

OXFORD



OXFORD TEST OF ENGLISH *Advanced*

Success

C1 STUDENT
BOOK

with Online Practice

LINDSAY WARWICK

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OXFORD TEST OF ENGLISH *Advanced*

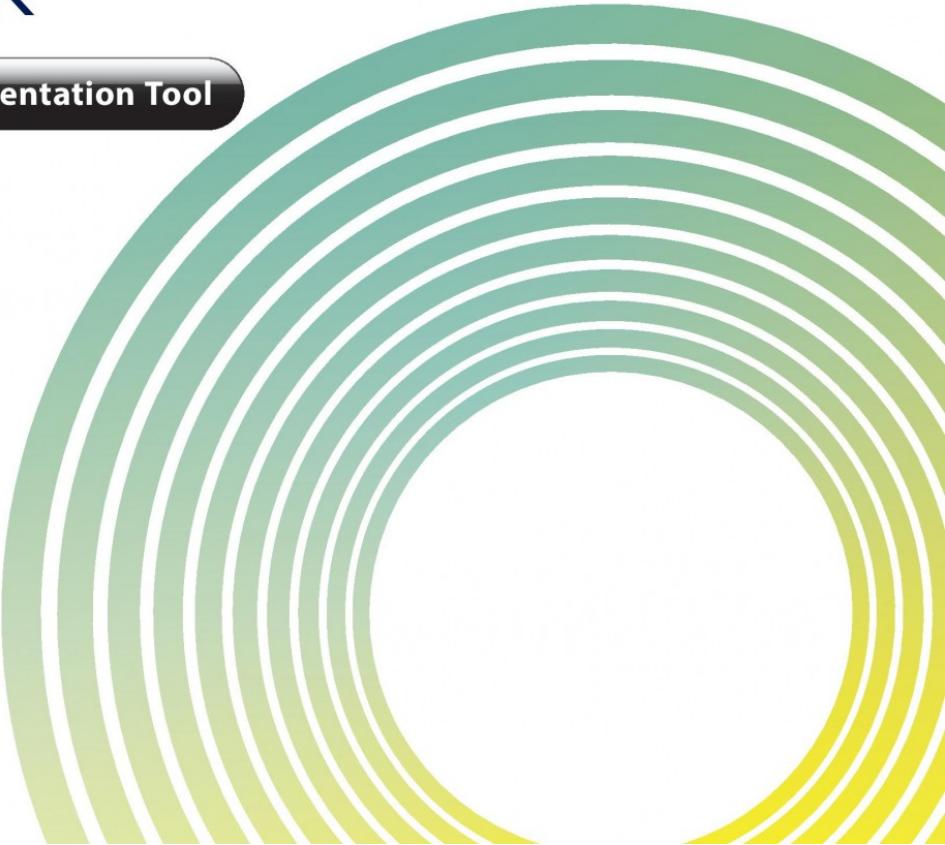
Success

C1 STUDENT
BOOK



Guide for Classroom Presentation Tool

LINDSAY WARWICK



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TEST OVERVIEW

Introduction to the Oxford Test of English Advanced

The Oxford Test of English Advanced is an internationally recognized online English language proficiency test certified by the University of Oxford. The Oxford Test of English Advanced is for those who need to provide evidence of their English proficiency at CEFR B2 or C1 for academic or professional purposes. It is suitable for those aged 16+.

The Oxford Test of English Advanced is designed to assess learners' ability to understand and communicate in English with tasks that reflect the real-life tasks that they will meet in their target educational and professional contexts. This includes tasks that involve mediation skills, such as summarizing and debating.

There are four modules in the Oxford Test of English Advanced which are taken in the following order:

- Speaking
- Listening
- Reading
- Writing

All modules are delivered entirely online and can be taken individually, or in any combination.

Test format:

Module	Part	Number of tasks	Questions per task	Structure	Timing
Speaking	1	1	6	Interview: six questions on various everyday topics	Approximately 15 minutes
	2	1	1	Voice message: respond to a situation requiring diplomacy	
	3	1	1	Summary: summarize and synthesize the main ideas expressed by two different expert speakers	
	4	1	1	Debate: put a case for or against a proposition	
	5	1	4	Follow-up questions: respond to four questions related to the debate	
Listening	1	5	1	3-option multiple-choice questions on independent monologues/dialogues	Approximately 40 minutes
	2	1	5 or 6	Longer monologue with a note completion task	
	3	1	5 or 6	Longer dialogue matching speakers to opinions	
	4	5	1	3-option multiple-choice questions on independent monologues/dialogues	
Reading	1	6	1	3-option multiple-choice questions on a variety of text types	Approximately 35 minutes
	2	1	6 or 7	Multiple-matching task	
	3	1	6	Gapped-text task with extracted sentences	
	4	1	4 or 5	Multiple-choice questions on a longer text	
Writing	1	1	1	Essay	50 minutes
	2	1	1	Summary: summarize and synthesize two input texts	

Visit the website below to see more details about the Oxford Test of English Advanced.

www.oxfordtestofenglish.com/advanced

STUDENT BOOK OVERVIEW

Introduction to Oxford Test of English Advanced Success C1 Student Book

This Student Book will help you to prepare to take the Oxford Test of English Advanced. This course is for those aiming to achieve a CEFR C1 level in the Oxford Test of English Advanced.

There are nine units in the Student Book and each unit has five lessons. The first four lessons focus on each of the four modules in the test: Listening, Reading, Speaking, and Writing. Each of these lessons focuses on a particular language skill (Test skill) tested in the different parts of the test. A range of activities will help to develop these skills and, together with the help of test tips and strategies (Test tip) provided, this learning is put into practice in tasks (Test practice) that reflect those in the Oxford Test of English Advanced test.

The fifth lesson, Test Skills Plus, provides an opportunity to further develop the key academic language skills that are assessed in the test, with more practice of the tasks that test those skills and language.

The Student Book provides lots of additional support and ideas for developing higher-level and academic vocabulary. The marking criteria and model answers for Speaking and Writing tasks will help to develop an understanding of what a C1-level performance in the Speaking and Writing modules of the test looks like. This Student Book also offers tools to track your progress towards preparing for success in the Oxford Test of English Advanced, and beyond.

Overview of the units

Each unit opens with a thought-provoking question to engage you with the topic, activate relevant language and provide speaking practice.

Each Listening lesson focuses on a specific part of the Listening module.

5 TECHNOLOGY

- 1 **Discuss the questions.**
1. Do you think space travel will become common in your lifetime?
2. What are its pros and cons? Consider the ideas in the adventure cost economy education environment personal growth research safety
3. Would you like to travel a space tourist? Why? / Why not?
- 2 **Listen to a talk.** What is the speaker's main point?
- 3 **Read the Test skill box.** Then match the following words and phrases to the appropriate categories.



Activities guide you in understanding and applying the Test skill in preparation for the Test practice task.

Each Listening lesson focuses on a key **Test** skill relevant to the Test practice task, with explanations and examples.

100

Using language
2.2. the speaker may be suggesting
to you that the structure of the talk
is going to be used to:
First, second, next, finally
between points; *having ... let's now consider*
as you'll learn, you'll later see that
I've mentioned
in summary, all in all
language also shows relationships between
example, it is used to
thus: that's to say that I mean
mainly, as well as that, in addition
and conversely, in contrast
and effect; therefore, as a result
such as, talk ... for example,
etc.

to five extracts. What signposting language
does the author use to do the following?
a) to show how the computers were put together
b) to show the size of computers past and present
c) to compare computer performance
d) to compare a computer's memory with its performance
e) to give a summary of the whole talk
Use the notes you have made to the talk again and complete the notes with the following words.
The computer on board the Apollo was similar in size to a _____.
The computer was designed by a team of _____ used to design the Apollo computer's memory system.
The computer's screen was like that of a _____.
The computer's memory was designed by a team of _____ expert skills in _____ assisted in the construction.

A **Test tip** offers a quick strategy or suggestion to help you complete the Test practice task successfully.

5.1 LISTENING Part 2

- 1. Missions and observations could both offer *fresh / new insights*.
- 2. There is a *commercial / high assumption* that there's no oxygen on the moon ...
- 3. However, an *alternative / available* approach has been proposed.
- 4. This location of the farside *offers the advantage of short / direct access to water*.
- 5. *conserved / deep forms* are already being made to explore the possibility of a *moon colony*.
- 6. There are *strong / fundamental* problems to overcome.

Phrase-building idioms

- 9. *Fed* idioms in the extracts below to match definitions 1-5

A one driving force behind this idea has been *commercial*, with state-of-the-art equipment already being developed ...

Follow-up written and/or spoken **Vocabulary** or **Grammar** activities recycle and practise key language from the lesson.

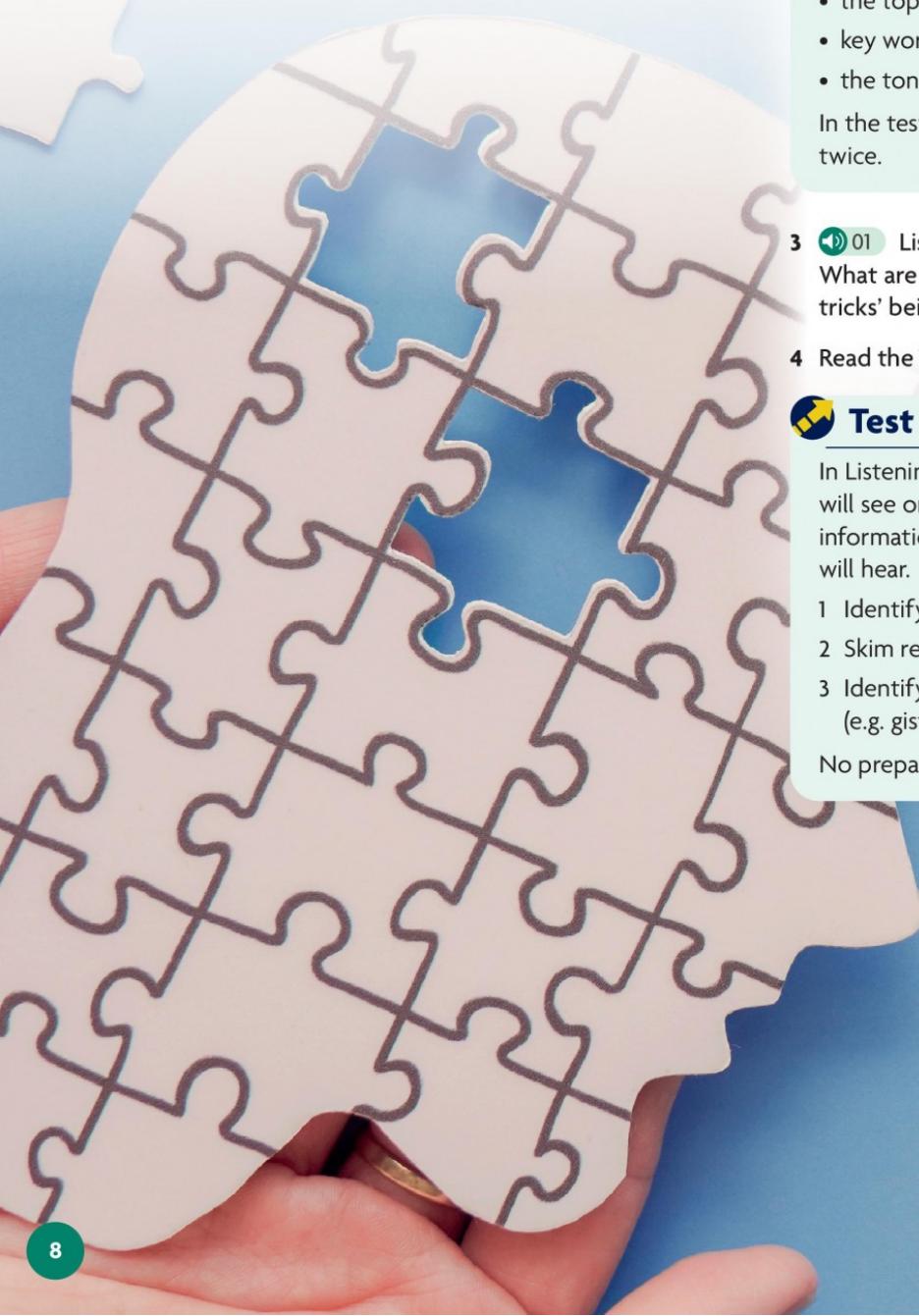
A **Test practice task** provides authentic practice in the featured part of the Listening module.

1.1 LISTENING Parts 1 and 4

1 Discuss the questions.

- 1 What is meant by 'psychology'? How would you define it?
- 2 In what areas of life might knowledge of psychology be important or useful? Why?
- 3 How important is it for you personally to understand psychology? Why?
- 4 What aspects of psychology are of most interest to you? Why?

2 01 Read the Test skill box. Then listen to two recordings and understand the gist.



Test skill

Listening for gist

In Listening Parts 1 and 4, some questions require you to listen for the 'gist' (general meaning).

To do this, you will need to quickly identify:

- the situation or genre of text (discussion, talk, etc.)
- if there is one speaker, who they are addressing; if there are two speakers, their relationship
- the topic
- key words (usually stressed) and repeated words
- the tone or level of formality.

In the test, you will be able to listen to each recording twice.

3 01 Listen again, this time for more detailed information. What are the explanations for the cognitive biases or 'mind tricks' being discussed?

4 Read the Test tip box. Then do the Test practice task.

Test tip

In Listening Parts 1 and 4 there are five questions. You will see one question at a time on the screen. Use the information on the screen to help you predict what you will hear.

- 1 Identify the text type, speaker(s) and topic.
- 2 Skim read the question and options.
- 3 Identify the type of information you need to listen for (e.g. gist, opinion, feeling or topic).

No preparation time is given, so you need to work quickly.

Test practice

Listening Parts 1 and 4: Short dialogues and monologues

02 Listen and choose the correct answer. (You will hear each recording twice.)

- 1 A sports scientist is giving a lecture. What is the topic?
A typical role models in major sporting events
B unnoticed characteristics of successful sportspeople
C achievements of ordinary people in high-level sport
- 2 A crime expert is talking about punishment. What is he concerned about?
A the gender imbalance in certain types of punishment
B the underuse of prison to deal with particular crimes
C the soft penalties received by certain people
- 3 An author is being interviewed on a radio programme. Why does he believe his memory is false?
A He lived elsewhere at that time.
B His parents said he invented the story.
C The neighbour had previously moved away.
- 4 Listen to information about an incident. What is the woman doing?
A relating the event to relevant studies
B analysing the consequences of the incident
C criticizing the response of the emergency services
- 5 A sales trainer is talking about a sales technique. How does she feel about it?
A She has some concerns about it.
B She is astonished by its effect.
C She believes it is underused.

6 Complete the sentences with verbs from exercise 5 in the correct form.

- 1 While most people may _____ to be logical thinkers, everyone is affected by biases to some degree.
- 2 Cognitive biases can be _____ as systematic patterns of irrational thinking.
- 3 If we are aware of cognitive biases, we can attempt to _____ their effect on our decision-making.
- 4 The relationship between technology use and well-being _____ a growing area of research.
- 5 Many educationalists _____ learning approaches aimed at promoting a growth mindset.

Word-building: academic word families

7 Copy the table and add the verbs in exercise 5. Complete the other forms where these exist.

Verb	Noun	Adjective	Adverb
aspire	aspiration	aspirational	aspirationally

Pronunciation

Word stress

8 Mark the stressed syllable in each word in exercise 7. Say them aloud. What do you notice about nouns ending in *-tion*?

9 Complete the statements with words from exercise 7. Then read them aloud, paying attention to word stress.

- 1 Most of us incorrectly believe that biases have no impact, or only a very _____ impact, on our judgement.
- 2 While _____ of abilities is common, so is the opposite tendency – undervaluation of one's own skills.
- 3 People's goals and _____ can change over time.
- 4 The _____ of individuals as good or bad based on their appearance can have significant social consequences.
- 5 If someone is a strong _____ of a particular cause, they will often ignore information which challenges their existing beliefs.

10 Do you agree or disagree with each statement in exercise 9? Why?

Vocabulary

Academic verbs

5 Look at the bold words in the extracts. What do they mean?

- 1 You may think it **constitutes** a remarkable coincidence ...
- 2 People see their favourite sports stars [...] **aspiring** to win ...
- 3 This [...] causes them to **overestimate** their own abilities.
- 4 ... attractive people are **characterized** as good
- 5 Judges may not be able to eliminate biases [...] but [...] they can **minimize** their impact ...
- 6 It's not a technique I **advocate** often ...

1.2 READING Part 1

1  Which three of these adjectives best describe your personality? Why?

affectionate argumentative cautious conscientious
(in)tolerant irritable rational rebellious thoughtful

2 Read the Test skill box. Then skim read the first text in the Test practice task. What is its purpose?

Test skill

Identifying text purpose

In Reading Part 1, some questions will require you to read for global (general) understanding. For example, they might ask you to identify the writer's purpose.

All texts are written for a purpose – for example, to persuade, to describe, or to convey factual information.

To identify the purpose of a text, it can be helpful to consider:

- the genre / text type and its typical purpose
- the structure of the text
- the intended reader(s)
- the tone and level of formality.

3 Look at the genres in the box. What is their typical purpose: to complain, inform, advise, describe, etc.?

academic journal article blog entry email to a client
letter to an editor news article novel review

4 Skim read texts 1–5. Identify the purpose of each one as quickly as possible.

5 Read the Test tip box. Then look at the questions in the Test practice task again. Does each question require global or local understanding?

Test tip

In Reading Part 1, you will have 1 minute and 20 seconds per question, so you need to read quickly. (In the test, there will be six short texts and six questions.)

For each question, decide whether you need to read:

- globally (skimming for purpose or general meaning), and/or
- locally (scanning for specific information).

6 Now do the Test practice task.

Test practice

Reading Part 1: Short texts

You have 1 minute and 20 seconds to answer each question.

1 Read the extract from a psychology journal and choose the correct answer.

Trait theory is an umbrella term for theories which posit that traits are the key factor in determining personality. While definitions vary, it is widely held that 'traits' describe relatively stable patterns of behaviour, and that these vary between individuals. Trait theories focus on identifying the common components of personality, with perhaps the best-known model today suggesting five broad characteristics: openness, conscientiousness, extraversion, agreeableness and neuroticism. Despite the Big Five model's prevalence in citations in psychological papers, it is not the case, as is often understood, that trait theorists have come to a consensus. Discussions around the nature of traits continue.

The writer intends to make the reader aware of ...

A a false assumption arising from the popularity of a concept.
B an agreement on how a person's qualities are usually structured.
C an ineffective categorization of individual differences.

2 Read the extract from a letter and choose the correct answer.

Dear Robert,

I am sorry to hear that you are finding it difficult to work with the team to which you have been assigned. Unfortunately, with no positions at your grade currently available, we are unable to transfer you to a different team as is standard practice. It is therefore vital that we address the issues you have outlined to help you and your team function effectively. You attribute the issue to a personality clash between you and your team leader. While that may be, we feel that this matter can be settled to everyone's satisfaction through discussion. We therefore advocate setting up a meeting next week. If you agree, we will notify your team leader and request his attendance.

The writer suggests a meeting because ...

A she believes communication can resolve the problem.
B the team leader expressed a desire for a conversation.
C this is typical procedure at this organization.