age group to perform in a second or foreign language, proposing a rough age-related correspondence with CEFR levels. Finally, principles of assessment, specifically formative assessment and testing, are presented in the light of linguistic, cognitive and social development. The second half focuses on testing a range of 'skills'. Theoretical models of performance are introduced, followed by a practical analysis of approaches to the testing of each skill for the three age groups, illustrated with examples. The authors conclude by summing up developmental characteristics of each age group, and their implications for language testing. The book is intended for a wide readership within the field of teaching and assessing the language of young learners. Researchers are offered scope for further investigation of what emerges from the discussion, while practitioners will hopefully find support in their day-to-day work with YLs.

Testing second language listening proficiency validly and reliably has always posed a challenge. In the days before the widespread availability of recorded material, tests were reliant upon the voice of the examiner. Each test administration was a unique phonetic event, with enormous variations of delivery between examiners and even within the performance of a single examiner on different occasions. The presentation was read-aloud, and the texts chosen were often those that had been written to be read (including literary extracts). The resulting input to test takers bore little resemblance to natural connected speech.

Second language (L2) fluency is an exciting and fast-moving field of research, with clear practical applications in language teaching. This book provides a lively overview of the current advances in the field of L2 fluency, and connects the theory to practice, presenting a hands-on approach to using fluency research across a range of different language-related professions. The authors introduce an innovative multidisciplinary perspective, which brings together research into cognitive and social factors, to understand fluency as a dynamic variable in language performance, connecting learner-internal factors such as speech processing and automaticity, to external factors such as task demands, language testing, and pragmatic interactional demands in communication. Bringing a much-needed multidisciplinary and novel approach to understanding the complex nature of L2 speech fluency, this book provides researchers, students and language professionals with both the theoretical insights and practical tools required to understand and research how fluency in a second language develops.

International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030. This vision involves "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all." The founding editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality. Published chapters will reflect a variety of formats, free of methodological restrictions, involving disciplinary as well as interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the global discussion about the people, places and perspectives shaping Education 2030 outcomes. Education 2030 topics of interest include, but are not limited to, • Improving access to quality early childhood development, care, and pre-primary education; • Ensuring equal access for all women and men to affordable and quality education; • Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods; • Ensuring equal access for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations; • Achieving levels of literacy and numeracy required to engage in communities and employment; •

Acquiring the knowledge and skills needed to promote sustainable development, including: * Human right * Gender equality, * Promotion of a culture of peace and non-violence, * Global citizenship education, * The appreciation of cultural diversity and of culture's contributions to sustainable development, • Providing safe, non-violent, inclusive and effective learning environments for all; • Recruiting, preparing, supporting, and retaining quality teachers.

The ability to speak and write effectively is widely recognized as an important skill in many contexts and for many purposes, both personal, educational and professional. Because these skills are considered important in second and foreign language learning contexts, they are often included in performance assessments. The scoring of such performances is, however, a complex undertaking and has attracted much attention, both in first and second language learning contexts. The increasing use of automated scoring systems has added to this complexity in recent years. It is therefore all the more surprising that there is no book available that provides an overview of this topic area - the scoring of second language performances. This monograph fills this gap, by drawing together the latest literature in the area. It focusses on issues relating to both rater-mediated assessments and sets out consideration in relation to automated scoring systems (and other technology) which are increasingly used in our field. This monograph provides a useful introduction to graduate students, researchers, test developers, other practitioners and teachers to this topic which has in many ways dominated the field of language assessment over many decades.

This book provides language teachers with guidelines to develop suitable listening tests.

This book interactive online resources with mock interviews, sample essays, audio tracks, and score reports; eight full-length practice tests; proven score-raising strategies and tactics; in-depth review of the Listening, Readings, Writing, and Speaking sections of the exam.

The book examines how individual differences in candidates' levels of extraversion interact with facets which have been shown to affect scores obtained on oral performance tests. Three major studies are presented: the first is concerned with the individual candidate in the model; the second study investigates the role of the rater in the oral test process; the final study is concerned with the degree of interactivity required of pairs of candidates, each of whom also acts as an interlocutor in the performance of an oral test task. Results of the studies confirm that when an appropriate instrument is used to assess personality, and when theoretically sound hypotheses derived from the psychological literature are tested, significant differences can be observed in the responses of introverts and extraverts on particular oral test tasks.

This edited volume investigates the nature and possible applications of an expanded and reconceptualized theoretical construct of speaking as a dynamic socially-constructed endeavour. It addresses both theoretical perspectives and methodological procedures to define and circumscribe the assessment of contextualized speaking. The chapters focus on the complexity brought about by actual interactional competence in speaking tasks and discuss how testing and assessment models and practices can incorporate recent research findings on the inherently dynamic and situated nature of language use. The volume presents research on language assessment in a variety of languages other than English, including French, Chinese and Japanese. It also examines the role that embodied action (gaze, gesture, orientation to materials and texts in the environment) plays in assessment practices, an area that has heretofore remained under-explored. Chapter 6 will be free to download as an open access publication. We will link to it here as soon as it is available.

This book is designed for anyone taking the British Council's Aptis Advanced test. It is intended equally for teachers, students in class and those studying alone. There is advice for the exam in general and for each section covered in the book. There are more than ninety exercises to help candidates prepare for the exam. The questions follow, in content and format, those used in the actual exam. The book also includes a useful section with phrases and words for the speaking and writiing tasks. All skills except for listening are covered: grammar and vocabulary, reading, writing and speaking.With answer key.This edition incorporates some corrections to the Answers section of the August 2020 edition.

1,000 English grammar questions is ideal for students who want to practice English grammar exercises in the style of the British Council Aptis exam. It is written for self-study or to use in a group with a teacher as additional practice material. It is useful as a tool for revision for practicing new structures. There are 30 tests including answers: 10 tests at Lower Intermediate / Intermediate B1 with 25 questions.10 Tests at Intermediate / Upper intermediate B2 with 25 questions.10 Tests from Lower Intermediate to Upper Intermediate B1-B2 with 50 questions.The book is aimed at intermediate level students who are preparing English exams or who want to practice those structures which often cause problems. Advanced students will also find the book useful.1,000 English Grammar Questions es ideal para estudiantes que desean hacer ejercicios de gramática inglesa al estilo de Aptis del British Council. Ha sido escrito para auto-estudio o para usar en un grupo con un profesor/a como material de práctica adicional. Es una herramienta útil para repasar nuevas estructuras.Hay 30 pruebas con respuestas:10 pruebas en Lower Intermediate / Intermediate B1 con 25 preguntas.10 pruebas en Intermediate / Upper Intermediate B2 con 25 preguntas.10 pruebas de Lower Intermediate a Upper Intermediate B1-B2 con 50 preguntas.El libro está dirigido a estudiantes de nivel intermedio que están preparando exámenes de inglés o que desean practicar aquellas estructuras que pueden provocar problemas. El libro también es útil para los estudiantes de nivel avanzado.

Computer based testing has become a prevailing tendency in education. Each year, a large number of students take online language tests everywhere in the world. In fact, there is a tendency to make these tests more and more used due to their low cost of delivery. However, many students are forced to take them despite their interests, feelings and cognitive style. This paper describes a study with the fairly new APTIS Test (British Council). 35 students took the test and responded to a structured questionnaire on their

feelings while taking it. Results indicate that the test brings a considerable amount of anxiety along with it. [This paper was published in: "New Trends and Issues Proceedings on Humanities and Social Sciences." [Online]. Issue 7, pp 44-46.].

A compendium of the latest developments in research regarding English language education for Chinese-speaking learners, this volume combines cutting-edge research from multiple internationally-known scholars. The chapters offer unique insights into some of the most salient issues related to this broad topic. The seventh volume in the Global Research on Teaching and Learning English series, co-published with The International Research Foundation for English Language Education (TIRF), this book features chapters with original research written by TIRF Doctoral Dissertation Grant awardees. The volume addresses the crucial and growing need for research-based conversations on the contexts, environments, goals, and measures of success for Chinese-speaking learners of English. It includes sections on language assessment, perceptions in university contexts, and technology, especially in relation to young learners, in order to promote in-depth discussion of the teaching and learning of English for native speakers of Chinese. The volume's 13 research-based chapters discuss topics such as the impact and implications of using emerging assessment tools; the increase in English for Specific Purposes (ESP) courses; academic speaking and writing; and teaching in an online or hybrid environment. Throughout the book the authors draw on their knowledge of their multiple contexts, as well as their learners' needs and goals. This volume brings together innovative research for TESOL and TEFL students, language teacher educators, language policy specialists, language assessment scholars, and language teachers. Readers will become familiar with how these issues related to Chinese-speaking learners of English are being addressed in academic circles around the world.

"One of the great adventures of our time." —Life "Am going to cross Pacific on a wooden raft to support a theory that the South Sea islands were peopled from Peru. Will you come? . . . Reply at once." That is how six brave and inquisitive men came to seek a dangerous path to test a scientific theory. On a primitive raft made of forty-foot balsa logs and named "Kon-Tiki" in honor of a legendary sun king, Thor Heyerdahl and five companions deliberately risked their lives to show that the ancient Peruvians could have made the 4,300-mile voyage to the Polynesian islands on a similar craft. For three months, the bold young men made their way across the pacific at the complete mercy of the ocean. They encountered storms that threatened to tear their raft apart, whales large enough to sink them in the blink of an eye, and sharks ready to feast on any man unfortunate enough to fall overboard. In the true spirit of adventure, they held on until finally making landfall on a remote Polynesian island, proving Heyerdahl's theory possible after all. On every page of this true chronicle—from the actual building of the raft through all the dangerous and comic adventures on the sea, to the spectacular crash landing and the native islanders' hula dances—each reader will find a wholesome and spellbinding escape from the twenty-first century.

'A reading experience that hums with an electric energy that never gets boring and feels shockingly, painfully real.' - The Times 'There's different ways to do it: I can slowly move closer step by step, or I can do it in one movement and bump into them. Easiest is in a pub then I can put my drink too close to theirs. Move my stool near theirs. Anything to cross the line.' Gary is a dipper, a burglar, a thief. He is still at junior school when his father first takes him out on the rob, and proves a fast learner: not much more than a child the first time he gets caught, he is a career criminal as soon as he is out again. But Gary is also fiercely intelligent - he often knows more about the antique furniture he is stealing than the people who own it, and is confident in his ability to trick his way out of any situation, always one step ahead. But all that changes when he falls for Mandy...

The Council of Europe released a preliminary version of the Manual for Relating Language Examinations to the Common European Framework of Reference for Languages (CEFR) in 2003. Over the next 5 years a wide range of institutions and individuals undertook case studies to pilot this draft version. Towards the close of the piloting phase, a two-day colloquium was held in Cambridge, UK enabling pracititioners and academics to reflect on and share their experiences of applying the Manual procedures. Insights from this colloquium informed the Manual revision project during 2008/2009. This volume features selected case studies presented at the Cambridge Colloquium in December 2007. They include the linking of a single test to the CEFR, the CEFR-linking of suites of examinations at different levels and large scale national projects undertaken by examination boards and specialist research institutes. Some studies focus on part of an examination, while others involve all test components. Some apply one or two of the procedures - familiarisation, specification, standardisation, and empirical validation. As well as describing their studies and reporting their findings. contributors reflect and comment on their experience of using the draft Manual. A clear and comprehensive introductory chapter explains the development of the CEFR and the draft Manual for linking tests, and discusses its relevance for the future. The volume will be of interest to examination boards, language test developers and educational policy-makers, as well as academic lecturers, researchers and graduate students interested in the principles and practice of aligning tests to the CEFR.

Este libro ha sido creado principalmente para hacer posible superar Aptis -el test multinivel de inglés de British Council- de manera rápida y sencilla. Proporciona, entre otras cosas, explicaciones muy claras de toda la gramática que necesitas junto con prácticas. Además, vocabulario por temas y frases muy útiles para el ejercicio de 'Speaking', una guía para escribir emails y muchos ejercicios prácticos con sus soluciones. Está enfocado a los niveles B1-B2-C. This book aims to help you pass Aptis - the innovative multilevel English language test from the British Council. It is easy to use with explanations of grammar, very useful phrases for the Speaking test, topic vocabulary, a writing guide and lots of practice. It is suitable for individuals who need to demonstrate a B1-B2-C level of English.

"These Practice Materials are intended to give IELTS candidates an idea of what the test is like. They also give candidates the opportunity to test themselves to see whether their English is at the level required to take IELTS. These practice materials are approved by the British Council, Cambridge ESOL and IDP: IELTS Australia" -- Introd.

This volume presents an interdisciplinary approach to the study of second language prosody and computer modeling. It addresses the importance of prosody's role in communication, bridging the gap between applied linguistics and computer science. The book illustrates the growing importance of the relationship between automated speech recognition systems and language learning assessment in light of new technologies and showcases how the study of prosody in this context in particular can offer innovative insights into the computerized process of natural discourse. The book offers detailed accounts of different methods of analysis and computer models used and demonstrates how these models can be applied to L2 discourse analysis toward predicting real-world language use. Kang, Johnson, and Kermad also use these frameworks as a jumping-off point from which to propose new models of second language prosody and future directions for prosodic computer modeling more generally. Making the case for the use of naturalistic data for real-world applications in empirical research, this volume will foster interdisciplinary dialogues across students and researchers in applied linguistics, speech communication, speech science, and computer engineering.

This Handbook, with 45 chapters written by the world's leading scholars in second language acquisition (SLA) and language testing, dives into the important interface between SLA and language testing: shared ground where researchers seek to measure second language performance to better understand how people learn their second languages. The Handbook also reviews how to best measure and evaluate the second language (L2) learners' personal characteristics, backgrounds, and learning contexts to better understand their L2 learning trajectories. Taking a transdisciplinary approach to research, the book builds upon recent theorizing and measurement principles from the fields of applied linguistics, cognitive science, psychology, psycholinguistics, psychometrics, educational measurement, and social psychology. The Handbook is divided into six key sections: (1) Assessment concepts for SLA researchers, (2) Building instruments for SLA research, (3) Measuring individual differences, (4) Measuring language development, (5) Testing specific populations, and (6) Measurement principles for SLA researchers.

This book, based on my doctoral work, makes a modest attempt to study the processes and the problems involved in translating these texts mainly with regard to the all important task of achieving communicative and/or semantic equivalence proposed by Peter Newmark.

Ernesto Macaro brings together a wealth of research on the rapidly expanding phenomenon of English Medium Instruction. Against a backdrop of theory, policy documents, and examples of practice, he weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students. Whilst acknowledging that the momentum of EMI is unlikely to be diminished, and identifying its potential benefits, the author raises questions about the ways it has been introduced and developed, and explores how we can arrive at a true cost–benefit analysis of its future impact. "This state-of-the-art monograph presents a wide-ranging, multi-perspectival yet coherent overview of research, policy, and practice of English Medium Instruction around the globe. It gives a thorough, in-depth, and thought-provoking treatment of an educational phenomenon that is spreading on an unprecedented scale." Guangwei Hu, National Institute of Education, Singapore Additional online resources are available at www.oup.com/elt/teacher/emi Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford and is the founding Director of the Centre for Research and Development on English Medium Instruction at the university. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman

This publication highlights the need for test developers to provide clear explanations of the ability constructs which underpin tests offered in the public domain. An explanation is increasingly required or if the validity of test score interpretation and use are to be supported both logically and with empirical evidence. The book demonstates the application of a comprehensive test validation framework which adopts a socio-cognitive perspective. The framework embraces six core components which reflect the practical nature and quality of an actual testing event. It examines Cambridge ESOL writing tasks from the following perspectives: Test Taker, Cognitive Validity, Context Validity, Scoring Validity, Criterion-related Validity and Consequential Validity. The authors show how an understanding and analysis of the framework and its components in relation to specific writing tests can assist test developers to operationalise their tests more effectively, especially in relation to criterial distinctions across test levels.

Find 10 APTIS Practice Tests to train for the Grammar & Vocabulary part, which means you will find 250 APTIS format multiple choice questions on Grammar and 250 APTIS format multiple choice questions on Vocabulary. You will also find this material useful if you are getting ready to take ANY other English Level test based on multiple choice questions on grammar and vocabulary. You will also find Tips and suggestions to get the best results, as well as 10 of the most frequent mistakes students make explained step by step. THIS IS A BLACK AND WHITE PRINTED VERSION for your cheapest convenience. You also gain ACCESS to the ONLINE version of this TESTS. Follow instructions on page 86 to get unlimited access to the online tests with your purchase of this book. Get in touch with Mariana Bargna every time you need to, at every step of your way throughout the book.What is the APTIS test? It's a multilevel test by the British Council designed to provide certification of our command of the English Language in 5 areas: Reading, Writing, Listening, Speaking and Grammar&Vocabulary. APTIS General will provide you with a certificate determining your English communication skills at one of these levels: A1, A2, B1, B2 or C. It's only one ONLINE test designed to certify your English as belonging to one of these 5 levels. It's relatively new and becoming widely accepted by both public and private institutions around the world because of its impeccable testing procedures, its modern approach and efficient results at evaluating all areas of communication skills.

This monograph provides a historical overview of validity, targeting developments in both the UK and the US. It explores theoretical notions of validity as well as pragmatic validation practices and expands the arguments that need to be attended to document quality. The authors examine the need to consider, in addition to the psychometric

evidence, which has continued to prevail especially in the US, other critical sources of quality evidence. They call attention to principled design and the evidence accumulated from various departments/groups involved in test design and development. They also promote the concept of impact by design, which places consequences at the top of the evidence chain to guide all testing efforts and quality documentation. They envision validity scholarship to attend to consequences at the individual, aggregate/group, and larger educational/organisational/societal levels. Concomitant with this attention to consequences are considerations of stakeholders and the tailoring of communication to engage intended groups. Such an approach yields a more convincing validity argument. The monograph ends by calling on professionals in the field to publish case studies, which showcases localised validity arguments in practice. Local case studies represent critical endeavours to illustrate how evidence and arguments are pulled together to support the quality of a testing programme and all that it entails.

This book investigates the issue of cloze-validity as a measure of second language reading comprehension. It starts off by making a distinction between general reading ability and the more specific reading comprehension followed by a thorough review of the related research on L2 reading comprehension and sorting out the confusion in the literature in this categorization. A comprehensive account of cloze procedure is presented discussing its origin, different versions, its use for teaching and testing purposes, as well the latest research on cloze as measures of readability, language proficiency and second language reading. The book includes studies conducted at several stages on validating cloze as a measure of reading and interview and questionnaire techniques are applied to investigate the validity of eight cloze tests, criterion reading tests, and other cloze and reading tests in general. Two new cloze tests, i.e. reader-centered cloze test and phrase cloze test, are also introduced and researched as measures of reading ability. The book concludes with suggestions for developing tests that can better measure reading comprehension in light of recent research insights on the complex and dynamic nature of reading. This book will appeal to researchers, lecturers and graduate and post-graduate students taking a course in Second Language Acquisition, Applied Linguistics, TESOL, Language Assessment, and Educational Measurement.

This book tells the story of the British Council's seventy-five year involvement in the field of English language testing. The first section of the book explores the role of the British Council in spreading British influence around the world through the export of British English language examinations and British expertise in language testing. Founded in 1934, the organisation formally entered the world of English language testing with the signing of an agreement with the University of Cambridge Local Examination Syndicate (UCLES) in 1941. This agreement, which was to last until 1993, saw the British Council provide substantial English as a Foreign Language (EFL) expertise and technical and financial assistance to help UCLES develop their suite of English language tests. Perhaps the high points of this phase were the British Council inspired Cambridge Diploma of English Studies introduced in the 1940s and the central role played by the British Council in the conceptualisation and development of the highly innovative English Language Testing Service (ELTS) in the 1970s, the precursor to the present day International English Language Testing System (IELTS). British Council support for the development of indigenous national English language tests around the world over the last thirty years further enhanced the promotion of English and the creation of soft power for Britain. In the early 1990s the focus of the British Council changed from test development to delivery of British examinations through its global network. However, by the early years of the 21st century, the organisation was actively considering a return to test development, a strategy that was realised with the founding of the Assessment Research Group in early 2012. This was followed later that year by the introduction of the Aptis English language testing service; the first major test developed in-house for over thirty years. As well as setting the stage for the re-emergence of professional expertise in language testing within the organisation, these initiatives have resulted in a growing strategic influence for the organisation on assessment in English language education. This influence derives from a commitment to test localisation, the development and provision of flexible, accessible and affordable tests and an efficient delivery, marking and reporting system underpinned by an innovative socio-cognitive approach to language testing. This final period can be seen as a clear return by the British Council to using language testing as a tool for enhancing soft power for Britain: a return to the original raison d'etre of the organisation.

The Routledge Handbook of Teaching English to Young Learners celebrates the 'coming of age' for the field of research in primary-level English Language Teaching. With 32 chapters written by international scholars from a wide geographical area including East Africa, Mexico, the South Pacific, Japan, France, the USA and the UK, this volume draws on areas such as second language acquisition, discourse analysis, pedagogy and technology to provide: An overview of the current state of the field, identifying key areas of TEYL. Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning (CLIL) to gaming. Suggestions of ways forward, with the aim of shaping the future research agenda of TEYL in multiple international contexts. Background research and practical advice for students, teachers and researchers. With extensive guidance on further reading throughout, The Routledge Handbook of Teaching English to Young Learners is essential reading for those studying and researching in this area.

IELTS Speaking Test Practice - IELTS Speaking Exam Preparation & Language Practice for the Academic Purposes and General Training Modules by IELTS Success Associates contains 16 IELTS practice speaking tests. This book will help you improve your grammar, language skills, vocabulary and fluency for the IELTS speaking test. IELTS Speaking Test Practice is designed for upper-intermediate to advanced learners of English. This study guide is conveniently organised into 8 parts: PART 1: How to improve your speaking test score The study guide begins with an overview of the IELTS speaking test format. It also provides you with tips and techniques to improve your speaking test score. PART 2: Grammar and sentence construction on the speaking exam You will learn what aspects of grammar and what types of sentence construction examiners are looking for in each part of your interview. PART 3: Using conditional sentences on the IELTS speaking tasks There are exercises teaching you how to use conditional sentences in order to get a higher score. PART 4: Sample speaking exam 1 Complete speaking exam with the following sections for each of the three IELTS speaking tasks: Overview of each of the tasks, explaining the format and pointing out what is expected of you Tips for preparing for each of the tasks, with in-depth explanations Sample responses for each task with exercises and explanations PART 5: Useful conversational phrases In the next section of the study guide, we provide useful conversational phrases for you to practise for your speaking test. PART 6: Vocabulary improvement There is also a special section on how to improve your vocabulary for the IELTS speaking text. You will study lists of words for the topics most commonly tested on the IELTS speaking exam. PART 7: Three more complete IELTS speaking practice exams with model responses The book then has teacher''s comments on each task. There are also exercises that ask you to analyse how the vocabulary, grammar and phrases are used in the sample responses. Each of the three speaking practice exams has three tasks each, just like the real IELTS speaking test. There are twelve speaking tasks, and texts for twelve model responses are provided. PART 8: Twelve additional speaking practice tests The twelve additional speaking tests are on these topics: Culture and Cultural Events Education Environment Family and Friends Food and Nutrition Free Time, Hobbies and Leisure Newspapers, Media and Technology Role Models Shopping and Consumerism Television Transport Travel and Tourism See a free sample of this book: For a free sample of this book, please click on the "Look Inside" icon on the top left corner of this page. You may also be interested in our other IELTS publications: IELTS Listening Practice Tests - IELTS Self-Study Exam Preparation Book: For IELTS for Academic Purposes and General Training Modules For our "IELTS Listening Practice Tests Audio CD" go to: www.amazon.com/IELTS-Listening-Practice-Tests-

Audio/dp/B00MEVO89M/ IELTS Vocabulary: IELTS Words for the IELTS for Academic Purposes English Test IELTS Reading Practice Tests: IELTS Guide for Self-Study Test Preparation for IELTS for Academic Purposes IELTS Writing Coursebook with IELTS Grammar Preparation and Language Practice: IELTS Essay Writing Guide for Task 1 of the Academic Module and Task 2 of the Academic and General Training Modules

As the demand for English language education grows in Asia, there has been a parallel growth in the development and implementation of standardized tests at the local level. Offering much-needed context on locally produced tests in Asia, contributors examine emerging models for English language assessment and the impact these large-scale tests have on the teaching and learning of English. Chapters address the following well-known and developing high-stakes tests in different regions across Asia: the GEPT, the TEPS, the VSTEP, the CET, the EIKEN and TEAP, and the ELPA. Brought together by world-renowned testing assessment scholar Cyril Weir and the Language Training and Testing Center (LTTC), one of Asia's leading testing institutions based in Taiwan, this volume is a useful reference for evaluating, developing, and validating local tests of English and their societal impact. Comprehensive and research-based, chapters cover historic backgrounds, sociocultural contexts, test quality, international standing, and future considerations. Ideal for graduate students, researchers, and scholars in language assessment, TESOL/TEFL, and applied linguistics, this book will also be of interest to language teaching professionals, language test developers, and graduate students in Asian studies and international education, intercultural communication, and intercultural studies.