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**STUDENT'S BOOK
WITH DIGITAL PACK**

Peter May

C1 ADVANCED
SECOND EDITION



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Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

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Material available online:

Speaking and Writing bank

Answer key and audio scripts

Multi-word verb bank

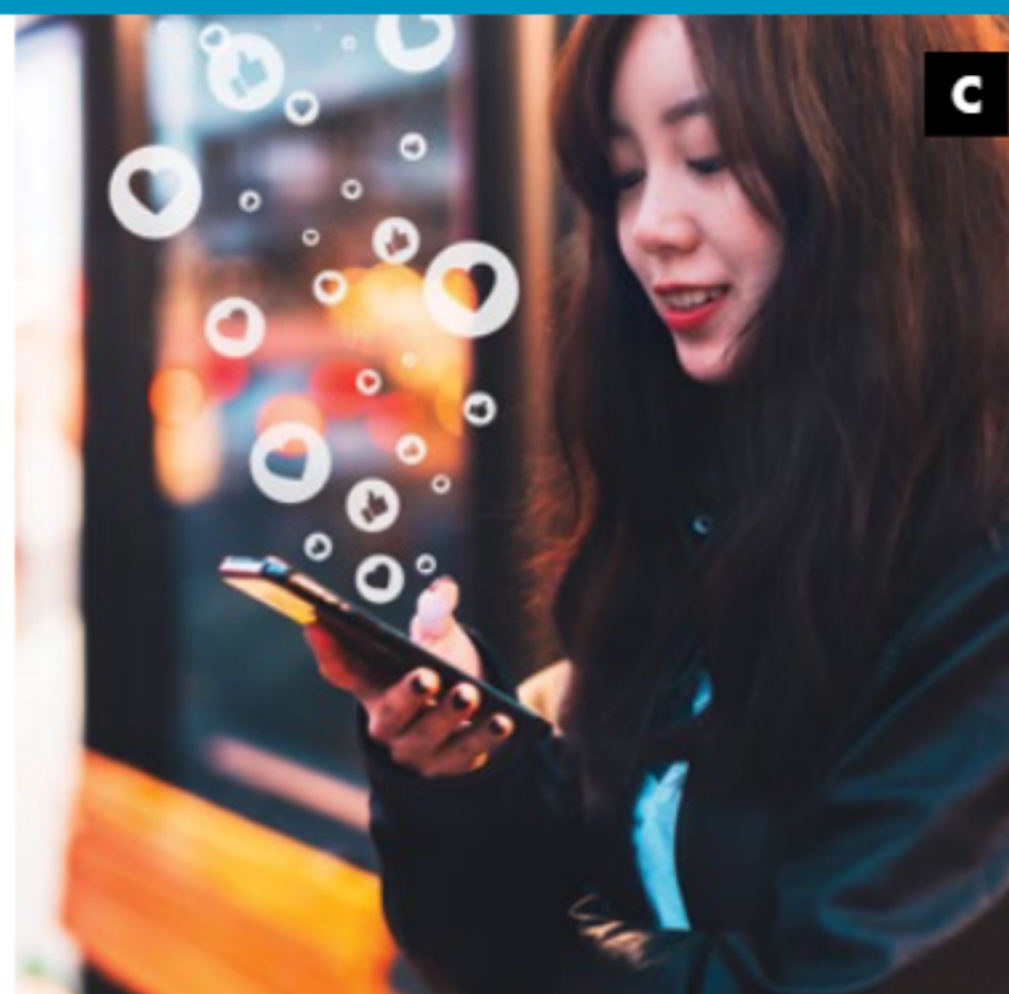
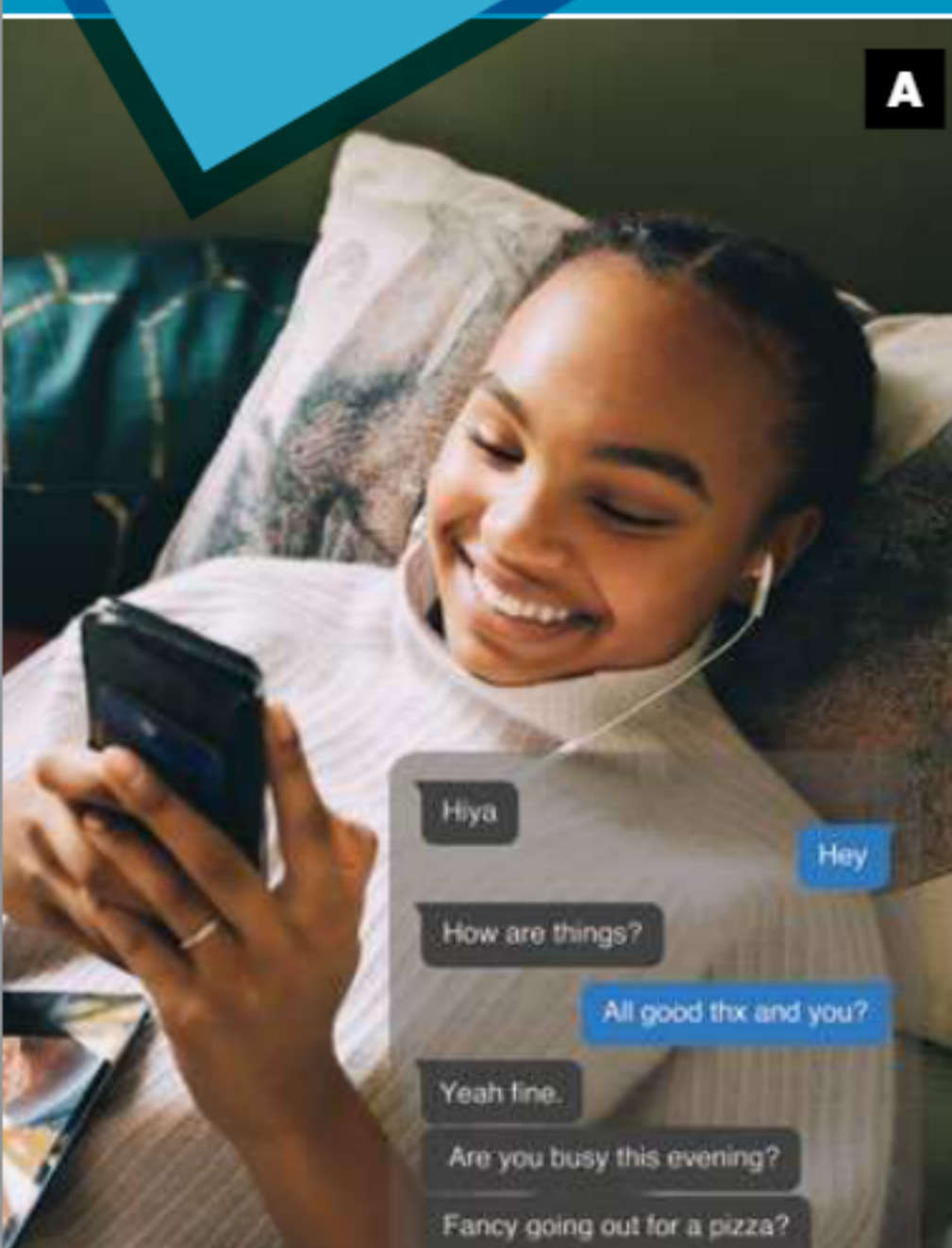
Word list

MAP OF THE UNITS

UNIT	TOPICS	GRAMMAR	VOCABULARY
1 Communication and language	Communication and language	Review of verb tenses	Collocations Frequently confused words
2 Travel and culture	Travel, culture and traditions	Participle clauses	Prefixes Academic expressions
3 Getting along	Human behaviour and relationships	Reported speech	Collocations Idioms with <i>keep</i>
4 Making ends meet	Money and business	Passive forms Causatives: <i>have/get/want</i> something done	Phrasal verbs with <i>up</i> Fixed phrases Money vocabulary
5 Well-being and sport	Well-being and sport	Conditionals, including mixed forms and forms without <i>if</i>	Word building Suffixes Compound adjectives
6 Art and entertainment	The arts and entertainment	Verbs followed by the infinitive and/or <i>-ing</i>	Collocations Frequently confused words
7 Green living	Nature and the environment	Inversion of subject and verb	Environment vocabulary Phrasal verbs with <i>on</i> Idioms: nature
8 Learn and earn	Education, learning and work	Relative clauses	Words with a prefix and a suffix Spelling changes
9 Technically speaking	Science and technology	Modal verbs	Science vocabulary Dependent prepositions
10 All in the mind	Psychology and personality	Wishes and regrets	Three-part phrasal verbs Adjectives of personality

READING AND USE OF ENGLISH	WRITING	LISTENING	SPEAKING
Part 1: multiple-choice cloze Part 7: gapped text	Part 1 essay: getting ideas, contrast links, checking	Part 4: multiple matching	Part 1: talking about past, present and future
Part 3: word formation Part 6: cross-text multiple matching	Part 2 report: planning, recommending	Part 2: sentence completion	Part 2: making comparisons
Part 4: key word transformations Part 5: multiple-choice questions	Part 2 email: register	Part 1: short texts, multiple-choice questions	Part 3: asking for opinions, suggesting and (dis)agreeing
Part 2: open cloze Part 7: gapped text	Part 1 essay: addition links, achieving balance	Part 3: long text, multiple-choice questions	Part 4: expressing opinions
Part 3: word formation Part 8: multiple matching	Part 2 proposal: purpose links, text organisation	Part 2: sentence completion	Part 2: commenting on partner's pictures
Part 1: multiple-choice cloze Part 5: multiple-choice questions	Part 2 review: praising and criticising	Part 4: multiple matching	Part 1: expressing likes, dislikes and preferences
Part 4: key word transformations Part 7: gapped text	Part 1 essay: sentence adverbs, paraphrasing notes	Part 1: short texts, multiple-choice questions	Part 3: giving examples, helping your partner
Part 3: word formation Part 8: multiple matching	Part 2 formal letter: formal language	Part 2: sentence completion	Part 4: adding emphasis
Part 2: open cloze Part 5: multiple-choice questions	Part 2 report: result links, text organisation	Part 3: long text, multiple-choice questions	Part 2: speculating
Part 4: key word transformations Part 6: cross-text multiple matching	Part 1 essay: concession	Part 4: multiple matching	Parts 3 and 4: reaching a decision

1 Communication and language



Part 4

1 Look at pictures A–D and discuss the questions in pairs.

1 Which of the C1 adjectives from the box below best describe each of these ways of keeping in touch?

(un)affordable impersonal interactive obsolete
(im)practical (in)secure state-of-the-art (technology)
time-consuming timesaving

2 Which of the adjectives in the box below could apply to the people in the pictures? Why?

alarmed imaginative insensitive open-minded
outgoing persuasive self-centred self-conscious
sincere talkative thoughtful

3 Which words best describe you when you get in touch with people?

2 Look at the exam task instructions and options A–H in both tasks. Answer these questions.

- How many speakers are there?
- What information will you have to listen for in each task?
- How many of the options in each task are not needed?

3 02 Listen and do the exam task.

Quick steps to Part 4

- Quickly read the instructions and the options in Tasks One and Two, identifying the key words in both.
- Think of other words you might hear used to express those key words.
- Listen for the answers to the questions in both tasks.

Exam task

You will hear five short extracts in which people are talking about ways of keeping in touch.

While you listen you must complete both tasks.

TASK ONE

For questions 1–5, choose from the list (A–H) what each speaker likes most about their favourite means of communication.

A It's quite affordable.	Speaker 1	<input type="text" value="1"/>
B It uses state-of-the-art technology.	Speaker 2	<input type="text" value="2"/>
C It's highly secure.	Speaker 3	<input type="text" value="3"/>
D You can use informal language.	Speaker 4	<input type="text" value="4"/>
E You always receive a response.	Speaker 5	<input type="text" value="5"/>
F It's ideal for sending documents.		
G You can determine the other person's state of mind.		
H You can amuse friends.		

TASK TWO

For questions 6–10, choose from the list (A–H) how each speaker felt when they had to use a different means of communication.

A guilty about something that happened	Speaker 1	<input type="text" value="6"/>
B fed up with doing it for an extended period	Speaker 2	<input type="text" value="7"/>
C self-conscious about their lack of ability	Speaker 3	<input type="text" value="8"/>
D alarmed by somebody's manner	Speaker 4	<input type="text" value="9"/>
E surprised it wasn't interactive enough	Speaker 5	<input type="text" value="10"/>
F embarrassed by the timing of something		
G frustrated at not being able to get online		
H disappointed by how impersonal it was		

Exam tip

Don't choose an option just because you hear the same word or phrase. Listen for the same *idea*.

Review of verb tenses

Page 86



- 1 Explain the difference in meaning between sentences *a* and *b*. Name the different tenses used.
- a** I see my grandmother on her birthday.

b I'm seeing my grandmother on her birthday.
 - a** The soundtrack started when the game began.

b The soundtrack had started when the game began.
 - a** Freya was calling me when her sister arrived.

b Freya called me when her sister arrived.
 - a** The company has developed a new version of their phone.

b The company has been developing a new version of their phone.
 - a** We'll be watching the film when you get here.

b We'll watch the film when you get here.
 - a** The meeting will have ended by the time we log in.

b The meeting will be ending by the time we log in.
 - a** Sales fell rapidly when they updated the software.

b Sales had been falling rapidly when they updated the software.
 - a** When I'm 25, I'll work in IT for a few years.

b When I'm 25, I'll have been working in IT for a few years.

- 2 Correct the mistakes made by exam candidates. In some cases, more than one answer is possible.

- As I promised, I send you details on that language course you asked about.
- I am writing to tell you that there would be new online services from next week.
- Our IT department is running well over the last two years.
- Erin passed all her exams last year. She has been struggling before then, but that all changed.
- What I discovered was horrible – the phone company was overcharging me for years.
- Let's meet at ten. I'd be waiting for you at reception.
- I used not to have my own computer, but then my parents gave me a laptop.
- I have finished work in an hour, so I'll call you then.

- 3 Choose the correct answer.

- I *enjoy / enjoyed / have enjoyed* studying history since I was a child.
- I'll look for a job when I *get / will get / will have got* my degree.
- I'm *waiting / 've been waiting / was waiting* in this queue for hours!
- By the end of this century, we're *exploring / 'll have explored / explore* distant planets.
- My friend Stefan *was reading / has been reading / read* a book when I called at his house.
- I'm not yet sure which subject I want to study, but I think I'll *do / 'm doing / 'll have done* maths.
- When politicians at last realised what was happening, the climate *already became / had already become / had already been becoming* warmer.
- By next July, I'll *be living / 'm living / 'll have been living* in this town for ten years.



- 4 Mark some important past events in your life, e.g. *starting secondary school*, on the timeline above. Then tell your partner what you:

- were also doing and used to do at that time, e.g. *I was living in the city centre. I used to walk to school.*
- had done and had been doing before then.
- have done and have been doing since then.

- 5 Now put in some likely future events, e.g. *graduating, starting work*. Tell your partner what you:

- will also be doing then.
- will have done by then.
- will have been doing by then, and for how long.



Part 7

✓ **1** Look at the picture of Shakespeare's Globe Theatre in London. Discuss the questions, then quickly read the main text and options A–G to check your answers.

- 1 When, approximately, did Shakespeare write his plays?
- 2 What effects do you think his writing had on the vocabulary of English?
- 3 Which group of people have always been the main inventors of new words?

✓ **2** Read the third Quick step, then look at the words in bold after gaps 1, 2 and 3 and in options A, B and C on the opposite page. Answer these questions.

- 1 What kind of expressions are they?
- 2 How can each expression help you match the option to the gap?
- 3 Which similar expressions are used after gaps 4–6 and in D–G?

3 Do the exam task, using the expressions in Exercise 2 to help you.

Quick steps to Part 7

- Look at the introduction to find out the text type and the topic.
- Quickly read the title, the main text and then options A–G, noting any topic links.
- For each gap, look for grammar links, including reference words, linking expressions and matching verb tenses.
- Read the completed text to check it makes sense.

✓ Exam task

You are going to read an article about Shakespeare's influence on the English language. Six paragraphs have been removed from the article. Choose from the paragraphs **A–G** the one which fits each gap (**1–6**). There is one extra paragraph which you do not need to use.

💡 Exam tip

Fill in the gaps you find easiest first to reduce the number of options you have to choose from.

4 Find five expressions with **say** in the main text and option F. Match them with these meanings.

I'm sure it's correct
in other words
I can't give a definite answer
as you would expect
to put it mildly

Shakespeare's words and inventions

Depending on who you believe, the English language owes a debt of gratitude to Shakespeare for the invention, over four centuries ago, of anywhere between 400 and 2,500 words and phrases that we still use today. These include everyday words like 'excitement', 'gossip' and 'priceless'.

1

On closer inspection, **however**, it can be argued that Shakespeare's greatest skill wasn't in coining new expressions. It may well be that it was his ability to hear how language was evolving around him, in addition to his ability to manipulate language – something that humans continue to do to this day.

2

That remains unanswered. It's hard to say for certain, but it seems more likely that Shakespeare's real talent was as a student of words and their changing usage; that, rather than being the source of so many original lexical items, Shakespeare's plays were simply the first time they were immortalised in print.

3

Its conclusions are something parents in many parts of the world can relate to even today, when they are puzzled, to say the least, by how their children are communicating with each other. Now, it's text messaging and social media that young people use to keep in touch, but they remain the driving force behind language change. Needless to say, future generations will use language differently, too.

4

'Blood-stained' is a great example of this. The words 'blood' and 'stained' were certainly not inventions of Shakespeare's, but the first time they appeared as a compound adjective was in *Titus Andronicus*. Of course, compounding words is something we continue to do today – think 'podcast' or 'frenemy'.

5

They simply refuse to accept that 'message' is no longer just something you can send or receive, but also something you do. But, if you object to the use of such a word as a different part of speech, then you are, it's safe to say, against one of Shakespeare's common devices.

6

All of which is evidence that Shakespeare was a master manipulator of language. In so many of his plays, what he was trying to do was draw our attention to how powerful language is and how it is so often used to manipulate and influence people. But it is important to remember that language belongs to all of us as humans and that we are in control of how it grows and changes.

- A** Take, **for instance**, the way numerous characters in Shakespeare's plays are referred to as having been 'cowarded'. In *Romeo and Juliet*, Juliet's father demands that his daughter 'thank me no thankings and proud me no prouds'. When we hear this sentence out loud in response to Juliet's pleas, the meaning is absolutely clear.
- B** Given **such** an impact, it is hardly surprising that Shakespeare is so greatly admired. He changed the way humans tell stories. Some people even believe he was changing what it meant to be a human being, so clearly he would need some interesting new words to help him do that.
- C** We are **also** still 'verbing'. Shakespeare loved taking a word that had traditionally been used as a noun and turning it into a verb. Surprisingly, though, some scholars of the English language are outraged by what they see as a modern-day affliction.
- D** In fact, in Shakespeare's time, it was not playwrights who were the principal inventors of new words. Rather, according to one important research study of the subject, the main source of invention was the way young people used language, often in letters they sent each other.
- E** Other common words have undergone similar changes in meaning. When Olivia in *Twelfth Night* says, 'Fate, show thy force; ourselves we do not owe', the verb 'owe' did not imply 'debt' – it meant 'own'. However, less than 10% of the words used in Shakespeare's day have since lost their meaning.
- F** Of course, Shakespeare was indulging in some invention of his own, quite apart from adopting new expressions. He, for example, was a great combiner of words. That is to say, putting two existing words together to mean something else.
- G** Despite this, school students are told we still study Shakespeare partly because he invented so many new words. But it seems counter-intuitive for a playwright to do so. If he really did think up thousands of brand-new words, how would his audience have understood his plays?

Bell Shakespeare, Australian National Theatre <https://www.bellshakespeare.com.au/shakespeares-words-and-inventions>