

COMPACT

ADVANCED
SECOND EDITION

C1

TEACHER'S BOOK

WITH DIGITAL PACK

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We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781009394956

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First published 2014

Second edition 2024

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Dubai by Oriental Press

A catalogue record for this publication is available from the British Library

ISBN 978-1-009-39495-6 Teacher's Book

Additional resources for this publication at www.cambridge.org/compact

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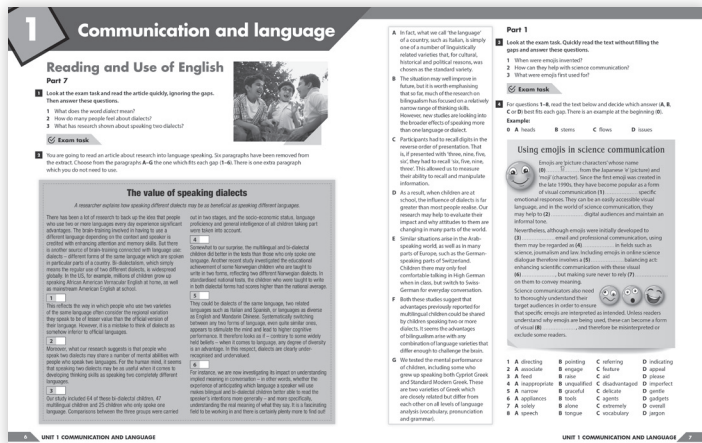
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Map of the units

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

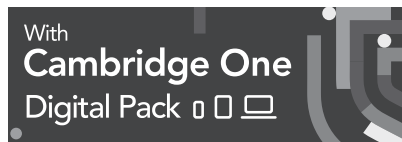
READING AND USE OF ENGLISH	WRITING	LISTENING	SPEAKING
Part 1: multiple-choice cloze Part 7: gapped text	Part 1 essay: getting ideas, contrast links, checking	Part 4: multiple matching	Part 1: talking about past, present and future
Part 3: word formation Part 6: cross-text multiple matching	Part 2 report: 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

Workbook with answers with audio



Each unit has four pages of activities providing further practice and consolidation of the language and exam skills presented in the Student's Book. Students can access and download audio files and grammar animations using the QR codes or via the code at the front of the Workbook.

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New Presentation Plus is easy-to-use interactive classroom presentation software that helps you deliver effective and engaging lessons. It includes the Student's Book, Workbook and Teacher's Book content and allows you to present and annotate content and link to the online resources.

C1 Advanced exam information

Part/Timing	Content	Exam focus
Reading and Use of English 1 hour 30 minutes	<p>Part 1 A modified cloze containing eight gaps followed by eight four-option multiple-choice items.</p> <p>Part 2 A modified cloze test containing eight gaps.</p> <p>Part 3 A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.</p> <p>Part 4 Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word.</p> <p>Part 5 A text followed by six four-option multiple-choice questions.</p> <p>Part 6 Four short texts, followed by multiple-matching questions. Candidates must read across texts to match a prompt to elements in the texts.</p> <p>Part 7 A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed.</p> <p>Part 8 A text or several short texts preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.</p>	Candidates are expected to demonstrate their knowledge of vocabulary and grammar in parts 1–4, and their reading comprehension skills in parts 5–8. Candidates are also expected to show understanding of specific information, text organisation features, tone, attitude, opinion and text structure throughout the exam.
Writing 1 hour 30 minutes	<p>Part 1 Candidates are required to write an essay, between 220 and 260 words, based on two points given in the input text. They will be asked to explain which of the two points is more important and to give reasons for their opinion.</p> <p>Part 2 Candidates have a choice of task. The tasks provide candidates with a clear context, topic, purpose and target reader for their writing. The output text types are:</p> <ul style="list-style-type: none"> • letter/email • proposal • report • review. 	Candidates are expected to demonstrate their ability to write at a C1 level. They should be able to demonstrate awareness of style and tone, as well as functions such as describing, evaluating, hypothesising, persuading, expressing opinion, comparing, giving advice, justifying and judging priorities.
Listening Approximately 40 minutes	<p>Part 1 Three short extracts from exchanges between interacting speakers with two multiple-choice questions on each extract.</p> <p>Part 2 A monologue lasting approximately three minutes. Candidates are required to complete the sentences with information heard on the recording.</p> <p>Part 3 A conversation between two or more speakers of approximately four minutes. There are six multiple-choice questions, each with four options.</p> <p>Part 4 Five short themed monologues, of approximately 30 seconds each. Each multiple-matching task requires selection of the correct options from a list of eight.</p>	Candidates are expected to be able to show understanding of agreement, attitude, course of action, detail, feeling, function, genre, gist, opinion, purpose, situation, specific information, etc.
Speaking 15 minutes per pair 23 minutes per group of three	<p>Part 1 A short conversation between the interlocutor and each candidate (spoken questions).</p> <p>Part 2 An individual 'long turn' for each candidate with a response from the second candidate. In turn, the candidates are given three photographs and asked to talk about any two of them.</p> <p>Part 3 A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in a discussion and a decision-making task. The conversation is divided into a discussion phase (two minutes) and a decision phase (one minute). Candidates are given approximately 15 seconds to initially read the task before starting to speak.</p> <p>Part 4 A discussion on topics related to the collaborative task (spoken questions).</p>	Candidates are expected to demonstrate competence at organising a large unit of discourse through comparison, description, speculation and expressing opinion. Candidates are also expected to demonstrate an ability to sustain interaction through their use of social language and their ability to exchange ideas, express and justify opinions, agree and disagree, suggest, speculate, evaluate and negotiate.

UNIT OBJECTIVES

TOPICS: communication and language

GRAMMAR: review of verb tenses

VOCABULARY: collocations, frequently confused words

READING AND USE OF ENGLISH PART 1: multiple-choice cloze

PART 7: gapped text

WRITING PART 1 ESSAY: getting ideas, contrast links, checking

LISTENING PART 4: multiple matching

SPEAKING PART 1: talking about past, present and future

Listening

Part 4

STARTER

Ask students to think about all the ways they have communicated with people in the last week, e.g. face to face, by email. Set a time limit of two minutes, then elicit the different ways.

1 Ask students to look at the first picture. Elicit what the person is doing and who they might be communicating with, then elicit adjectives to describe this form of communication and the person's feelings. Set a time limit of five minutes for students to do the exercise in pairs. Elicit ideas. You could ask students how they feel when other people get in touch with them.

Suggested answers


- 1 text messaging (A): affordable, interactive, practical, timesaving; letter writing (B): impractical, obsolete, secure, time-consuming; instant messaging (C): affordable, interactive, practical, timesaving; video conferencing (D): affordable, interactive, practical, state-of-the-art, timesaving
- 2 A outgoing, thoughtful B sincere, thoughtful
C imaginative, outgoing D outgoing, open-minded, talkative
- 3 Students' own answers

2 First, elicit what students know about Listening Part 4. Give them about 30 seconds to find the information or answer the questions as a class.

Answers

- 1 five
- 2 what each speaker likes most about their favourite means of communication; how each speaker felt when they had to use a different means of communication
- 3 three

Exam task

3  02 Go over the Quick steps and the Exam tip. When students have listened twice, elicit the answers and anything which helped them to do the matching.

Exam task answers

1 E 2 H 3 G 4 A 5 C 6 F 7 E 8 A 9 C 10 B

Audio script Track 02

Part 4

Part 4 consists of two tasks. You'll hear five short extracts in which people are talking about ways of keeping in touch. Look at Task One. For questions 1–5, choose from the list (A–H) what each speaker likes most about their favourite means of communication. Now look at 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. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4.

Speaker 1: I know it's been around for ages and it should probably be obsolete by now, but (1) you can't beat texting if you need a quick reply. And almost without exception, that's what you'll get, unlike from an email, which can sometimes sit there unopened in someone's inbox for days. Like most people, I'm online nearly all the time, but that can bring its own problems. I remember once (6) I was just arriving at a party when out of the blue my mum video called me. The incredibly awkward thing was, I'd told her I'd be studying all evening at a friend's house and everyone overheard just how furious she was when she realised I wasn't.

Speaker 2: I started using social media for messaging on Instagram years ago. Insta isn't suited to attaching things like pdfs and I do worry about the security of sharing personal information, but it's great for sharing popular videos with my mates – there are always lots of music and (2) humorous ones being posted. Some of them are hilarious. From time to time, I've been forced to use email to send them written texts, but twice (7) I didn't get a reply until days later because my message had gone into their junk mail folder. That wouldn't happen on Insta – they'd've got it right away and replied. Still, these things happen and no one was too bothered.

Speaker 3: My gran's an elderly, rather reserved person, who grew up using a landline, so although she lives abroad and the charges are pretty steep, I always make a point of calling her on her birthday; (8) something she really appreciates. Except one year, when I simply couldn't get through. I always send her a card as well, but that year, without the call, I knew it just wouldn't be the same – that I'd let her down. If you're close to someone, (3) nothing beats hearing that familiar voice down the line and being able to tell how they're feeling just from their tone. It's almost like being in the same room with them.

Speaker 4: (9) I was a bit uncomfortable phoning a Milan number in my not-very-fluent Italian, but I managed to make myself understood to the very helpful woman who answered. In fact, she complimented me on my knowledge of the language, though I was still a bag of nerves. As expected, my query was dealt with immediately, but I'd much rather have emailed her and wouldn't even have minded waiting a day or two for a reply. I don't know how secure email is, but you can take your time drafting your message and there's a copy for future reference. (4) The main thing for someone like me, though, is that it's ideal if you're on a tight budget.

Speaker 5: Video calling using apps like WhatsApp or FaceTime are still my top choice. Critics say their big drawback is that you can only be sure they'll work if the person you're calling or messaging is always online, but frankly, who isn't these days? And although those who argue email is preferable for sending attachments have a point, (5) it's undeniable that your privacy is better protected on something like WhatsApp. By comparison, text messages are far too easy to hack. (10) Also, as I found out recently when I got involved in a long texting dialogue, even though you're shortening words, keying in symbols and using slang, it gets to be a bit of a pain after a while.

FURTHER PRACTICE

Hand out copies of the recording script. Look at the Exam tip again and ask students to look at the transcript of the first speaker. Elicit or tell them that the mother being furious might make students choose D in Task Two, although the speaker was actually embarrassed about what her friends would think. Students then look at the other speakers to find more examples of possible distractors. .

Grammar

Review of verb tenses

Students can use the QR codes to access *Grammar on the Move*, a short animated video with explanations and examples of the grammar focus of this unit. If you wish, you can ask students to watch the video before the lesson or it could be used as a follow-up for reinforcement or extra practice. Students do not need to have seen the video in order to do the tasks in the book.


STARTER

Ask students to think about how often they use English outside the classroom, when they last spoke to someone of a different nationality in English, and what they think they will use English for in the future. Students discuss their ideas in pairs and then as a class.

1 Refer students to the Grammar reference on page 86 if needed. As a class, look at the first pair of sentences. Elicit the tenses used and the difference in meaning between them. After students have looked at the other sentences in pairs, elicit the meanings and the tenses.

Answers

- 1 a I see her every birthday – a habit. (present simple)
b I'm seeing her on her next birthday – an arrangement. (present continuous)
- 2 a The soundtrack started immediately at the beginning of the game. (past simple)
b The soundtrack had already begun before the game started. (past perfect)
- 3 a Freya had started calling me before her sister arrived. (past continuous)
b Freya called me after her sister had arrived. (past simple)
- 4 a The company has developed a new version which is complete/finished. (present perfect)
b The company is still developing a new version or has just finished developing it. (present perfect continuous)
- 5 a We'll start watching the film before you get here. (future continuous)
b We'll wait until you arrive before we start watching the film. (future simple)
- 6 a When we log in, the meeting will be finished. (future perfect)
b When we log in, the meeting will nearly be finished. (future continuous)
- 7 a The update led to a rapid fall in sales. (past simple)
b Sales were falling rapidly when the update took place. (past perfect continuous)
- 8 a I'll start working in IT when I'm 25 and continue for a few years. (future simple)
b I've already started or will start working in IT for a few years before I'm 25. (future perfect continuous)

2  Allow students to work in pairs. Elicit what the mistakes are and why the verb forms they suggest should be used.

Answers

- 1 send → am sending / am going to send / sent
- 2 would → will / are going to
- 3 is running → has been running
- 4 has been → 'd/had been
- 5 was overcharging → had been overcharging
- 6 I'd be waiting → I'll/I will be waiting / I'll/I will wait
- 7 used not → didn't use
- 8 have → 'll/will have

3 Look at the first sentence, and elicit the correct choice and why it is correct (we use the present perfect with *since* to show that something started in the past and is still true). Students do the same for the other sentences. Elicit the correct choices and why they are correct.

Unit 1 Communication and language

Answers

- 1 have enjoyed 2 get 3 've been waiting
4 'll have explored 5 was reading 6 'll do
7 had already become 8 'll have been living

4 You could give students one or two examples about yourself, e.g. *In 2010, I was studying to be a teacher at university. I used to go to a lot of concerts.* Don't elicit students' ideas yet.

Suggested answers

2010: starting primary school. I was living in the city centre; I used to walk to school.

2020: starting secondary school. I'd learned to swim before then.

2025: leaving school. I've made new friends since then; I've been studying at university since then.

5 Students stay in the same pairs. Give another example, e.g. *By 2040, I will have retired.* Students discuss their ideas as before. When they have finished, elicit ideas from both Exercise 4 and Exercise 5.

Suggested answers

2030: graduating. I'll be living in another city then; I'll have graduated by 2030.

2035: starting work. I'll have travelled around the world by then; I'll have been working in the same company for four years.

2040: buying a flat. I'll have been saving for five years by then; I'll have bought the flat that I'd been saving for.

Reading and Use of English

Part 7

STARTER

Write the words *frenemy* and *podcast* on the board. Elicit which two words each word is made of (*friend + enemy*; *iPod + broadcast*). Ask students what new words have been invented in their own language or English in recent years. Set a time limit of two minutes, then invite students to share their ideas.

1 Tell students that Shakespeare invented many new words in his time and that they are going to find out more about this. Set a time limit of one minute for students to discuss their ideas and two minutes for them to quickly look at the text to check. Elicit the answers.

Answers

- 1 over 400 years ago
2 increased its size, formed compound words and used nouns as verbs
3 young people

2 Go over the Quick steps. Point out that topic links are things which might be mentioned again in subsequent paragraphs, such as *Romeo and Juliet* in A. Students work in pairs to answer the questions. Elicit their ideas and tell them that it is always worth spending this time before starting the actual task, as it will make the task much easier to do.

Answers

1 reference words (*such, that, its*), contrast links (*however*), addition links (*also*), exemplification (*for instance*)

2 1 *However* introduces a contrast with information in the missing paragraph. 2 *That* refers back to the question at the end of the missing paragraph. 3 *Its* refers back to a noun in the missing paragraph. A *For instance* introduces an example of using a word as a different part of speech. B *Such* adds emphasis to the invention of so many words and phrases still in use today, as described in paragraph 1. C *Also* adds something else we continue to / still do in addition to compounding.

3 4 this 5 They 6 All of which D In fact E Other, similar F invention of his own G Despite this

Exam task

3 Go over the Exam tip. Set a time limit of about ten minutes for the exam task, as students have already spent some time looking at the text for links. Elicit the answers and the clues in the text which helped them to decide.

Exam task answers

1 B 2 G 3 D 4 F 5 C 6 A; E not needed

4 Elicit the answers, then put the students into pairs. Give each pair one of the expressions and ask them to write a mini dialogue in which it appears. Invite some of the pairs to read out their dialogues.

Answers

I'm sure it's correct – it's safe to say (paragraph 5); in other words – That is to say (paragraph F); I can't give a definite answer – It's hard to say for certain (paragraph 2); as you would expect – Needless to say (paragraph 3); to put it mildly – to say the least (paragraph 3)

Part 1

Collocations

1 Ask students to work in pairs to complete the collocations they are sure about. If they are unsure, they should read out the sentences with each of the three choices to hear which one sounds familiar or correct. Elicit the answers and ask if they had to guess any, and whether saying them out loud helped them to decide.

Answers

1 tell 2 word 3 talk 4 missed 5 holding 6 plays 7 post
8 spread 9 dropped 10 make

2 Look at the exam task with the class and discuss non-verbal communication. One example that they might know is that in Bulgaria, nodding and shaking the head have the opposite meaning to other countries.

Answers

Exchanging information without using words. Use differs widely, apart from the meanings of facial expressions.

3 Look at the example with the class and elicit the word that collocates with *make*. Point out that the choices will always be the same kind of word, so the only way to choose the correct one is by meaning, not because it fits grammatically.

Answer

understood

Exam task

4 Point out that the missing word might be the end of the collocation or the beginning. When students have looked at the gaps, elicit ideas. Then, look at the Exam tip and point out that they can't lose marks by choosing a wrong answer. Set a time limit of ten minutes and elicit the answers.

Answers

1 role 2 offence 3 for granted 4 social 5 conversations
6 research 7 majority 8 the difference

Exam task answers

1D 2B 3D 4A 5A 6C 7B 8C

5 Read the first question as a class. Elicit an example from the students' own country/countries and a country they have visited, e.g. the convention about punctuality. Students then discuss the questions in small groups. Set a time limit of four minutes, then discuss ideas as a class.

Answers

1 Students' answers will vary from country to country.
2 Before visiting a different culture for the first time, watch films or TV series showing interaction between people of that culture. Keep gestures to a minimum when you get there until you become more familiar with the culture. Ask local people how things are done there.

Speaking

Frequently confused words

1 Write *relation* and *relationship* on the board and elicit what they mean: *relation* – a person you are related to; *relationship* – a connection between people, for example family. Students then choose the correct word for sentence 1.

In pairs, students do the rest of the sentences. Elicit the answers and the differences in meaning between the two words.

Answers

1 relationship 2 get to know 3 scheduled 4 number
5 opportunity 6 trip 7 economic 8 current

Part 1

Point out that students can refer to the Speaking Bank online.

2 Give students about three minutes to discuss the questions. When they have checked the Speaking Bank online, elicit what they were correct about and what they were wrong about.


Answers

1 True, though it may be a little longer if there are three candidates.
2 True. The other is the Assessor.
3 False. Questions are asked of each individual.
4 False, though candidates should be polite at all times.
5 False. It would sound unnatural and the examiners would not allow it.
6 True. If candidates don't know the exact words – or remember the exact details – to give completely honest answers, they can make them up.

3 In pairs, students take turns to ask the questions and note down the tenses their partner uses in their answer. Elicit the tenses they used and example sentences with those tenses.

Suggested answers

1 Present simple; possibly also present perfect, past simple
2 Present simple; possibly also present continuous
3 Future continuous; possibly also future perfect
4 Present simple; future tenses
5 Present simple
6 Present simple
7 Second conditional


4  03 When students have listened, elicit their ideas with reasons.

Suggested answers

Cristina 1Y 2Y 3Y 4Y 5P The opening question is about where she lives, but she says where she's from.
Markus 1Y 2P He doesn't use a wide range of vocabulary, but the words he does use are not incorrect. Therefore his knowledge is difficult to judge. 3N He doesn't use any linking structures. 4P His grammar is correct but he doesn't use a wide range of structures, so his knowledge is difficult to judge. 5N He doesn't give much information and the examiner has to keep asking him questions. He also talks about where he grew up, which might not be the same as where he lives now.

Audio script Track 03

Teacher: OK, Cristina. Where do you live?
Cristina: I'm from Getafe, which is quite a big town about ten kilometres to the south of Madrid.
Teacher: What do you do there?
Cristina: I'm a student. I've been studying information technology at the University of Móstoles since about two years ago.
Teacher: What do you think you'll be doing in five years' time?
Cristina: Er, can you repeat that, please?
Teacher: What do you think you'll be doing in five years' time?
Cristina: Er, it's hard to say, really, but I hope very much I'll be working in a big company. Maybe abroad because it is very difficult to find a job in Spain, even with a degree.
Teacher: How important do you think it is to speak more than one language?
Cristina: It's definitely very important, especially English. And if you speak both Spanish and English, you can have many opportunities in the future, in the western part of the world anyway.
Teacher: OK, Markus. Where do you live?
Markus: I grew up in Hamburg.
Teacher: What do you most enjoy about learning English?
Markus: The grammar. It is relatively simple, I think.
Teacher: Do you prefer to call or write to your friends?
Markus: Call them, on video.
Teacher: Why?
Markus: You can see, er, how they are and how they sound. You can't if you write to each other.
Teacher: What would you do if you suddenly became very rich?
Markus: I would buy a house. I'd like to have an extremely large garden.

5  04 When you play the audio, stop the recording after each of Markus' replies. Give students a chance to note their ideas in pairs, then start the recording again until the next response. Elicit answers.

Suggested answers

Well, as a matter of fact, I currently live in Hamburg, which is a big port city in northern Germany.
 That's not an easy question to answer, but perhaps the grammar. It is relatively simple, I think, at least compared to German grammar.
 I've never really thought about it before, but I think, in general, I prefer to video call them. That way, you can see how they are, such as through their facial expressions, as well as hear them. You can't do that if you write to them.

Audio script Track 04

Teacher: OK, Markus. Where do you live?
Markus: I grew up in Hamburg.
Teacher: What do you most enjoy about learning English?
Markus: The grammar. It is relatively simple, I think.

Teacher: Do you prefer to call or write to your friends?
Markus: Call them, on video.
Teacher: Why?
Markus: You can see, er, how they are and how they sound. You can't if you write to each other.
Teacher: What would you do if you suddenly became very rich?
Markus: I would buy a house. I'd like to have an extremely large garden.

6 Go over the Quick steps. Point out that there is nothing wrong with asking the examiner to repeat a question. The examiners ask each candidate three or four questions in a row, then ask different questions to the other candidate. When students give each other feedback, they should give both praise and suggestions for improvement. When they have finished, go over the Exam tip and tell them that this part is like a warm-up for the speaking tasks that will follow.

FURTHER PRACTICE

Students think of four more questions to ask about their lives: family, hobbies, etc. They repeat the exam practice from Exercise 6, but this time asking questions that the other students don't know in advance.

Writing

Contrast links

1 Look at the first sentence. Elicit the incorrect link and ask why it is wrong – we use *whereas* in sentence structures such as *Some people like X, whereas others prefer Y*. Students work in pairs to complete the exercise. Elicit the answers.

Answers

- 1 Contrary to; In spite of
- 2 Conversely; On the other hand
- 3 Despite the fact that; Even though
- 4 Whereas; Although
- 5 Nevertheless; Despite this
- 6 whereas; while
- 7 In contrast; However
- 8 In spite of the fact that; Though

2 Students complete the exercise alone, then compare answers in pairs. Elicit the answers and point out that these sorts of transformations are practised in Reading and Use of English Part 4 (Sentence transformation), which they will be looking at in future units.

Answers

- 1 some of my friends like to video call, I prefer to send text messages.
- 2 though Zak has a strong local accent, it is easy to understand him.
- 3 of the improvement to our Wi-Fi connection, sometimes the call quality is poor. / of the fact that our Wi-Fi connection has improved, sometimes the call quality is poor.
- 4 people are more connected nowadays. On the other hand, they spend less time communicating face to face.
- 5 that English is not the official language there, it is widely spoken.
- 6 to what some people say, studying literature isn't boring.
- 7 the price has risen, more people are subscribing to the service.
- 8 they go out less.

3 Invite students to describe the photos. Explain that their sentences can contrast the two photos, e.g. *Although we often chat online, it's also nice to meet in person.* Alternatively, they can contrast the pictures with common attitudes, e.g. *Contrary to what some older people may think, young people don't spend all their time staring at a screen.* Set a time limit of five minutes, then elicit ideas.

Suggested answers

Though people choose to stay at home, they can easily chat with friends. Whereas staying at home is comfortable and easy, going out to socialise means you get some exercise. Chatting online at home is free, while going out may involve paying for buses or trains. Despite the fact (that) they can see each other on-screen, meeting face-to-face is more rewarding.

Part 1 essay

Point out that students can refer to the Writing Bank online.

4 Explain that noting or underlining key details of the task will help them to avoid missing something out or doing something wrong. Elicit the answers and explain that the task consists of choosing two of three points plus opinions or ideas that can be used if students wish.

Answers

- 1 You have to write about ways of practising spoken English at an advanced level, for your tutor.
- 2 You must write about any two of the notes, i.e. visiting an English-speaking country, chatting online with people around the world, or talking to English speakers in your country.
- 3 You can include one or more of the three opinions given. You shouldn't use exactly the same words in your essay.

5 Ask students to read the whole essay first, ignoring the questions. They then look at the questions and read the relevant parts of the essay to find all the information. Ask what their impression of the essay was and then the answers to the questions.

Answers

- 1 paragraph 1
- 2 talking to English speakers in your country (paragraph 2); visiting an English-speaking country (paragraph 3)
- 3 1st opinion in paragraph 3 (... *cultural activities. Learning about the cultural context* ...), 3rd opinion in paragraph 2 (... *working with international visitors or tourists* ...)
- 4 talking to English speakers in your country, paragraph 4 (*I therefore conclude that* ...); It may be more useful to her to practise speaking the international English of visitors to her country.
- 5 Yes, it is. It's fairly formal.
- 6 although, despite the fact that, even though, in contrast, nevertheless

6 Set a time limit of about two minutes for students to discuss the questions. When they have finished, invite them to share their ideas. Encourage students to note down any new ideas that they hear which they could use in their writing.

7 Go over the Quick steps. Set a time limit of about five minutes for planning, and encourage the students to note down expressions from this unit, as well as other ideas and topic vocabulary. While they are writing the essay, they should refer to their notes rather than look at their books.

Exam task

8 The essay can be written in class under exam conditions or for homework. If students do it for homework, encourage them to complete it in under 40 minutes. If they do it in class, once they have checked their own work using the checklist, they can swap essays in pairs and check each other's work using the same checklist.

Model answer

Despite their knowledge of English, a sizeable number of advanced-level students find that they lack opportunities to practise their spoken English in a natural, non-educational environment. I would like to present two ways of overcoming this problem.

One obvious way of doing this is to travel abroad. As English is an international language, whenever you meet people from different countries, the conversations will almost inevitably be in English. Speaking to non-natives can be beneficial for less confident speakers, as the language used is generally simpler without the idioms and colloquial phrases that native speakers might use. Despite this, travelling to an English-speaking country has one major advantage. You will be surrounded by the language at all times, not just while socialising.

Unfortunately, not everyone is able to afford foreign travel. Nevertheless, that doesn't mean you can't practise your English. Chatting online allows you to meet people from all over the world and be exposed to a variety of accents. One option is language exchange lessons with someone who wants to practise speaking in your language. It's not only a good way to improve your English, but also a chance to make a long-lasting friendship.

While there are advantages to both of these ideas, whereas it is possible to switch off the internet, when travelling to an English-speaking country you will be immersed in the language constantly. It will improve your concentration levels and boost your confidence. I therefore conclude that, if you can afford it, this is the most effective way to improve your English.

DIGITAL CLASSROOM

 Practice Extra Unit 1

 Test Generator Unit 1 test

Test and Train Exam Practice

UNIT OBJECTIVES

TOPICS: travel, culture and traditions

GRAMMAR: participle clauses

VOCABULARY: prefixes, academic expressions

READING AND USE OF ENGLISH PART 3: word formation

PART 6: cross-text multiple matching

WRITING PART 2 REPORT: planning, recommending

LISTENING PART 2: sentence completion

SPEAKING PART 2: making comparisons

Reading and Use of English

Part 6

STARTER

Ask students how they would travel to different places, assuming they don't have a car, e.g. from their home to the centre of town, from their town to the nearest airport, from their town to the capital of their country. They should justify their choices.

1 Tell students to look at the pictures, but not Exercise 1 yet. Put them into groups of four to each describe one of the pictures and discuss its advantages and disadvantages. Set a time limit of three minutes. They then discuss the questions in Exercise 1. Set another time limit of three minutes and then invite the students to share their ideas.

Suggested answers

1 The train and the coach. Per passenger mile, both emit far less CO₂ and other pollutants than the aircraft. One person travelling alone in a car creates a similar amount to the air passenger, particularly if it is a petrol or diesel vehicle, but even if it is electric (unless the energy source is entirely renewable – which is unlikely).
2 and 3 Students' own answers

2 Look at the questions and elicit what students know without reading the instructions. Students read the instructions to check their ideas. Ask how they know the texts are formal and academic (it is an article).

Answers

1 no 2 They all relate to the same topic: giving up flying.
3 formal and academic 4 attitude and opinion
5 attitudes and opinions expressed in more than one text

3 Set a time limit of four minutes so students read fairly quickly. They should also underline opinions in the texts. Elicit the points each person mentions, including any students made in Exercise 1.

4 Point out that the meaning of words can often be deduced from context but, even if students don't understand some of them, this shouldn't prevent them from doing the task. Elicit the words, then go over the Quick steps.

Answers

1 emissions 2 opposed (to) 3 aboard 4 inedible 5 hardship
6 affluent 7 transportation 8 norm 9 subsidies 10 sacrifices

Exam task

5 Go over the Exam tip and the key words for question 1 in the rubric. Set a time limit of 12 minutes for students to do the task. They should spend the first minute underlining the key words in questions 2–4. Elicit the answers and the information in the texts which helped them to decide.

Answers

2 similar, B, benefits, electric cars
3 different, all, effect, emissions, one person giving up flying
4 shares C's, showing disapproval, change, behaviour

Exam task answers

1D 2F 3C 4B

A (4) The resulting cleaner and quieter skies were met with approval, although once airports were opened up again, passengers soon returned, often in greater numbers than ever. (3) Those opposed to flying argue, correctly, that each of us can make a difference (2) caution that driving a single occupancy vehicle – even if electrically powered – creates similar CO₂ emissions, mile-for-mile, as flying. (4) Travelling will inevitably become slower, but now that we're used to working remotely, we won't necessarily suffer any financial pain.

B (3) every seat occupied by an ex-flyer constitutes a small victory in the struggle against atmospheric pollution. (2) driverless electric cars will one day also provide a greener alternative to flying. (4) remain unconvinced...spell out the aviation industry's devastating effects on the planet. Then you can simply flightshame them into joining you on the coach, train or boat. (1) claiming greener travel would cause economic hardship

C (4) it's up to us to draw attention to it and make it socially unacceptable...if that person also spreads the word – letting others know why they no longer fly – then family, friends and colleagues may well start to reflect, and some of them, too, may opt for less harmful modes of transport. If enough people do this, non-flying may eventually become the norm. (3) an individual changing their travel behaviour will achieve little, for the simple reason that someone else will occupy the aircraft seat they leave vacant, thus leaving carbon emissions unchanged.

D (1) this sector must – like the fossil fuel industry – shrink and, ultimately, disappear. ... many people will need to find new livelihoods, source food and manufactured products locally and live closer to the people they visit often. It will entail sacrifices for all: (3) each one of us can do our bit to reduce air pollution (2) don't go by car instead, unless it's fully electric. That is one technological advancement that will surely enable us to cut emissions substantially.

Grammar

Participle clauses

Students can use the QR code to access *Grammar on the Move*, a short animated video with explanations and examples of the grammar focus of this unit. If you wish, you can ask students to watch the video before the lesson or it could be used as a follow-up for reinforcement or extra practice. Students do not need to have seen the video in order to do the tasks in the book.

1 Refer the class to the Grammar reference on page 88 in case they need it. Ask them to look at sentence 1, but not to look at the purposes yet. Elicit if *feeling tired* is the result or the cause of our behaviour (the cause). Students then choose the matching purpose (g). Students do the exercise in pairs. Elicit the answers and the alternative sentences.

Answers

- 1 g We eventually stopped for a rest because we were feeling tired. / Because we were feeling tired, we eventually stopped for a rest.
- 2 h A lion approached. It was looking / It looked hungry.
- 3 b In order not to take any chances, they kept away from the cliff edge. / They kept away from the cliff edge in order not to take any chances.
- 4 f As soon as Carlos noticed the huge hole in the road, he hit the brakes. / Carlos hit the brakes as soon as he noticed the huge hole in the road.
- 5 d We bought our tickets and then we boarded the ferry.
- 6 a As long as they are handled carefully, those creatures are not dangerous. / Those creatures are not dangerous as long as they are handled carefully.
- 7 c The bridge collapsed, so we were (left) stranded on the island.
- 8 e The Atacama, which is the world's driest desert, is located in Chile and Peru. / The Atacama, which is located in Chile and Peru, is the world's driest desert.

2 Point out that the participle clause must have the same subject as the main clause, e.g. in Exercise 1, *we felt tired*, *we stopped*. Look at the first sentence and ask what this means: *We were driven crazy by thirst*. Elicit the correct sentence, then have students do the exercise in pairs. Elicit the answers and remind students that the subject of both clauses must be the same.

Answers

- 1 It appears that we, the readers, are driven crazy with thirst. Suggested answer: We read how the crew, driven crazy with thirst, survive in an open boat.
- 2 It sounds as though Sean was barking. Suggested answer: Barking loudly, a large dog approached Sean.
- 3 It sounds as though the speaker has been washed. Suggested answer: After being washed in hot water, my clothes had turned pink, I noticed.
- 4 It implies that tall buildings are scared of heights. Suggested answer: Scared of heights, Joey avoids tall buildings.

5 It indicates that both Tanya and I finished my breakfast. Suggested answer: Having finished my breakfast, I set off on foot with Tanya.

6 It implies the footpath does not wish to damage the plants. Suggested answer: Not wishing to damage the plants, walkers use the footpath.

7 It appears you are watered every day. Suggested answer: Watered every day, these plants grow quickly, you will find.

8 It appears the ticket was running. Suggested answer: Running to catch the train, I dropped my ticket onto the platform.

3 When you elicit answers, have students identify the subject of each clause to reinforce the point made in Exercise 2.

Answers

- 1 Looking tired, Marta said she had been travelling all night.
- 2 Climbing in the mountains, we saw an eagle fly past.
- 3 Worn with matching trousers, this jacket looks great.
- 4 Being tall, Joaquin could see over the crowd's heads.
- 5 Exhausted by the journey, I slept for 18 hours.
- 6 Our vehicle broke down, leaving us stuck in the forest.
- 7 Having studied Mandarin for five years, my sister speaks it well.
- 8 Not having anyone to talk to, Jack felt lonely.

4 Students work alone, then compare answers in pairs. Elicit the answers by asking different students to read out one sentence each. Elicit any alternative answers after each sentence.

Answers

- 1 Leaving / Having left at 6 am,
- 2 Not wanting to waste time,
- 3 leading to
- 4 Reaching / Having reached
- 5 Covered in snow, they
- 6 Descending / Having descended to a river,
- 7 built centuries ago
- 8 feeling hungry,
- 9 Realising that would mean more snow,
- 10 Having decided to carry on,
- 11 Looking back at that moment,
- 12 bearing in mind

5 Point out that, in writing, it is best to use a variety of structures, but this exercise is to practise just participle clauses. Set a time limit of three minutes for students to discuss ideas of what happened on the journey, then ask them to write their stories. They can either do this in class or for homework. Encourage them to check their writing and invite them to share their stories.