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OXFORD TEST OF ENGLISH *Advanced*
Success



C1 TEACHER'S
GUIDE

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

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

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

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

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

5 TECHNOLOGY
5.1 LISTENING Part 2

1 Discuss the questions.
1 Do you think space tourism will become common in your lifetime?
2 What are its pros and cons? Consider the ideas in the box.
adventure cost economy education environment personal growth research safety
3 Would you like to take a space tour? 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.
as noted as you'll hear moving on to nonetheless not only ... but also on the whole simply put / put simply stem from subsequently this exemplifies what's notable is

Test skill
Using signposting language
In Listening Part 2, the speaker may use signposting language to help you understand the structure of the talk or lecture.
For example, signposting language might be used to:
• sequence points: first, secondly, next, finally
• transition between points: having ... let's now consider
• refer forward: as you'll learn, you'll later see that
• refer back: as I've mentioned
• summarize: in summary, all in all
Signposting language also shows relationships between ideas. For example, it is used to:
• define / clarify: that's to say, by that I mean
• add: additionally, as well as that, in addition
• contrast: whereas, conversely, in contrast
• show cause and effect: therefore, as a result, on account of
• give examples: such as, take ... for example, in particular
• emphasize: the key thing is that

4 Listen to five extracts. What signposting language does the speaker use to do the following?
1 refer forward to how the computers were put together
2 contrast the size of computers past and present
3 add a new point about computer performance
4 contrast the computer's memory with its performance
5 signal a summary of the whole talk

5 Listen to the talk again and complete the notes with one or two words.
1 The computer on board the Apollo was similar in size to _____.
2 The _____ used to design the Apollo computer's software was very basic.
3 The computer's screen was like that of a _____.
4 People with expert skills in _____ assisted in the computer's construction.

5.1 LISTENING Part 2
Vocabulary
Phrase-building: adjective + noun collocations
8 Choose the best adjectives to complete the collocations. Then listen and check.
1 Missions and observations could both offer fresh / far insights ...
2 There's a common / high assumption that there's no oxygen on the moon.
3 However, an alternative / available approach has been proposed ...
4 This location offers the added advantage of short / direct access to water.
5 _____ concerned / deep efforts are already being made to explore the possibility of a moon colony.
6 There are strong / fundamental problems to overcome.

Phrase-building: nouns
9 Find nouns 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 ... on Earth.
B ... harvesting could potentially be an option in the long run.
C But researchers have also gone down the route of investigating longer-term solutions ...
1 be so used to something that you don't recognize its value
2 developed using the most advanced techniques
3 far in the future
4 take a particular approach to achieving something
5 the powerful cause of something

10 Complete the prompts with your own ideas. Then share them with a partner, giving more information.
1 The driving force behind my English studies is ...
2 I often take ... for granted.
3 I think that if ... it's benefit me in the long run.
4 In order to ... I might go down the route of ...
5 I'd love to own a state-of-the-art ...

Test tip
In Listening Part 2, each gap you fill will be a single noun (e.g. space) or a two-word noun phrase. A noun phrase may take one of these forms:
• adjective + noun (e.g. outer space) or
• noun + noun (e.g. space exploration)
You must not change the form of the noun or noun phrase in any way. For example, by making a singular word plural.

Test practice
Listening Part 2: Note completion
6 Listen to a lecture about the possibility of humans colonizing the moon. Complete the gaps in the notes with a word or two-word phrase from the audio. Remember to check your spelling. You now have 30 seconds to look at the task.

Establishing human settlements on the moon
Potential benefits
From a business perspective, it has been suggested that colonizing the moon could boost _____.
It could help scientists gain greater understanding of the Earth's _____.
Air, food and water
Oxygen is found in the moon's _____.
Water would have to be either created or mined on the moon.
Farming on the moon could be possible if seeds are planted in a special kind of _____.
Energy and shelter
Fluctuating levels of _____ would make energy creation challenging.
Buildings may be constructed using _____ made from a raw material found on the moon.
Now listen again.

7 Do you think that humans will ever colonize the moon? Should they? Why? / Why not?

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

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

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

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

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

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

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

5.2 READING Part 1

1 If someone from the early 1900s time-travelled to the modern world, what would surprise them the most? Why?

2 Read a description of a story. How clearly do you think the author predicted life today?

In his 1909 short story *The Machine Stops*, E.M. Forster told a bleak apocalyptic tale of people living in isolation in underground bunkers and interacting via only screens and holograms supplied by the machine. The machine fulfils their every need, their personal agency seemingly lost to subordination.

3 **Test tip** Read the Test tip box. How did you deal with any unknown vocabulary in exercise 2?

Test skill

Dealing with unknown vocabulary

In all reading tasks, you are likely to encounter some vocabulary that you do not know. Reading expertly involves dealing with unknown words and phrases quickly and appropriately.

1 Decide if the unknown item is necessary for understanding. If not, ignore it.

2 If you do need to have a general sense of its meaning, try to guess it using contextual clues.

3 Identify any recognisable parts of the words.

4 Look for prefixes or suffixes and identify the root.

5 Check if the surrounding words. Could it be part of a collocation, fixed expression, idiom, etc.?

4 **Test tip** Read the first line of the Test practice task. Then decide if the statements are true or false. Which require you to understand the bold words? What do you think these mean?

1 The Medical Man admired the quality of the machine.

2 The machine was created in a few short months.

3 All observers looked closely at the machine.

4 The machine can move in two different directions.

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

Test tip

In Reading Part 1, each question has only one correct option. However, unlike all the other options you appear in the test. Quickly check why the distractors (incorrect options) are wrong so that you are sure you have selected the correct answer.

Test practice

Reading Part 1: Short texts

You have 1 minute and 30 seconds to answer each question.

1 Read the extract from a novel and choose the correct answer.

The Medical Man got up out of his chair and peered into the thing. 'It's beautifully made,' he said.

'It took two years to make,' retorted the Time Traveller. Then, when we had all admired the action of the Medical Man, he said: 'Now I want you clearly to understand that this here, being passed on, sends the machine gliding into the future, and this other reverses the motion. Presently I am going to prove the here, and off the machine will go. It will vanish, pass into future Time, and disappear. Have a good look at the thing and satisfy yourselves there is no trickery. I don't want to waste this model, and then be told 'I'm a quack'.

Adapted and deleted from an authentic source, acknowledged on page 12.

The extract suggests that the Time Traveller is attempting to:

A verify the effectiveness of a machine.
B approve claims made about a machine.
C inspect modifications made to a machine.

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

consequence

While your form of innovation are celebrated, little is said about the creators that even their inventors never regrettable damage to the world but also to those which have made life for better or worse. One of the most famous of these is the Internet. As a result of the Internet, we have seen a huge shift in the way we communicate. One of the most famous of these is the Internet. As a result of the Internet, we have seen a huge shift in the way we communicate. One of the most famous of these is the Internet. As a result of the Internet, we have seen a huge shift in the way we communicate.

In the blogger's opinion, some technological developments:

A should receive praise even if they are frustrating.
B are at their most valuable when they save time.
C are less widely discussed than others.

5.2 READING Part 1

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

You recently participated in an online survey on the impact of artificial intelligence on mood and indicated that you would be willing to participate in further research. Thus, we are formally inviting you to participate in our forthcoming study on the impact of artificial intelligence on mood and indicated that you would be willing to participate in further research. Thus, we are formally inviting you to participate in our forthcoming study on the impact of artificial intelligence on mood and indicated that you would be willing to participate in further research.

The writer places a condition on the acceptance of the invitation in order to:

A allow people to participate only at certain stages.
B encourage the participation of specific groups.
C ensure participants avoid dropping out.

4 Read the extract from a newspaper editorial and choose the correct answer.

By 2070, experts will have been discussing the potential impact of machine learning for at least a century. The machine learning revolution is already in place and will be a reality. With automation on the verge of transforming our lives, today it is going to be a permanent feature of daily living by the middle of the century and beyond. However, the question remains whether there will be a resulting utopia or a dystopia. Will labour inequality and stagnation have been eradicated? Quality of life improved? Or will billions of people be living in poverty, barely scraping by? Only one of these options is usually desirable.

The writer's purpose is to:

A speculate about the timing of an anticipated event.
B outline the possible consequences of an action.
C make a comparison between the present and future.

5 Read the extract from a report and choose the correct answer.

The results of this small-scale study suggest that artificial intelligence is commonly applied by university students in their work but that some remain unaware of corresponding ethical issues. The participants - an online undergraduate cohort - were asked to use large language models as a means of support in their research project - were asked to use large language models as a means of support in their research project - were asked to use large language models as a means of support in their research project.

What does the extract suggest about the use of artificial intelligence in higher education?

A Students largely remain undecided on how to apply it.
B Some students require a more principled approach to using it.
C It is most effective in helping to ensure linguistic accuracy.

Grammar

The future

Use the prompts to write predictions about the year 2050. Include a variety of future forms.

1 people / use / devices at work / alongside robots
2 people / take / holidays using virtual reality
3 personalised medicine / traditional healthcare
4 people / use / smartphones

8 Share your sentence. Do you agree with your classmate's prediction?

Grammar reference

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

Extra support for key language is provided by detailed **Grammar** references available as part of the student resources on Oxford English Hub.

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

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

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

5.3 WRITING Part 2

1 How has social media changed your language? How do you and other people feel about this?

2 Read the textbook extract and identify the main ideas.

Textbook extract

Change is a natural part of language. The language used 100 years ago was considerably different from that of today and with technology developing ever faster, language will doubtless have evolved significantly 100 years from now. Language typically undergoes lexical changes, phonological changes and syntactic changes. Lexical changes refer to shifts in the use of vocabulary. Words fall out of use as more fashionable vocabulary items take their place or as they become redundant and no longer required. New words may be coined or borrowed from other languages. Phonological change refers to changes in sounds, stress patterns, or intonation. These can be influenced by exposure to other languages and dialects. For example, Franglais, syntactic changes relate to grammar, and involve changes in the use of verbs, nouns, adverbs, etc. as well as in the structure of phrases and sentences.

3 Now read the lecture transcript and identify the main ideas.

Lecture transcript

'Technology appears to have had an impact on language, but the Internet appears to have been the driving force for particularly rapid change in recent decades. With the rise of online communication, written language has become more similar to spoken language, resulting in less formality and, for example, a reduction in grammatical complexity. So, shorter sentences, fewer complex sentences, more ellipsis. By "ellipsis" I mean the omission of words, to rather than "Are you happy?" we may simply write "Happy". Technology has resulted in a huge number of new words entering the English language. Words like "blog" and "app" are widely used now but weren't in the 20th century. Existing words have also taken on new meanings. Take "the cloud", for example. It no longer just refers to a mass that floats in the sky; it also refers to a computer network on which data is stored and accessed via the Internet.'

4 Read the Test tip box and summarize the key points.

Test skill

Sequencing main ideas

When summarizing information from different sources, it is important to organize the main ideas logically. Some summaries will have a **non-sequential** information structure. This means that the main ideas do not have an obvious logical sequence and can be presented in any order - for example, different categories, problems, causes, etc.

Overarching main idea

Category 1 Category 2 Category 3

Some summaries will have a **sequential** structure. This means that the main ideas naturally follow a logical order - for example, problem - cause - consequence - solution or a chronological sequence of events.

Overarching main idea

Idea 1 Idea 2 Idea 3

Some summaries may also have a **hybrid** structure: some main ideas may follow a natural order while others can be presented in any order. An example might be a problem with two or more different causes.

5 Complete the information for the textbook extract and lecture transcript combined.

Main ideas

Overarching main idea

Category 1 Category 2 Category 3

6 Look at your completed table from exercise 5 and answer the questions.

1 Do you read the extracts of a lecture or part of a natural and recognizable one?

2 How would you organize these main ideas in a summary?

3 Is the information structure therefore sequential, non-sequential or a hybrid of the two?

7 Read and evaluate a test taker's summary. Use the checklist below to help you.

Language change is a natural process which has been sped up by the invention of the Internet. There are three common features of language change. The first is lexical change, such as the creation of new words like 'blog' or the repurposing of existing words like 'the cloud'. Then there are syntactic changes. As online communication is informal, complex grammatical structures are often replaced by short, simple sentences and words are omitted. Finally, phonological changes can occur when people are exposed to other languages or language varieties.

Checklist: Writing Part 2

✓ The summary includes the main ideas and relevant supporting details.
✓ The information is synthesized effectively, with a logical structure.
✓ The ideas are connected appropriately.
✓ The summary is accurate.

8 Marking criteria for Writing Part 2 page 109

8 Read the Test tip box. How much time will you allow in the test to review your summary?

Test tip

In Writing Part 2, aim to leave time to review your summary, considering the points in the checklist above.

9 Do the Test practice task. Then use the checklist in exercise 7 to help you review and edit your summary.

5.3 WRITING Part 2

Test practice

Writing Part 2: Summary

You have 20 minutes to write a summary (80-100 words). You have read a textbook extract and attended a lecture and now your tutor has asked you to write a summary of the main ideas for your classmates to read. Write one paragraph, combining information from the textbook extract and the lecture transcript to summarize the main ideas. Your summary should provide the reader with enough information to understand the main ideas from both texts. Write full sentences, using your own words where possible. Do NOT write more than 100 words.

Textbook extract

The emergence of new words is a feature of all living languages, and the history of the word 'blog' is a good example to illustrate the processes by which this occurs. It was first used in the 1990s, as the popularity of the Internet grew. The full form was 'weblog', meaning an online log or record of information. Over time, it was reduced to the single word 'blog' and described webpages where individual authors published posts. Later, prefixes and suffixes were added to create additional words, such as 'blogger' to describe people who write blogs. Then, when social media sites were established and posts were confined to a limited number of characters, 'micro-blogging' came into use to mean writing short blog posts. It can be used with or without the hyphen. At some point, the words 'blog' and 'micro' were combined to describe the collective space where bloggers share their work: the 'blogosphere'.

Lecture transcript

'So, as we've seen, the English language is rich in vocabulary, and that vocabulary is ever changing - new words are arising all the time. Let's explore three key ways new words are created. Affixation occurs when a prefix or suffix is added to a word to create a new form of the word or a word with a new meaning. Then there's clipping - the reduction of a word. It's often the first few or last few letters that are dropped. People are generally looking to make communication as efficient as possible and the omission of letters can make the word easier to say. Finally, ... um ... blending occurs when two words are blended, or mixed together. A classic example is 'brunch', where 'breakfast' and 'lunch' are combined to form a new word describing a meal eaten during the late morning - typically breakfast foods eaten close to lunchtime.'

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

A **Checklist** highlights key marking criteria to help you produce a successful response.

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

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

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

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

Pronunciation
activities in each unit
help you fine-tune
a specific aspect of
your pronunciation or
intonation.

5.4 SPEAKING Part 2

1 How do you think AI will affect these fields in the future?
Do you think these changes will be largely positive or negative?

2 Listen to an expert talking about AI-generated images. Note down the main points and some supporting details.

Pronunciation

Connected speech

Listen to extracts 1–5, focusing on the bold phrases. What happens to these words in connected speech?

- 1 can you tell me **AI-generated** images?
- 2 participants **shared** **with** **us** **the** photos of **generative** **artificial** **intelligence** **of** **people** **created** **by** **AI**.
- 3 the participants **agreed**.
- 4 looking at **finger**, **eyes** and **teeth** **particular**
- 5 real **AI-generated** images.

4 Listen to the connected extracts with two or three connected words. Notice how these words change in connected speech. Then listen and repeat.

- 1 in a ...
- 2 photos of ...
- 3 display ...
- 4 they ... **analysing** the images ...
- 5 they to ... the way we relate to the media.

5 Listen to a second expert talking about AI-generated images. Note down the main points and supporting details.

6 Share your notes with a partner. Then work in pairs to complete the table with your notes from exercises 2 and 5.

Main points	Supporting details
1	Expert 1
	Expert 2
2	Expert 1
	Expert 2

7 Look at two test tables taken for the summaries of the two talks. Which do you think is more effective? A or B? Why?

A	B
Study real vs AI images – animals, study vs AI animals	Can't identify AI images – animals, study vs AI animals
display ...	can't tell differences
Animal images, images below them & share	Look into it: images created using AI charged for Instagram media
Media mis-trust	

8 Read the test title. Which plan in exercise 7 reflects this advice?

Test skill

Organising an oral summary

In Speaking Part 1, you will hear two short academic or professional monologues. These will contain the same two main points in the same order. You will then need to reproduce these to produce a short oral summary.

Organising an oral summary is similar to structuring a written one. You need to present the main points in turn, each with at least one relevant supporting detail:

- State main point 1
- Provide relevant supporting detail(s)
- State main point 2
- Provide relevant supporting detail(s)

Present the main points in a logical order. (This may not be the same as the order in which they are presented in the monologues.)

Follow each main point with at least one supporting detail. You do not need to include all supporting details. Note that your supporting details may sometimes come before the corresponding main points in the monologues.

9 Read and listen to a test taker's summary of the two talks and answer the questions.

- 1 Does the speaker include the main points?
- 2 Does the speaker follow the structure suggested in the Test box? What impact does this have?

What does the overall impact of this summary on the listener?

Artificial intelligence is powerful that it's becoming really hard for people to discern what's real and what isn't. And in the future, we might not believe images of our friends. And it's hard to trust what we see in the media. This includes images and videos. Already these days, people are fooled by artificial photos or chat interfaces with celebrities in videos. A study has also found that people cannot recognise who's real and who's left in position. We may not trust many media sources in the future.

10 Give your own summary of the two talks to a partner. Evaluate your partner's summary, using the checklist in exercise 12 to help you.

11 Read the Test tips. Then complete the Test practice task. If possible, type your notes and record yourself speaking.

Test tip

In Speaking Part 1, you will have 10 seconds to give your summary. If you struggle to finish your summary within this time, you may need to use your fluency, conciseness or both. A summary should be concise, so do not worry if you finish a few seconds early. Your summary should include the two main points and some supporting details.

Test practice

Speaking Part 3: Summary

You are going to give a summary. First read and listen to the task. You can make notes while you listen. You will then have some time to think about what you want to say. You have 50 seconds to give your summary. Start speaking when you hear the tone.

Your tutor has asked you to summarise some research for your tutor group. Listen to two experts talking about technology and knowledge. The two experts make the same two main points. You should:

- summarise the main points
- combine the information from the two experts and
- give your own opinion on the experts' message.

Now listen to the two experts.

You have 40 seconds to think about what you want to say.

12 Use the checklist to evaluate your performance.

Checklist: Speaking Part 3

- ✓ The two main points are addressed in turn.
- ✓ At least one supporting detail is provided for each main point.
- ✓ The summary is structured clearly.
- ✓ The speaker uses their own words where possible.
- ✓ The speaker speaks fluently, using connected speech.

Marking criteria for Speaking: page 108

5.4 SPEAKING Part 2

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

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

A **Checklist** highlights key marking criteria to help you produce a successful response.

Activities and sample responses help you understand and apply the Test skills to boost your performance in specific parts of the test.

A Test Skills Plus lesson at the end of every unit offers a more in-depth focus on core academic or professional skills required for success in two or more parts of the *OTE Advanced*.

Each Test Skills Plus lesson explores one or more **Test skills**, with explanations and examples.

5.5 TEST SKILLS PLUS Connecting ideas

5.5 TEST SKILLS PLUS Connecting ideas

1 Read the definition below. Then answer the questions.

An algorithm is a set of rules which govern a social media platform and determine what you can see.

- What social media platforms do you use and how do they employ algorithms?
- What do you think are the positive and negative effects of social media algorithms?
- What do you understand by the terms 'behavioural' and 'tailored'? Read the 'Test skill box' and check.

Test skill

Understanding coherence and cohesion

Coherence refers to the clarity of a spoken or written text. It is achieved through appropriate organisation – for example, by stating a main idea followed by supporting details.

Cohesion refers to the way ideas are linked within a text. It is achieved through the use of cohesive devices, such as conjunctions and discourse markers. Cohesion contributes to coherence by making ideas easier to follow. Writers and speakers create coherence – within sentences.

Social media feeds are personalised, or algorithms use algorithms to direct content to users.

• within sentences

Algorithms collect information from our search history. This is one way that they learn about our interests and habits.

• across paragraphs or sections of a text

Despite the advantages mentioned above, there are issues with algorithms used in social media.

Writing Part 1: Essay

3 Read the first part of an essay. What is the writer arguing?

Social media platforms use algorithms to direct content to users. Is this a good or bad thing?

Algorithms are the features of social media platforms, determining what content users are exposed to. While some people criticise the use of algorithms, I would argue that they serve useful purposes. Algorithms identify content that may benefit users, such as news from having to scroll past and ignore ones which seem irrelevant. Instead, the algorithm can make social content more convenient in some cases, and in others, more enjoyable.

4 Read the 'Test skill box'. Then categorise the bold cohesive devices in the essay extract.

Test skill

Using cohesive devices

The following devices are often used to create cohesion in written and spoken texts.

- Transitional or linking words / phrases
- Algorithms are powerful. However...
- Personal references and summary notes

Algorithms **put certain points** past to users. **This may limit users' access** to different perspectives on a topic. Algorithms **may contribute** to misinformation, and **this issue has become a cause** for concern.

- Substitution
- The platforms **use algorithms** to **make the same**
- Ellipsis

Algorithms **provide several benefits**. One **is** speed.

Localisation

Social media users receive content related to posts they have previously viewed.

Grammar reference

5 Find words in the introduction and first main body paragraph which refer to a social chain.

6 Read the second main body paragraph below. Use the words and phrases in the box to improve the cohesion, making each paragraph as necessary.

However in addition. Such. This. This means that

An algorithm gathers information about users and their preferences. It can ensure that inappropriate content is not directed to them. Content moderation means the user's experience is more secure. Ensuring a secure experience is imperative given that many users are between the ages of 13 and 18. It is not only users who benefit.

Speaking Part 6: Debate

7 Listen to and read part of a debate on the same topic as above. Answer the questions below.

While algorithms can direct content to users who'll appreciate it, it's by no means the best way to share the good because an algorithm monitors the range of content a user sees. What I mean is that the algorithm pushes particular posts to people based on their past interests, which prevents them from seeing content they may actually benefit from, now or in the future.

- Is the speaker arguing the same point as the writer?
- How does the speaker connect ideas of interest to or different from the device a writer might use?
- Read the speaker's text and make points in relation to cohesion and words and phrases in the box to help you. Make other changes as necessary.

and so what else than there's also the fact that... this... this

Algorithms can distort people's perceptions of the world. It can happen when social media users only see content that portrays particular views. It's easy for them to assume that such views are merely views they may actually be mostly true. Users may not see what other people are seeing. They may only ever be exposed to one perspective.

- 9 Listen and compare your ideas.
- 10 What do you think about the speaker's points? Explain and justify your opinion. Pay attention to cohesion.

UNIT 5 REVIEW AND REFLECT

Spent some time reflecting on the skills and language you have studied in this unit. Then indicate your confidence in each area. (1 = not at all confident, 5 = very confident)

Test skills

Listening 1 2 3 4 5

Reading 1 2 3 4 5

Writing 1 2 3 4 5

Speaking 1 2 3 4 5

Grammar 1 2 3 4 5

Test Skills Plus 1 2 3 4 5

Connecting ideas 1 2 3 4 5

Grammar

What I'm going to 1 2 3 4 5

Future continuous 1 2 3 4 5

Future perfect 1 2 3 4 5

Future perfect continues 1 2 3 4 5

Future as seen from the past 1 2 3 4 5

G Grammar reference

Vocabulary

Acquire + noun collocations 1 2 3 4 5

Idioms 1 2 3 4 5

Spelling 1 2 3 4 5

Vocabulary Plus + page 100 1 2 3 4 5

Which of these areas do you most need to work on? How well are you at this and what resources can you use?

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17

A Review and reflect activity at the end of every unit guides you in reviewing your progress and formulating personal learning goals as you prepare for the test.

Overview of extra support sections

[illegible][illegible][illegible]

FINAL PREPARATIONS FOR TEST SUCCESS

You have spent quite time preparing and you are already ready to take the test. But you still have a few things to do before the test to make sure you give your best performance and to ensure you experience everything you can on the day.

Check the practical information

Before the test, check the practical information about the test so that you are aware of the time, what you have to do and what you are allowed to bring. The following are some points you need to prepare:

Review the test format and make sure time

Identify before the test, it can be useful to look at the practice tests on the website. Researching all of the format of each module and what you are asked to do in each part.

Relax, sleep and eat well

Do not stay up too late studying the test before the test, as you may be tired and not be able to concentrate. Eat well and get plenty of sleep the night before the test, so you are ready to do enough.

Follow plenty of time to get to the test centre

Make sure you have enough time to get to the test centre before the test.

Use relaxation techniques

It is normal to feel a little nervous before a test, but taking good breathers and relaxing positively can help you relax your mind. You should remember to breathe before the test and to relax your mind.

Request other test takers

There will often be other candidates taking the test at the same time as you, the direction of the test. Reassuring yourself and discussing the test with fellow test takers, during or after the test.

Stay positive and focus towards the test

If you make a mistake or do not understand something in the test, try to move forward. Remember that you do not need a perfect score to pass the test. Relax and bring your best to the test.

Reflect on the experience

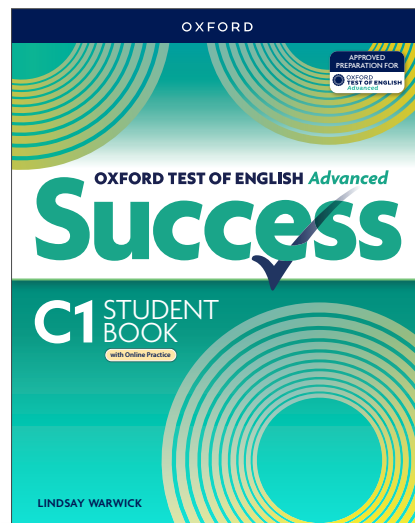
Do not forget to think about how you are feeling about the test. Do not forget to think about how you are feeling about the test. This positivity will help you to feel the results and make you proud of your work at all test levels.

Print components

FOR STUDENTS

Student Book

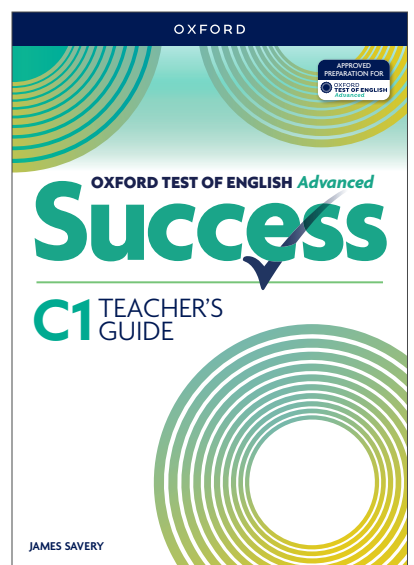
- Overviews of the Student Book and Oxford Test of English Advanced
- 9 topic-based units, focused on developing key skills, useful grammar and academic vocabulary
- Test practice, Test skills and Test tips features in Lessons 1–4 of each unit
- Review and Reflect self-assessment lessons at the end of each unit
- Vocabulary Plus section featuring additional practice of the key lexis in each unit
- Progress to Test Success section that allows students to track their development of key test skills
- Useful support in the Build your Vocabulary for the Test, Strategies for Test Success and Final Preparation for Test Success sections
- Marking criteria for the Speaking and Writing test parts in the Speaking & Writing Test Success section



FOR TEACHERS

Teacher's Guide (digital only)

- Overviews and extra support sections from the Student Book
- Guidance on using the Online Practice
- Teaching notes for all Student Book activities and features
- Optional activities to extend lessons
- Answer keys and audioscripts



Digital components on Oxford English Hub

The digital materials and resources for this course can all be found at oxfordenglishhub.com

FOR STUDENTS

Student Online Practice

- Extra interactive presentation and practice of all key test skills that enhance test readiness and extend learning beyond the Student Book
- Digital practice of additional grammar, vocabulary and pronunciation points to build language skills necessary for test and professional success

Student resources

- Student Book audio
- Grammar Reference PDFs featuring extended explanations of the key language points in the Student Book



FOR TEACHERS

Teacher's Guide

- PDF version

Classroom Presentation Tool

- Student Book on screen with audio, scripts and answer keys

Teacher resources

- Student Book audio
- Grammar Reference PDFs featuring extended explanations of the key language points in the Student Book
- Online Practice Test Practice answer explanations and sample answers

Professional Development

Professional Development online modules:

- The Impact of Assessment on Teaching and Learning: Creating positive washback
- Assessment for Learning & Exam Preparation

Position paper

Practical guidance on the issues shaping language education today:

- The Impact of Assessment on Teaching and Learning: Creating positive washback

Focus paper

Bite-sized tips and advice that you can use in your classroom right away:

- Assessment for Learning & Exam Preparation

Using Online Practice

Overview

Online Practice provides interactive content of the key test skills and C1 language necessary for success in the Oxford Test of English Advanced and in academic and professional life. Offering additional skills and language development beyond the Student Book, it can be used to extend classroom learning or for self-study.

Online Practice is organized around each test part in the Oxford Test of English Advanced and provides:

- presentation and practice of all the key skills necessary for test success, as outlined in the Progress to Test Success portion of the Student Book
- presentation and practice of new grammar and vocabulary points for all four skills, and pronunciation practice for listening and speaking parts
- two test practice activities for each test part
- regular self-evaluation tasks for all skills, language points and test practice activities that allow students to assess their learning and identify areas for further practice

Suggested Learning Path

While the different test parts in Online Practice can be completed in any order, below is a suggested study path for how it can be used alongside the Student Book.

Student Book		Online Practice
Unit	Lesson & Test Part	Test Part
1	1.1: Listening Parts 1 & 4 1.2: Reading Part 1 1.3: Writing Part 1 1.4: Speaking Part 1 1.5: Writing Part 1 / Speaking Part 4	Speaking Part 1
2	2.1: Listening Part 2 2.2: Reading Part 2 2.3: Writing Part 2 2.4: Speaking Part 2 2.5: Writing Part 2 / Speaking Part 3	Listening Part 2 Reading Part 2
3	3.1: Listening Part 3 3.2: Reading Part 4 3.3: Writing Part 1 3.4: Speaking Part 3 3.5: Writing Part 2 / Speaking Part 3	Listening Part 3
4	4.1: Listening Parts 1 & 4 4.2: Reading Part 3 4.3: Writing Part 2 4.4: Speaking Parts 4 & 5 4.5: Writing Part 1 / Speaking Part 4 / Speaking Part 2	Reading Part 3 Speaking Parts 4 & 5
5	5.1: Listening Part 2 5.2: Reading Part 1 5.3: Writing Part 2 5.4: Speaking Part 3 5.5: Writing Part 1 / Speaking Part 4	Reading Part 1
6	6.1: Listening Part 3 6.2: Reading Part 2 6.3: Writing Part 1 6.4: Speaking Parts 4 & 5 6.5: Writing Part 1 / Speaking Part 1	Writing Part 1
7	7.1: Listening Parts 1 & 4 7.2: Reading Part 3 7.3: Writing Part 1 7.4: Speaking Part 2 7.5: Writing Part 1 / Speaking Part 2	Listening Parts 1 & 4
8	8.1: Listening Part 2 8.2: Reading Part 4 8.3: Writing Part 2 8.4: Speaking Part 3 8.5: Writing Part 1 / Speaking Part 4 / Speaking Part 2	Reading Part 4 Speaking Part 3
9	9.1: Listening Part 3 9.2: Reading Part 2 9.3: Writing Part 1 9.4: Speaking Parts 4 & 5 9.5: Writing Parts 1 and 2	Speaking Part 2 Writing Part 2

1.1 Listening Parts 1 and 4

Student Book page 8

Additional Resources on Oxford English Hub

Online Practice

Audioscripts for Student Book

Lesson Aims

Practise listening for gist

Practise Listening Parts 1 and 4: Short dialogues and monologues

Practise Vocabulary: academic verbs

Practise Vocabulary word-building: academic word families

Practise Pronunciation: word stress

Lead-in

- Tell students they are going to work on Listening Parts 1 and 4. Explain that in both Listening Part 1 and 4 they will listen to a monologue or dialogue, and answer a three-option multiple-choice question. Listening Part 1 and 4 questions can have a variety of testing focuses. In this lesson you will look at one possible testing focus: Listening for gist. In pairs or as a class, elicit the meaning of 'listening for gist'.

1 Discussion

- Students discuss the questions, followed by a short class discussion. If it comes up, the online Oxford Advanced dictionary defines *psychology* as *the scientific study of the mind and how it influences behaviour*, and *psychiatry* is *the study and treatment of mental illnesses*.

ANSWERS

Students' own answers

2 Listening for gist Unit 1 track 01 audioscript on page 103

Test skill

- Students read the Test skill box. With books closed, elicit the five bullet points back.
- Play the recording once. Allow students to compare and check their ideas as a class.

SUGGESTED ANSWERS

Recording 1:

genre: podcast or radio discussion

speaker relationship: co-presenters

topic: the Mandela effect (when groups of people have the same incorrect memory of something)

Key words: colour, character, robot, android, leg, gold, silver, Mandela Effect, phenomenon, collective false memory.

tone: fairly informal, but within the context of hosting a show

Recording 2:

genre: talk or lecture

target listeners: probably students or people interested in the topic who have chosen to attend / listen

topic: the frequency illusion (coming across the same new word several times after learning it)

key words: new word, encountering again and again, remarkable coincidence, frequency illusion, brain, learns, new, notices, incidences.
tone: neutral

3 Listening for detail Unit 1 track 01

audioscript on page 103


- Check students understand *cognitive bias* – the tendency for the brain to give more attention to some things than others.
- Play the recording again, and tell students to note down their answers.

ANSWERS

The Mandela effect occurs when a lot of people have the same false memory. (The example given is that the character C3PO in the *Star Wars* films had a silver leg that no one ever remembers.) The speaker speculates that it was caused by children creating vivid memories of a fully gold android, which then stuck.

The frequency illusion occurs because when we learn something new, our brains look out for it, and we therefore notice it more. This creates the illusion that it is now appearing more frequently.

4 Test tip and Test practice Unit 1

 Unit 1 track 02 audioscript on page 103

Test tip

- Students read the Test tip silently.
- Answer any questions students may have after reading the Test tip. Explain that the five questions in Listening Parts 1 and 4 are on five different monologues / dialogues. Remind students that they will not be able to take notes in this part of the test, and that there is no preparation time, so they need to be predicting what they will hear whilst reading and listening to the question.

Test practice

Short dialogues and monologues

- Get students to read questions 1–5 in the Test practice box, and predict what they might hear. Elicit a few ideas about this. E.g. question 1 is probably gist because the focus is the lecture topic.
- The recording should play twice. Students check answers in pairs. Play a speaker again if students are unsure, then check answers as a class.

ANSWERS

1 B

A The speaker mentions role models ('favourite athletes'), but not what people typically admire about them.

B Referring to public perceptions of athletes, the speaker says that people often 'can't conceive what got them there – the fact that they're not only in peak physical condition, but also mentally tough and extremely competitive'.

- C The speaker does not refer to the achievements of ordinary people, but rather what people incorrectly believe they could achieve.
- 2 C
- A The speaker says that biased assumptions are made about both males and females.
- B Prison is mentioned ('jail time'), but not in relation to particular crimes, and the speaker does not imply that it is underused.
- C The speaker says that the halo effect has 'been shown to result in lesser sentences for some individuals', e.g. more attractive people, 'found guilty of crimes'.
- 3 C
- A The speaker does not imply that the location of the memory was false. He says it is the home where both he and his father grew up.
- B The speaker's mother told him that the neighbour no longer lived there when he was a child, but not that he had made up the story.
- C The speaker says that when he was a child, the neighbour 'was no longer living there'.
- 4 A
- A The speaker says that 'research has proposed several potential explanations' for the failure of the public to intervene in the incident.
- B The speaker is discussing the possible causes of the people's behaviour rather than its consequences.
- C The speaker mentions that a station employee eventually called an ambulance, but does not criticize the emergency services.
- 5 A
- A The speaker says that 'it's not a technique I advocate often, as it manipulates people, and can impact on trust'.
- B The speaker says that a customer is presented with a 'surprising' price of £75, but not that she finds the technique's effects astonishing.
- C The speaker says that 'it's a strategy that many salespeople do employ on occasion', and does not imply that it is underused.

Optional activity – exploring psychological effects

- Elicit the psychological effects from the lesson to the board:
Mandela effect, frequency illusion, Dunning-Kruger effect, halo effect, false childhood memories, bystander effect, anchoring.
- Briefly recap them, or ask students to do so.
- Students share their own personal experiences with any of the effects; if lacking, students can research briefly online. Ask each group or pair to report back a summary of one of the effects.

5 Academic verbs

- Ask students to skim the academic words in bold and comment on their meaning. Note that they are useful in academic contexts because they sound formal and express ideas precisely.
- Students share ideas, guessing from the provided contexts where necessary. Check as a class.

ANSWERS

- 1 is considered to be
2 have a strong desire to (achieve something)

- 3 guess to be more than it is
4 described or identified as
5 reduce to the lowest level
6 support publicly

6 Using academic verbs

- Remind students to complete the task using the correct form of the verbs.

ANSWERS

- 1 aspire 2 characterized 3 minimize 4 constitutes
5 advocate

Optional activity – academic verb guessing game

- Students say or write a clue about something using one or two of the academic verbs. Other students must guess what it refers to. Lead with an example. *Some people **advocate** this hot beverage for morning use in order to wake up more effectively. (coffee)*

7 Word-building: academic word families

- Elicit the benefits of recording word families when preparing for the test.
- Students share their knowledge to complete the table. Suggest they refer to a dictionary for help.
- Check answers, ensuring students have the correct spellings.

ANSWERS

aspire (v) – **aspiration** (n) – **aspirational** (adj) – **aspirationally** (adv)
overestimate (v) – **overestimation** (n)
characterize (v) – **characterization** (n)
minimize (v) – **minimal** / **minimalist** / **minimalism** / **minimum** (n) – **minimal** / **minimalist** / **minimalistic** / **minimum** (adj) – **minimally** / **minimum** (adv)
advocate (v) – **advocate** (n) / **advocacy** (n)

8 Word stress

- Students work together to decide on the stress placement. Say some of the words if requested; or allow students to use an app with a speaker to hear a word: a useful study tip.

ANSWERS

See bold in answers for exercise 7. The stress on words ending with **-tion** tends to fall on the syllable preceding the suffix.

9 Reading aloud with the correct stress

- If necessary, help students to achieve a high standard of pronunciation by focusing on other syllables, too, especially weak sounds, which are frequent. Help students to notice that they occur next to the stressed syllable; schwa /ə/ can be circled, or the word written in phonemic script.

ANSWERS

- 1 minimal 2 overestimation 3 aspirations
4 characterization 5 advocate

10 Discussion

- Students discuss the statements in small groups, giving reasons.

ANSWERS

Students' own answers