



APTIS ADVANCED BOOKLET

PRACTICA GRATIS

1 EXAMEN COMPLETO

Speaking, Reading, Writing, Listening,
Grammar & Vocabulary ceñidos al
examen con respuestas.

TRUCOS Y CONSEJOS

Aprende cómo contestar con
nivel avanzado en la prueba
siguiendo nuestros consejos.

Practica el examen
Aptis Advanced con
un modelo gratuito
con respuestas y
consejos.

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ATENCIÓN

Este booklet es propiedad intelectual de Salón de Idiomas. Cualquier similitud con el examen oficial es meramente casual.

Está prohibida la distribución de este eBook por alguien que no sea profesor de la academia.

Es material gratuito para suscriptores y alumnos de Salón de Idiomas, por lo que está prohibida su venta.





1º SPEAKING

Before you start, we want to give you a piece of advice: having this material do not ensure a C1 or C2 in the exam. And remember, it's about knowing how to do it well rather than doing it fast and wrong.

Now we can start! **Aptis Advanced** exam has **5 skills**: Speaking, Writing, Grammar & Vocabulary, Reading y Listening.

Speaking (10 minutos)

Escucha atentamente las instrucciones y habla claramente por el micrófono cuando escuches la señal. Cada parte de la prueba aparecerá automáticamente.

Parte 1: Deberás hablar de dos imágenes presentadas juntas y contestar a tres preguntas. Tendrás 45 segundos para responder cada una.

Primero tienes que hacer una comparación de las imágenes y después contestar cuál de las dos situaciones que se muestran te parece más atractiva o cuál preferirías si pudieras escoger. Por último, se te hará una pregunta general relacionada con el tema de las imágenes.

Parte 2: Deberás hablar durante 2 minutos sobre un tema dado por los examinadores y tendrás 1 minuto para preparar tu exposición.

Parte 3: Deberás exponer durante 1 minuto y 30 segundos los pros y contras de otro tema dado. Te darán tres ventajas y tres desventajas. Tendrás que elegir dos de cada una para hablar.

Parte 4: Se te hará una pregunta relacionada con la parte anterior y tendrás que dar tu respuesta durante 45 segundos.



2º WRITING

Writing (45 min.)

Parte 1: Deberás contestar a tres preguntas con un estilo relativamente informal y en pocas palabras. (máximo unas 40).

El cuestionario simula el proceso de inscripción de un foro especializado que puede ser sobre cocina, historia o literatura, entre otros temas.

Parte 2: Se te pide redactar un correo electrónico con una extensión máxima de 150 palabras y deberás escribir en un estilo formal.

Deberás responder el e-mail a una entidad que pide conocer tu opinión. A lo largo del texto deben plantearse quejas y sugerencias con un nivel lingüístico alto.

Parte 3: Deberás realizar un artículo con datos dados por el examinador. Este texto deberá tener una extensión de 180 a 220 palabras.

Grammar & Vocabulary (30 minutos)

En Grammar tendrás 25 ejercicios con respuestas de opción múltiple. Verás que presenta también preguntas de Aptis General.

En Vocabulary tendrás 25 ejercicios con respuestas de opción múltiple de sinónimos, definiciones y collocations.



3º READING

Reading (45 min.)

Parte 1: Vas a leer la opinión de 4 personas y después tendrás que decir quién expresó cada idea al contestar 7 preguntas.

Parte 2: Tendrás que elegir el título adecuado para cada párrafo.

Parte 3. Leerás un texto de 300 palabras con frases que faltan, así que deberás elegir la mejor opción y llenar los espacios.

Parte 4. Deberás llenar huecos de un texto, en función de la concordancia semántica y gramatical.

4º LISTENING

Listening (25 min.)

Parte 1. Escucharás cinco audios de monólogos o diálogos y se te harán preguntas relacionadas con respuestas de opción múltiple. El nivel en esta parte es B1-B2.

Parte 2. Escucharás dos conversaciones o monólogos y tendrás que responder a dos preguntas con opción múltiple para cada audio. Podrás escucharlos dos veces cada uno.

Parte 3. Escucharás una conversación en la que, generalmente, participan hombre y mujer. De esa charla deberás contestar quién dijo cada idea.

Parte 4. Escucharás 2 audios

Una persona habla o varias pueden tener una conversación bastante larga. Las opciones de respuesta aparecen en tablas. Se escucha una vez y el nivel es parecido al de un C2.



LET'S START! SPEAKING

TASK 1: You will answer 3 questions, you have 45 seconds to answer each question

1. Compare the pictures:



2. What kind of concert would people choose?

3. What kind of music is better in your opinion?

TASK 2: You have 1 minute to prepare and 2 minutes to answer the 3 questions.

Natural Disasters

- Have you ever heard about/lived through an natural disaster?
- How do you think people should react in case of a natural disaster?
- Do you think countries are (in general) prepared for these kind of catastrophes?



TASK 3: You have 1 minute to prepare and 1:30 minutes to discuss only 2 pros and 2 cons from the ones below.

ARTWORKS

Should artists be paid for their artworks?

PROS:

- Unknown artists can make a living of their work.
- Culture diffusion around the world.
- Art as an expression of feelings and emotion.

CONS:

- Art is considered by many as a hobby.
- Certain artworks are seen as worthless.
- The quality of art is subjective in all cases.

TASK 4. You have 45 seconds to answer one question (related to the topic of the previous exercise).

Do you think modern art is valuable for everyone?



LET'S START! WRITING

TASK 1: You are a member of the science club and you are speaking to three other members in a group chat. Respond to them in full sentences (30-40 words per answer). You have 10 minutes.

Martin: Hey! Welcome to the group. I got into science when I was in high school, so I decided to become an engineer. What about you?

Jorge: Welcome! Can you tell me about any experiments you have done before?

Bea: Who is your favourite scientist or inventor? Why?



TASK 2: You received this email from a local café. Read the email and the notes you have made. Write a reply (120-150 words) using your notes, and express how you feel about the situation.

Dear Customer,

Thank you for your continued patronage at our café. We are always looking for ways to improve your experience! We would love to know more about your visit today. How fast were you served? (1) It would be great to know whether you found our staff helpful or not. Did they answer all of your questions with a smile? (2) Lastly, what did you think of our new patio? Did you have a chance to enjoy it? (3) We would love to hear your thoughts!

Yours faithfully,

Krave Café Staff

NOTES:

1. Slow service – made me late for work
2. Friendly staff – but too talkative
3. Patio looked beautiful – but it was raining

Write an **EMAIL** 130-150 words. You have around 15 minutes (FORMAL STYLE).



TASK 3: Shopaholics Anonymous! is a website that publishes short articles submitted by the public on general interest topics. You have been asked to write an article about Online Shopping. You have done some research on this topic in note form. Using your notes, write an informative and attention-grabbing article for publication (180-220 words).

NOTES:

- More products to choose from
- Can find deals and use coupon codes
- **Pros:** convenience / no lines or crowds
- **Cons:** cannot physically inspect item/ have to pay to return

Price comparisons

Product Type	Avg Price in person	Avg Price online	+/- Overall
Books	\$15/book shop	\$5 on Amazon	+ Cheaper and bigger selection online
Groceries	\$100 for the weekly shop	\$150 for the weekly shop	- More convenient/ but can't guarantee freshness of products
Clothes	\$80	\$80 (many % off deals)	-/+ Save money/ but can't try on

Write an ARTICLE using 180-220 words.



LET'S START!

GRAMMAR

Welcome to the Aptis Grammar and Vocabulary test. The test consists of two sections: grammar (25 questions) & vocabulary (25 questions). You have 30 min.to answer both sections.

1. We dinner when our unexpected guests

- A) had / were arriving
- B) were having / arrived
- C) had been having / have arrived

2. Since they us they were coming, we any food for them.

- A) hadn't told / didn't have
- B) don't tell / won't have
- C) haven't told / aren't having

3. more specific in his letter, I..... that he would be living in Paris until next year.

- A) If he had been / wouldn't have thought
- B) If he has been / wouldn't have thought
- C) If he had been / wouldn't thought

4. I'm not going to start looking for a job... I have finished my studies.

- A) by the time
- B) until
- C) moreover

5. In spite of the fact that the government owns of the forests in our country, has been done either to curb their misuse or to develop a well-managed forest industry.

- A) a few / none
- B) most / plenty
- C) all / little

6.He consistently refused to take his medicine and his illness has gotten worse.

- A) otherwise
- B) on the other hand
- C) consequently



21. There are no classes _____ summer.

- A) at B) in C) on

22. Elizabeth likes to take a nap _____ noon.

- A) at B) in C) on

23. This wet weather is so

- A) depressed B) depressing C) depression

24. He's such a person. He never wants to go out.

- A) bored B) boring C) bore

25. I'm not very in sport.

- A) interested B) interesting C) interest

LET'S START!

VOCABULARY

1. Match the words with their definitions:

a) Ashtray	() To express support for a particular idea or way of doing things
b) Bask	() Large size or mass
c) Advocate	() To cause someone to feel nervous, worried, or uncomfortable
d) Core	() A useful and desirable thing or quality
e) Embarrass	() A bowl or small dish for tobacco ashes of smokers
f) Hollow	() A new activity that involves risk or uncertainty
g) Bulk	() Having a hole or empty space inside
h) Lump	() The basic and most important part of something
i) Asset	() A piece of a solid substance
j) Venture	() To lie or sit enjoying the warmth especially of the sun



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

A) PAIN	() PROPOSE
B) DENY	() ILLNESS
C) BLAME	() ACHE
D) SUGGEST	() DISCREDIT
E) BRIBE	() REFUSE
	() ACCUSE
	() BLUFF
	() BLACKMAIL
	() THREAT

3. Select a word on the left that is most often used with a word on the right.

A) DAIRY	() STRUGGLES
B) BLIND	() STANDARDS
C) POWER	() CIRCUIT
D) ETHICAL	() WARS
E) DISPOSABLE	() OBEDIENCE
	() SECTOR
	() INCOME
	() ACCOUNT
	() PRODUCTS



4. Finish each sentence using a word from the list.

A) A thin _____ of light made its way through the curtains.	() STRAND
B) He managed to _____ his dignity throughout the performance.	() DISMAY
C) John, much to his _____, was fined for illegal parking.	() RETAIN
D) He's a very _____ man, with his manipulative ways no doubt he can make himself governor.	() THREAD
E) He was _____ to agree with them.	() HOLD ON
	() CUNNING
	() DEVIOUS
	() INCLINED

Task 5. Choose a word to complete the sentences.

1. I worked all night long in order to the deadline. I finally managed to hand my essay in on time.

- a) take b) get c) meet

2. It is widely that computers can make our lives easier.

- a) accepted b) agreed c) allowed

3. The cabin was supposed to be taking care of the passengers

- a) staff b) team c) crew

4. He asked me if there was any point in the future when I'd like to have children.

- a) expected b) foreseeable c) predictable

5. Unfortunately, clinical details of influenza-like illness in the detention were not available.

- a) facility b) site c) centre



LET'S START!

READING

TASK 1: Read carefully the paragraphs and pay attention to the author. Then answer the questions below and decide who says what.

OCD

A. CINDY

My OCD started in the 5th grade when I believed my parents were trying to poison me. Every night before bed, I asked for a glass of water, and would take a sip while calculating the number of hours until the poison would kill me. This is just one example of the strange compulsions and haunting images I had to endure. While in Hawaii during Christmas of my 6th grade year, I saw a TV show that followed the life of three young men and women dealing with everyday battles related to OCD. I watched the program for about 3 minutes and turned it off. I was scared out of my mind. From that point on, I told my parents that I thought I had Obsessive Compulsive Disorder. I knew very little about the condition, because when you are of a young age like I was, you do not know what is considered "normal".

B. JOHN

My OCD became evident and disruptive to me, and my family's life, in February of 2000. Shortly after the birth of my son, I was hospitalized with internal bleeding. After being released, a sense of constant anxiety over fears of health, death became intrusive and obsessive. It took until July 2002 before I decided that enough was enough and I needed to get some help finding out what was going on with my thinking. Eventually, my quests lead me to the Anxiety Treatment Center. The treatment that I have been pursuing with Dr Zasio has done more for me in the last 7 months than all of the treatment I received in the last 8 years.



C. MARK

OCD makes life so much harder than it should be. If it is not one thing it's another. Exposure and ritual prevention therapy, I find, is the real solution to get a handle on OCD. Back in time, some of the obsessions included a fear of being gay or damned, a fear of not living a good Christian life, a fear of not being normal or a fear that if I don't deposit money in my checking account daily that I will not have a secure bank account. As I said, I feared that I had to live a "perfect" Christian life. This resulted in compulsions and drastic changes in my life. The problem was, it never helped. I purged everything I owned except my bedroom furniture and clothing. I lost thousands of dollars in computers, cell phones and so forth.

D. JENNA

The Anxiety Treatment Center is the first program that actually understood my anxiety and what I needed to do to get better. They looked at me as a whole person and all the areas of my life that were affected by my anxiety. I had been through other local programs reporting to have expertise only to find out they were group based and for more general mental health conditions. The kind, warm, individualized treatment that I received fostered a safe environment for me to open up, talk about my fears, and face them head on. I am ready to return to work, something that I never thought I could do. If you are looking for help, this is the place to go.

ANSWER THE FOLLOWING QUESTIONS:

WHO GIVES THE NAME OF SOMEONE WHO HELPED HIM/HER? ___

WHO SAYS THAT EXPOSURE THERAPY WAS THE BEST OPTION? ___

WHO DID NOT WANT TO GO TO GROUP THERAPY? ___

WHOSE OCD STARTED EARLIER? ___

WHO TALKS ABOUT THE PAST AND HOW SHE/HE FAILED? ___

WHO IS LIVING NOW A NORMAL LIFE? ___

WHOSE OCD AFFECTED THEIR RELATIONSHIPS WITH FAMILY MEMBERS? ___

WHO FOUND OUT ABOUT OCD BY WATCHING TV? ___



TASK 2. Choose the most suitable heading from the table for each part of the article.

LUMBERJACKING, THE WORST PROFESSION ON EARTH

An unenviable job's bright side	At the top of the disruptions' list	A need to keep away from	More bullets to dodge
A tough and demanding occupation	The wood chopping world may be prejudiced	The reasons why we need loggers	

1. _____

Also known as loggers, they fell, cut, and transport trees for processing. Cutting down trees may not be the greenest job ever, but it's a necessity. Trees supply us with both paper products and lumber. Things like pencils, furniture, buildings, homes, papers, books, and desks all come from trees. A US website, has published its lists of best and worst jobs in 2012 and places lumberjacking at the top of its chart of careers to steer clear of.

2. _____

Loggers work deep in the wilderness in heavily forested areas. There they set up a base camp and get to work chopping down massive trees. It may seem like a simple job, but statistically it is one of the most dangerous. Loggers are typically strong, physically fit, incredibly lucky people with amazingly quick reflexes. They work in teams to flatten a patch of forest, collect the downed trees, and transport them away by truck, helicopter, or barge. Standard logger equipment includes chainsaws, hard hats, reflective vests, pikes, axes, and spiked shoes.



3. _____

Apart from having plenty of inconveniences, when it comes to work as a logger, including environmental damage, physical demands and stress, this profession ranks in the highest. Oh, except for income, where it ranks in the lowest. Unemployment for lumberjacks is very high, and the demand for their services is expected to continue to fall, and while working outside all day may seem like a great job perk, being a lumberjack not only is considered the worst job, but also one of the world's most dangerous.

4. _____

Trailing behind on the list of jobs to avoid are dairy farmer, enlisted military soldier, oil rig worker and newspaper reporter. As the digital world continues to take over the need for print newspapers and daily newscasts is diminishing, pointing to on-the-job stress, declining job opportunities and low income levels as factors affecting the decline of Fourth Estate careers.

5. _____

As logging leaves the Earth looking like a patchwork quilt, in order to limit the impact on the environment, the logging industry works with tree planters and communities to ensure future forests. If one has to see any bright side about it, maybe a logger's reward is the adventure, the risk, and life in the outdoors. Logging is a physically demanding, never-ending job. There are no formal requirements to become a logger. Any large lumber company is in need of a hard working, determined, tough logger.

6. _____

Is this a man's world? There are exceptions. Lumberjills are quite rare, however, some of them are winning wood chopping championships nowadays. Normally, just as it happens with men, they're taught to handle a wood chopper during their early teenage years, as if it was not really a big deal, even though it is not considered something that southern ladies would do in their free time. Would you consider the option of becoming a lumberjack/jill, even after reading all these inconveniences? Are you curious now?



TASK 3. Fill the gaps. Choose the correct option for each gap from the table below.

Many Animals Can Count, Some Better Than You

Every night during breeding season, the male túngara frog of Central America will 1. _____ out a performance patch in the local pond and spend unbroken hours broadcasting his splendor to the world.

The mud-brown frog is barely the size of a shelled pecan, but his call is large and dynamic, a long downward sweep that sounds remarkably like a phaser weapon on "Star Trek," followed by a brief, twangy, harmonically dense chuck.

Unless, that is, a competing male starts calling nearby, in which case the first frog 2. _____ two chucks to the tail of his sweep. And

3. _____ his rival respond likewise, Male A will tack on three chucks.

4. _____ they go, call and raise, until the frogs hit their respiratory limit at six to seven rapid-fire chucks.

The acoustic one-upfrogship 5. _____ and risks attracting predators like bats. Yet the male frogs have no choice but to keep count of the competition, for the simple reason that female túngaras are doing the same: listening, counting and ultimately mating with the male of maximum chucks.

Behind the frog's surprisingly sophisticated number sense, scientists have found, are specialized cells located in the amphibian midbrain that tally up sound signals and the intervals between them.

"The neurons are counting the number of appropriate pulses, and they're highly selective," said Gary Rose, a biologist at the University of Utah. If the timing between pulses 6. _____ fraction of a second, the neurons don't fire and the counting process breaks down.

"It's game over," Dr. Rose said. "Just as in human communication, an inappropriate comment can end the whole conversation."

The story of the frog's neuro-abacus is just one example of nature's vast, ancient and versatile number sense, a talent explored in detail in a recent themed issue of Philosophical Transactions of the Royal Society B, edited by Brian Butterworth, a cognitive neuroscientist at University College London, C. Randy Gallistel of Rutgers University and Giorgio Vallortigara of the University of Trento.

Source: The New York Times.



TASK 3. Fill the gaps. Choose the correct option for each gap.

1.	A. stoke	B. carry	C. shout
2.	A. tends to add	B. is likely to add	C. adds immediately
3.	A. would	B. should	C. ground
4.	A. up and about	B. faster and faster	C. back and forth
5.	A. is energetically draining	B. increases rapidly	C. is surprisingly high
6.	A. is off by just	B. stops with	C. stops in just



TASK 4. You are going to read 2 articles about an extinct animal. Choose the most suitable option per blank.

1.	A. shortage of efforts to test the feasibility of bringing	B. lack of efforts to pull	C. such efforts as these ones made before committed to bring
2.	A. realizing that dream/	B. achieve that dream	C. make that dream come true.
3.	A. major hurdles that need to be overcome	B. great moral challenges to be taken into account	C. low hopes scientists hope

Bring mammoth back to life

The woolly mammoth is long gone, having been pushed to extinction thousands of years ago, but in recent years, there have been no 1. _____ the species back. No, we're not talking about Jurassic Park-style of cloning — at least not yet — but a mammoth specimen discovered nearly a decade ago is bringing scientists closer than ever to 2. _____.

The mammoth, named Yuka, was found frozen in Siberia in 2010. Miraculously, even after thousands of years of lying dormant, scientists out of Japan recently managed to bring some of the animal's biological material back to life.

Put simply, the scientists took the heart of the "dormant," but damaged, mammoth cells and 1. swapped them into living mouse reproductive cells in a process called nuclear transfer (NT) in the hopes of bringing the harvested biological samples back from the brink. Against all odds, the cells began to wake back up, bringing a tiny bit of a woolly mammoth back to life.

However, as promising as this might sound, it's a far cry from actually reviving the extinct species. There are still 3. _____ before such a thing could even be considered, much less attempted, not least of which is finding samples of a preserved woolly mammoth with DNA that has held up better over time.

"Although the results presented here clearly show us again the de facto impossibility to clone the mammoth by current NT technology, our approach paves the way for evaluating the biological activities of nuclei in extinct animal species," the team says.



TASK 4. You are going to read 2 articles about an extinct animal. Choose the most suitable option per blank.

1.	A. came at the expense of	B. can be a game of a triage of	C. does not prioritize
2.	A. research out	B. gloss into	C. pull off
3.	A. Despite that background	B. against that backdrop	C. regardless of that milieu

We Might Soon Resurrect Extinct Species. Is It Worth the Cost?

With enough determination, money and smarts, scientists just might revive the woolly mammoth, or some version of it, by splicing genes from ancient mammoths into Asian elephant DNA. The ultimate dream is to generate a sustainable population of mammoths that can once again roam the tundra.

But here's a sad irony to ponder: What if that dream 1. _____ today's Asian and African elephants, whose numbers are quickly dwindling because of habitat loss and poaching?

Just because scientists can 2. _____ this feat of genetic engineering, does not necessarily mean that they should. The fear is not that we may be heading towards creating the chaos of Jurassic Park. Dinosaurs lived more than 60 million years ago, whereas the oldest species to yield usable DNA is a 43,000-year-old woolly mammoth.

Instead, spending resources on iconic extinct species, editors at Scientific American have argued, could lead to draining resources that would be better spent on saving species on the verge of extinction.

Already conservationists face difficult choices about which species and ecosystems to try to save, since they cannot hope to rescue them all.

3. _____, a costly and flamboyant project to resuscitate extinct flora and fauna in the name of conservation looks irresponsible: Should we resurrect the mammoth only to let elephants go under? Of course not.



SPECIAL LISTENING

Entra al siguiente link para hacer un listening del modelo antiguo.
Te sirve para practicar el nivel C1 C2



Encontrarás las respuestas en la descripción del vídeo.

ANSWERS READING



TASK 1.

1. Who gives the name of someone who helped him/her? **B**
2. Who says that Exposure Therapy was the best option? **C**
3. Who did not want to go to group therapy? **D**
4. Whose OCD started earlier? **A**
5. Who talks about the past and how she/he failed? **C**
6. Who is living now a normal life? **D**
7. Whose OCD affected their relationships with family members? **B**
8. Who found out about OCD by watching TV? **A**

TASK 2.

1. A need to keep away from
2. A tough and demanding occupation
3. At the top of the disruption's list
4. More bullets to dodge
5. An unenviable job's bright side
6. The wood chopping world may be prejudiced

TASK 3.

- stake
- is likely to add
- should
- back and forth
- is energetically draining
- is off by just

TASK 4.

Reading: "**Bring mammoth back to life**"

- shortage of efforts to test the feasibility of bringing
- realizing that dream
- major hurdles that need to be overcome

Reading: "**We Might Soon Resurrect Extinct Species. Is It Worth the Cost?**"

- came at the expense of
- pull off
- against that backdrop



ANSWERS

GRAMMAR

TASK 1.

- | | |
|--------|--------|
| 1. b) | 16. c) |
| 2. a) | 17. a) |
| 3. a) | 18. c) |
| 4. b) | 19. b) |
| 5. c) | 20. b) |
| 6. c) | 21. b) |
| 7. c) | 22. a) |
| 8. b) | 23. b) |
| 9. c) | 24. b) |
| 10. a) | 25. a) |
| 11. b) | |
| 12. a) | |
| 13. c) | |
| 14. b) | |
| 15. c) | |

VOCABULARY

TASK 1.

- | | | |
|-------|-------|-------|
| A > c | B > g | C > e |
| D > i | E > o | F > j |
| G > f | H > d | I > h |
| J > b | | |

TASK 2.

A) PAIN	(D) PROPOSE
B) DENY	() ILLNESS
C) BLAME	(A) ACHE
D) SUGGEST	() DISCREDIT
E) BRIBE	(B) REFUSE
	(C) ACCUSE
	() BLUFF
	(E) BLACKMAIL
	() THREAT

TASK 3.

A) DAIRY	(C) STRUGGLES
B) BLIND	(D) STANDARDS
C) POWER	() CIRCUIT
D) ETHICAL	() WARS
E) DISPOSABLE	(B) OBEDIENCE
	() SECTOR
	(E) INCOME
	() ACCOUNT
	(A) PRODUCTS

TASK 4.

A) A thin _____ of light made its way through the curtains.	
B) He managed to _____ his dignity throughout the performance.	
C) John, much to his _____, was fined for illegal parking.	
D) He's a very _____ man, with his manipulative ways no doubt he can make himself governor.	
E) He was _____ to agree with them.	() STRAND
	(C) DISMAY
	(B) RETAIN
	(A) THREAD
	() HOLD ON
	(D) CUNNING
	() DEVIOUS
	(E) INCLINED

- A > C
 B > B
 C > A
 D > D
 E > E



TIPS & TRICKS

TIPS Y TRUCOS PARA APTIS ADVANCED

El mejor consejo que podemos darte es: **ESTUDIA, PRACTICA Y VUELVE A PRACTICAR.**

Te darás cuenta de que esta guía no responderá todas tus dudas, sobre todo en la parte de *Grammar & Vocabulary, Reading y Writing*, ya que más allá de los trucos del examen es importante que tengas una base sólida sobre los tiempos verbales, el uso de los artículos, preposiciones, relative clauses, modal verbs, etcétera.

Con esto no queremos agobiarte, sólo que sepas que en el **blog de salondeidiomas.es** encontrarás vocabulario, idioms, phrasal verbs, collocations, sinónimos, metáforas, preposiciones y todo lo que creemos que necesitarás para obtener el **nivel C1 - C2**.

Igualmente en el **canal de YouTube de Salón de Idiomas** encontrarás tutoriales sobre Aptis Advanced. Aún así, aquí abajo van más tips 📌.

SPEAKING - TASK 1



Comparar imágenes

Da un vistazo muy rápido de las imágenes y procura encontrar diferencias y similitudes. Utiliza conectores de comparación.

Frases que puedes utilizar al iniciar con la descripción:

At first sight

A primera vista

To start with

Para empezar

Para suponer situaciones acerca de la imagen:

On the left/right ... it might be + ing

I get the impression...

Para hablar de una impresión personal sobre la imagen:

It reminds me of...

I would love to...

SPEAKING - TASK 2



Es necesario utilizar variedad léxica:

- **Conectores** nivel C1-C2.
- Estructuras **condicionales** ("If I were you, I would include these conditional structures").
- **Voz pasiva** ("She was given an award" y no "they gave her an award", por ejemplo).
- **Adverbios** (que no sean *really* o *totally*)
- **Verbos modales** (que no sean *can-could*).
- **Adjetivos** (no es lo mismo decir "I went to a beach" que "I went to a paradise-like beach").
- **Idioms**: nada de "it's a piece of cake" que está muy visto.

Sinónimos. Evita a toda costa repetir palabras que sean muy comunes. En su lugar, tendremos que poner sinónimos más apropiados. No utilices muchas veces palabras como "thing", "do", "think", "big", "good", "bad", etc. Sí que es posible hacerlo y, además, es importante sustituir esas palabras. Por ejemplo, si estamos hablando de teléfonos móviles u otros aparatos, no decimos "the mobile phone is a thing", diríamos "the mobile phone is a device".

EVITA

Big
Good
Do
Bad
Think

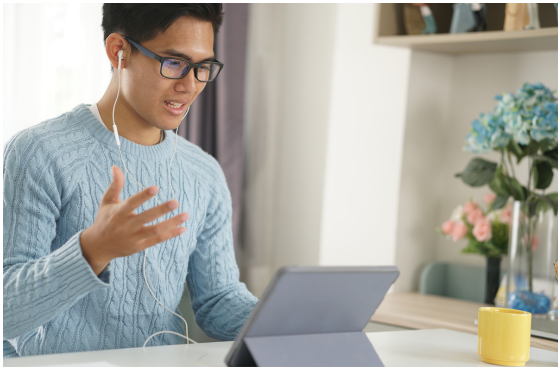
SUSTITUYE por:

colossal, large
positive, favourable
experience, practise
detrimental, prejudicial
guess, believe

TIPS & TRICKS

TIPS Y TRUCOS PARA APTIS ADVANCED

SPEAKING - TASK 3



Pros and cons

La parte 3 del speaking del examen Aptis C1-C2 está dividida en dos secciones, una de Pros y otra de Cons. Lo primero que hay que saber es que no debes utilizar en tu speech las palabras "pros" y "cons". Utiliza sinónimos:

Pro

Advantage, Benefit-----
Positive aspect -----
Asset -----

Con

Disadvantage Drawback
Negative aspect
Inconvenience

Desarrollo de la pregunta

Hay que escoger rápido dos pros y dos cons de los tres que vienen para cada parte. Elige lo que mejor puedas conectar y de lo que más puedas hablar.

SPEAKING - TASK 4

En esta parte desarrollarás el mismo tema del que ya hablaste en la parte 3, así que lo más seguro es que ya tengas vocabulario suficiente para manejarte con destreza.

Si ves que te estás quedando sin ideas y te sobran unos segundos, puedes intentar concluir e introducir a un breve resumen con frases como:

To sum up, all in all, in brief, on the whole.

TIPS & TRICKS

TIPS Y TRUCOS PARA APTIS ADVANCED

LISTENING



CÓMO PREPARAR EL LISTENING

- Escucha antes de elegir la respuesta. Si te pones a mirar las respuestas mientras escuchas puedes perderte u obviar la palabra clave.
- Presta atención a los tiempos verbales que aparecen porque te dan pistas.
- Ten cuidado con las negativas (a veces indican todo lo contrario).
- Fíjate cuando muestran alguna emoción o duda o cualquier exaltación porque pueden darte trucos.
- No des nada por hecho. Aunque todo parezca indicar algo, no te dejes llevar por una conclusión precipitada.
- Intenta quedarte con las expresiones claves, incluso apúntalas si tienes tiempo por si luego te ayudan.



TIPS & TRICKS

TIPS Y TRUCOS PARA APTIS ADVANCED

WRITING - ¿CÓMO ESCRIBIR CORRECTAMENTE?

TASK 1: Los chats

El truco para este ejercicio es poner ejemplos, como siempre, de vuestra propia experiencia.



TASK 2: Formal letter

En la carta formal, si sabemos a quién nos estamos dirigiendo, tendremos que utilizar "Dear Mr/Mrs XXX (quien sea)". Sin embargo, si no lo sabemos, tendremos que utilizar "To whom it may concern" que viene a ser "A quien le interese".

La despedida también es importante y tiene que coincidir con el saludo. Con "Dear Mr/Mrs lo que sea" utilizaremos "Yours cordially/sincerely", pero si por el contrario utilizamos "To whom it may concern" tendremos que despedirnos con un "Yours faithfully".

MÁS TIPS: CARTAS FORMAL E INFORMAL

Añade **modal verbs** que no sean "can", utiliza "must", "should", "ought to", "have to".

Utiliza **adverbios** como "basically", "definetely"

Utiliza **conectores** no habituales. Evita: "but" y "because".

No olvides finalizar la carta con tu nombre y apellidos (también cuentan como palabras).





TIPS & TRICKS

TIPS Y TRUCOS PARA APTIS ADVANCED

WRITING - ¿CÓMO ESCRIBIR CORRECTAMENTE?

Task 3: Artículo - estructura

Párrafo 1. Introduce el tema de una manera atractiva. Por ejemplo, si vuestro artículo va del número de gente que come chocolate blanco en el mundo, puedes empezar con una pregunta como *"Have you ever wondered how many people prefer white chocolate in the world?"*.

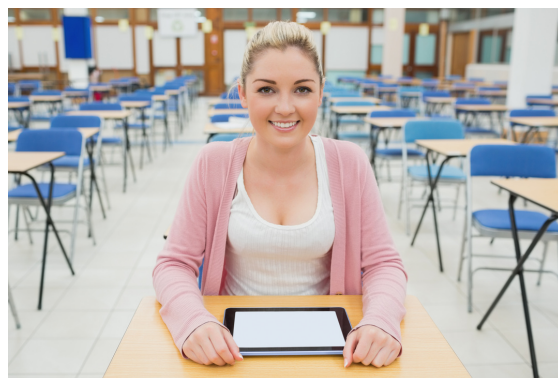
Antes de dar datos, explica qué tema vas a exponer y cuál es tu enfoque.

Párrafo 2. A partir de aquí, da datos de la tabla y empieza con un breve análisis, si suben, si bajan, si se mantienen estables.

Utiliza vocabulario conveniente para este tema. Por ejemplo, si suben "increase" o "soar"; si bajan usaremos "decline".

Utiliza adverbios como "sharply", "abruptly".

Párrafo 3. Aquí colocamos datos que refuerzan nuestra postura inicial, busca que el artículo tenga coherencia y lógica.



Párrafo 4.

Para concluir no puedes ser subjetivo. Olvídate de concluir con frases como "Therefore, in my opinion, I believe it's best to...". Redacta tu conclusión en función de los datos presentados y apelando a ellos de forma neutra como "It therefore seems that...".



MÁS TIPS

Entérate de las últimas novedades y participa en próximos sorteos de material **GRATIS** y **descuentos** para nuestros cursos siguiéndonos en redes sociales. Encuentra Listenings, podcasts y tutoriales de Aptis Advanced en inglés en:



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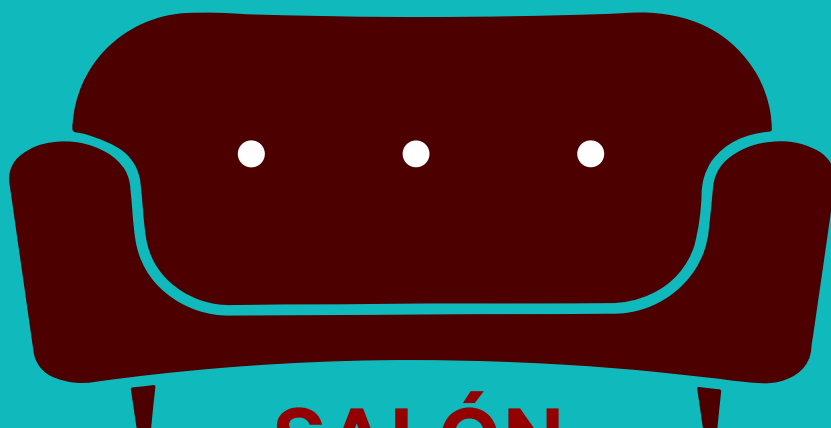
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www.salondeidiomas.es/material_aptis

¿Quieres ayuda para preparar el examen?

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