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OXFORD TEST OF ENGLISH *Advanced*

Success



C1 TEACHER'S
GUIDE



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CONTENTS

Student Book Contents	iv
Test Overview	vi
Student Book Overview	vii
Print Components	x
Digital Components	xi
Using Online Practice	xii
Unit 1 Notes	1
Unit 2 Notes	11
Unit 3 Notes	23
Unit 4 Notes	34
Unit 5 Notes	49
Unit 6 Notes	60
Unit 7 Notes	70
Unit 8 Notes	80
Unit 9 Notes	90
Vocabulary Plus Notes	100
Audioscripts	103
Build your Vocabulary for the Test	127
Progress to Test Success	128
Speaking and Writing Test Success	132
Strategies for Test Success	134
Final Preparations for Test Success	135

CONTENTS

Test Overview (p. 4)
Student Book Overview (p. 5)

Unit	Listening	Reading
1 PSYCHOLOGY	Parts 1 & 4: Short dialogues and monologues (p. 8) Test skill: Listening for gist Vocabulary: Academic verbs; Word-building: academic word families Pronunciation: Word stress	Part 1: Short texts (p. 10) Test skill: Identifying text purpose Grammar: Tense and aspect
2 LEARNING	Part 2: Note completion (p. 18) Test skill: Identifying specific information Vocabulary: Phrase-building: verb + noun collocations; Phrase-building: phrasal verbs	Part 2: Multiple matching (p. 20) Test skill: Identifying opinion and attitude Grammar: Relative clauses
3 THE NATURAL WORLD	Part 3: Matching (p. 28) Test skill: Identifying agreement and disagreement Vocabulary: Academic adjectives; Phrase-building: adverb + adjective collocations	Part 4: Long text (p. 30) Test skill: Understanding implication Grammar: Participle clauses
4 CULTURE	Parts 1 & 4: Short dialogues and monologues (p. 38) Test skill: Identifying attitude and feelings Grammar: Conditionals: review; Inverted conditionals Pronunciation: Reduced and weak forms	Part 3: Gapped text (p. 40) Test skill: Identifying cohesive devices Vocabulary: Word-building: adjective suffixes
5 TECHNOLOGY	Part 2: Note completion (p. 48) Test skill: Using signposting language Vocabulary: Phrase-building: adjective + noun collocations; Phrase-building: idioms	Part 1: Short texts (p. 50) Test skill: Dealing with unknown vocabulary Grammar: The future
6 THE ARTS	Part 3: Matching (p. 58) Test skill: Understanding implication Grammar: Emphasis Pronunciation: Emphasis	Part 2: Multiple matching (p. 60) Test skill: Using reporting verbs Vocabulary: Word-building: noun suffixes; Phrase-building: adverb + past participle collocations
7 HEALTH	Parts 1 & 4: Short dialogues and monologues (p. 68) Test skill: Identifying purpose Grammar: Passive reporting structures	Part 3: Gapped text (p. 70) Test skill: Recognizing sequences of ideas Vocabulary: Academic verbs; Phrase-building: adverb + verb collocations
8 URBAN LIVING	Part 2: Note completion (p. 78) Test skill: Recognizing paraphrase Vocabulary: Phrase-building: prepositional phrases; Phrase-building: phrasal verbs	Part 4: Long text (p. 80) Test skill: Understanding rhetorical purpose Grammar: Passive gerund and infinitive forms
9 BUSINESS AND WORK	Part 3: Matching (p. 88) Test skill: Identifying changing views Vocabulary: Word-building: verb suffixes; Phrase-building: idioms Pronunciation: Diphthongs	Part 2: Multiple matching (p. 90) Test skill: Expedited reading: review Grammar: Modifying comparatives

Writing	Speaking	Test Skills Plus
Part 1: Essay (p. 12)	Part 1: Interview (p. 14)	Planning your response (p. 16)
Test skill: Structuring an essay	Test skill: Hypothesizing and speculating Useful language: Hypothesizing and speculating	Essay and Debate Test skill: Planning an argument Test skill: Generating ideas
Part 2: Summary (p. 22)	Part 2: Voice message (p. 24)	Synthesizing (p. 26)
Test skill: Identifying main ideas and supporting details	Test skill: Being diplomatic Useful language: Being diplomatic Pronunciation: Stress, rhythm and intonation	Summary (Writing and Speaking) Test skill: Synthesizing
Part 1: Essay (p. 32)	Part 3: Summary (p. 34)	Paraphrasing and summarizing (p. 36)
Test skill: Organizing a paragraph Useful language: Organizing a paragraph	Test skill: Taking notes Pronunciation: Sentence stress	Summary (Writing and Speaking) Test skill: Paraphrasing Test skill: Summarizing
Part 2: Summary (p. 42)	Parts 4 & 5: Debate & follow-up questions (p. 44)	Being persuasive (p. 46)
Test skill: Structuring a written summary	Test skill: Structuring an argument Test skill: Responding to follow-up questions	Essay, Voice message and Debate Test skill: Choosing appropriate forms of persuasion Test skill: Persuading someone to take action
Part 2: Summary (p. 52)	Part 3: Summary (p. 54)	Connecting ideas (p. 56)
Test skill: Sequencing main ideas	Test skill: Organizing an oral summary Pronunciation: Connected speech	Essay and Debate Test skill: Understanding coherence and cohesion Test skill: Using cohesive devices
Part 1: Essay (p. 62)	Parts 4 & 5: Debate & follow-up questions (p. 64)	Using complex structures (p. 66)
Test skill: Using pronoun reference, substitution and ellipsis	Test skill: Using discourse markers Useful language: Discourse markers	Essay and Interview Test skill: Using different sentence types Test skill: Using subordinate clauses
Part 1: Essay (p. 72)	Part 2: Voice message (p. 74)	Hedging and boosting (p. 76)
Test skill: Writing in an academic style	Test skill: Disagreeing and refusing politely Pronunciation: Consonant clusters Useful language: Disagreeing and refusing politely	Essay and Voice message Test skill: Hedging and boosting: argumentation Test skill: Hedging and boosting: diplomacy
Part 2: Summary (p. 82)	Part 3: Summary (p. 84)	Adapting your register (p. 86)
Test skill: Being concise	Test skill: Synthesizing: review Pronunciation: Long and short vowel sounds	Essay, Debate, and Voice message Test skill: Understanding register
Part 1: Essay (p. 92)	Parts 4 & 5: Debate & follow-up questions (p. 94)	Reviewing your writing (p. 96)
Test skill: Upgrading your lexis	Test skill: Comparing and evaluating Useful language: Comparing and evaluating	Essay and Summary (Writing) Test skill: Editing your writing Test skill: Proofreading your writing

Vocabulary Plus (p. 98)

Progress to test success (p. 104)

Speaking & Writing test success (p. 108)

Strategies for test success (p. 110)

Final preparations for test success (p. 111)

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

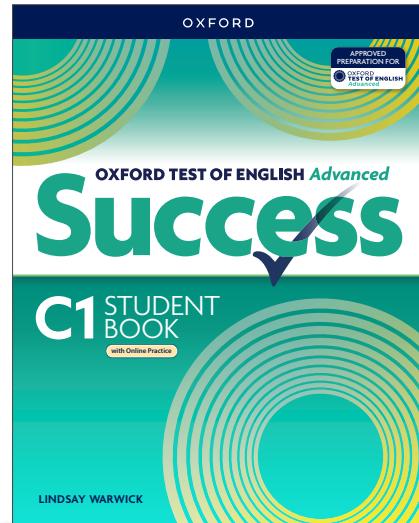
<p>Each unit opens with a thought-provoking question to engage you with the topic, activate relevant language and provide speaking practice.</p>	<p>5 TECHNOLOGY 5.1 LISTENING Part 2</p> <p>Test skill Understanding language</p> <p>In Listening Part 2, the speaker may use signposting language to help you understand the structure of the talk or lecture.</p> <p>For example, signposting language might be used to sequence points. First, secondly, next, finally</p> <p>transition between points: having ... let's now consider</p> <p>refer forward as you'll learn, you'll later see that</p> <p>refer back as I've mentioned</p> <p>summarize as a quick reminder</p> <p>in all signposting language also show relationships between ideas. For example, it is used to</p> <ul style="list-style-type: none">define / clarify: that's to say by that I meanadd information, as well as that, in additioncontrast: whereas, however, in contrastshow cause and effect: therefore, as a result, on account ofgive examples such as: take ... for example, in practice, in this caseemphasize: the key thing is that <p>Test tip</p> <p>Discuss the questions.</p> <p>1 Do you think space tourism will become common in your lifetime?</p> <p>2 What are its pros and cons? Consider the ideas in the box above.</p> <p>3 Would you like to take a space tour? Why? / Why not?</p> <p>4 Listen to a talk. What is the speaker's main point?</p> <p>5 Read the Test skill box. Then match the following words and phrases to the appropriate category as noted: as you'll hear moving on to remember as a quick reminder on the whole simply put / put simply stems from this exemplifies what's notable is</p> <p>Test practice</p> <p>Listening Part 2: Note completion</p> <p>6 Listen to a lecture about the possibility of humans colonizing the moon. Complete the gaps in the notes with a word or two from the box above. Listen again. Remember to check your answers. You now have 30 seconds to look at the talk.</p> <p>Establishing human settlements on the moon</p> <p>Possible benefits</p> <p>From a business perspective, it has been suggested that colonizing the moon could boost¹</p> <p>It could help scientists gain greater understanding of the solar system.</p> <p>Acknowledgements</p> <p>Oxygen is found in the moon's² _____</p> <p>Water would have to be either created or mined on the moon.</p> <p>Farming on the moon could be possible if seeds are planted in a special kind of³ _____</p> <p>Energy and shelter</p> <p>Fluctuating levels of⁴ _____ would make energy creation challenging.</p> <p>Bridges could be constructed using⁵ _____ made from a raw material found on the moon.</p> <p>Now listen again.</p> <p>7 Do you think humans will ever colonize the moon? Should they? Why? / Why not?</p>	<p>A Test tip offers a quick strategy or suggestion to help you complete the Test practice task successfully.</p>	<p>Follow-up written and/or spoken Vocabulary or Grammar activities recycle and practise key language from the lesson.</p>
<p>Activities guide you in understanding and applying the Test skill in preparation for the Test practice task.</p>	<p>Activities guide you in understanding and applying the Test skill in preparation for the Test practice task.</p>	<p>A Test practice task provides authentic practice in the featured part of the Listening module.</p>	

Print components

FOR STUDENTS

Student Book

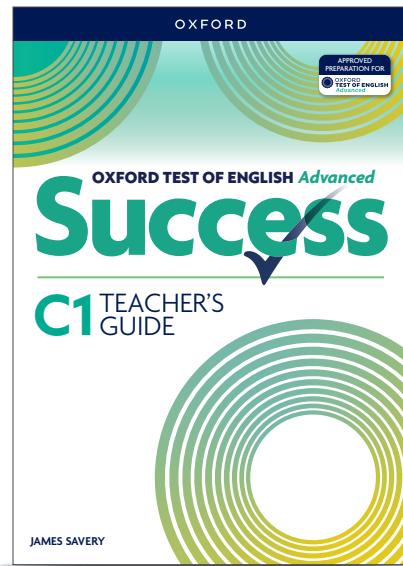
- Overviews of the Student Book and Oxford Test of English Advanced
- 9 topic-based units, focused on developing key skills, useful grammar and academic vocabulary
- Test practice, Test skills and Test tips features in Lessons 1–4 of each unit
- Review and Reflect self-assessment lessons at the end of 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 PSYCHOLOGY

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

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

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

6 Using academic verbs

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

ANSWERS

- aspire
- characterized
- minimize
- constitutes
- 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

- minimal**
- overestimation**
- aspirations**
- characterization**
- advocate**

10 Discussion

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

ANSWERS

Students' own answers