



CAMBRIDGE



# COMPACT



**C1**

**C1 ADVANCED**  
SECOND EDITION

**WORKBOOK**

Peter May and Helen Tiliouine



# COMPACT

**EDIZIONE DIGITALE**

**ADVANCED**  
SECOND EDITION

**C1**

**WORKBOOK**  
WITH DIGITAL PACK  
Helen Tiliouine



<b>1</b>	Communication and language	<b>6</b>
<b>2</b>	Travel and culture	<b>10</b>
<b>3</b>	Getting along	<b>14</b>
<b>4</b>	Making ends meet	<b>18</b>
<b>5</b>	Well-being and sport	<b>22</b>
<b>6</b>	Art and entertainment	<b>26</b>
<b>7</b>	Green living	<b>30</b>
<b>8</b>	Learn and earn	<b>34</b>
<b>9</b>	Technically speaking	<b>38</b>
<b>10</b>	All in the mind	<b>42</b>
	C1 Advanced Exam information	<b>46</b>
	Acknowledgements	<b>47</b>

**Material available online:**

Answer key and audio scripts

# MAP OF THE UNITS

UNIT	TOPICS	GRAMMAR	VOCABULARY
1	Communication and language	Review of verb tenses	Collocations
2	Travel and culture	Participle clauses	Prefixes
3	Getting along	Reported speech	Idioms with <i>keep</i>
4	Making ends meet	Passive and causative verb forms	Money vocabulary
5	Well-being and sport	Conditional forms	Word building Suffixes
6	Art and entertainment	Verbs followed by the infinitive and/or <i>-ing</i>	Frequently confused words
7	Green living	Inversion of subject and verb	Environment vocabulary Idioms: nature
8	Learn and earn	Relative clauses	Spelling changes
9	Technically speaking	Modal verbs	Science vocabulary
10	All in the mind	Wishes and regrets	Three-part phrasal verbs Adjectives of personality

<b>READING</b>	<b>USE OF ENGLISH</b>	<b>WRITING</b>	<b>LISTENING</b>
Part 7: gapped text	Part 1: multiple-choice cloze	Part 1 essay: getting ideas, contrast links, checking	Part 4: multiple matching
Part 6: cross-text multiple matching	Part 3: word formation	Part 2 report: planning, recommending	Part 2: sentence completion
Part 5: multiple-choice questions	Part 4: key word transformations	Part 2 email: register	Part 1: short texts, multiple-choice questions
Part 7: gapped text	Part 2: open cloze	Part 1 essay: addition links, achieving balance	Part 3: long text, multiple-choice questions
Part 8: multiple matching	Part 3: word formation	Part 2 proposal: purpose links, text organisation	Part 2: sentence completion
Part 5: multiple-choice questions	Part 1: multiple-choice cloze	Part 2 review: praising and criticising	Part 4: multiple matching
Part 7: gapped text	Part 4: key word transformations	Part 1 essay: sentence adverbs, paraphrasing notes	Part 1: short texts, multiple-choice questions
Part 8: multiple matching	Part 3: word formation	Part 2 formal letter: formal language	Part 2: sentence completion
Part 5: multiple-choice questions	Part 2: open cloze	Part 2 report: result links, text organisation	Part 3: long text, multiple-choice questions
Part 6: cross-text multiple matching	Part 4: key word transformations	Part 1 essay: concession	Part 4: multiple matching

## Reading and Use of English

### Part 7

- 1** Look at the exam task and read the article quickly, ignoring the gaps. Then answer these questions.

- 1 What does the word *dialect* mean?
- 2 How do many people feel about dialects?
- 3 What has research shown about speaking two dialects?

#### Exam task

- 2** You are going to read an article about research into language speaking. Six paragraphs have been removed from the extract. 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.



### The value of speaking dialects

*A researcher explains how speaking different dialects may be as beneficial as speaking different languages.*

There has been a lot of research to back up the idea that people who use two or more languages every day experience significant advantages. The brain-training involved in having to use a different language depending on the context and speaker is credited with enhancing attention and memory skills. But there is another source of brain-training connected with language use: dialects – different forms of the same language which are spoken in particular parts of a country. Bi-dialectalism, which simply means the regular use of two different dialects, is widespread globally. In the US, for example, millions of children grow up speaking African American Vernacular English at home, as well as mainstream American English at school.

**1**

This reflects the way in which people who use two varieties of the same language often consider the regional variation they speak to be of lesser value than the official version of their language. However, it is a mistake to think of dialects as somehow inferior to official languages.

**2**

Moreover, what our research suggests is that people who speak two dialects may share a number of mental abilities with people who speak two languages. For the human mind, it seems that speaking two dialects may be as useful when it comes to developing thinking skills as speaking two completely different languages.

**3**

Our study included 64 of these bi-dialectal children, 47 multilingual children and 25 children who only spoke one language. Comparisons between the three groups were carried

out in two stages, and the socio-economic status, language proficiency and general intelligence of all children taking part were taken into account.

**4**

Somewhat to our surprise, the multilingual and bi-dialectal children did better in the tests than those who only spoke one language. Another recent study investigated the educational achievement of some Norwegian children who are taught to write in two forms, reflecting two different Norwegian dialects. In standardised national tests, the children who were taught to write in both dialectal forms had scores higher than the national average.

**5**

They could be dialects of the same language, two related languages such as Italian and Spanish, or languages as diverse as English and Mandarin Chinese. Systematically switching between any two forms of language, even quite similar ones, appears to stimulate the mind and lead to higher cognitive performance. It therefore looks as if – contrary to some widely held beliefs – when it comes to language, any degree of diversity is an advantage. In this respect, dialects are clearly under-recognised and undervalued.

**6**

For instance, we are now investigating its impact on understanding implied meaning in conversation – in other words, whether the experience of anticipating which language a speaker will use makes bilingual and bi-dialectal children better able to read the speaker's intentions more generally – and more specifically, understanding the real meaning of what they say. It is a fascinating field to be working in and there is certainly plenty more to find out!

- A** In fact, what we call 'the language' of a country, such as Italian, is simply one of a number of linguistically related varieties that, for cultural, historical and political reasons, was chosen as the standard variety.
- B** The situation may well improve in future, but it is worth emphasising that so far, much of the research on bilingualism has focused on a relatively narrow range of thinking skills. However, new studies are looking into the broader effects of speaking more than one language or dialect.
- C** Participants had to recall digits in the reverse order of presentation. That is, if presented with 'three, nine, five, six', they had to recall 'six, five, nine, three'. This allowed us to measure their ability to recall and manipulate information.
- D** As a result, when children are at school, the influence of dialects is far greater than most people realise. Our research may help to evaluate their impact and why attitudes to them are changing in many parts of the world.
- E** Similar situations arise in the Arab-speaking world, as well as in many parts of Europe, such as the German-speaking parts of Switzerland. Children there may only feel comfortable talking in High German when in class, but switch to Swiss-German for everyday conversation.
- F** Both these studies suggest that advantages previously reported for multilingual children could be shared by children speaking two or more dialects. It seems the advantages of bilingualism arise with any combination of language varieties that differ enough to challenge the brain.
- G** We tested the mental performance of children, including some who grew up speaking both Cypriot Greek and Standard Modern Greek. These are two varieties of Greek which are closely related but differ from each other on all levels of language analysis (vocabulary, pronunciation and grammar).

## Part 1

- 3** Look at the exam task. Quickly read the text without filling the gaps and answer these questions.

- When were emojis invented?
- How can they help with science communication?
- What were emojis first used for?

### Exam task

- 4** For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

#### Example:

- 0 A heads                      B stems                      C flows                      D issues

## Using emojis in science communication



Emojis are 'picture characters' whose name (0) ..... from the Japanese 'e' (picture) and 'moji' (character). Since the first emoji was created in the late 1990s, they have become popular as a form of visual communication (1) ..... specific emotional responses. They can be an easily accessible visual language, and in the world of science communication, they may help to (2) ..... digital audiences and maintain an informal tone.

Nevertheless, although emojis were initially developed to (3) ..... email and professional communication, using them may be regarded as (4) ..... in fields such as science, journalism and law. Including emojis in online science dialogue therefore involves a (5) ..... balancing act: enhancing scientific communication with these visual (6) ....., but making sure never to rely (7) ..... on them to convey meaning.

Science communicators also need to thoroughly understand their target audiences in order to ensure that specific emojis are interpreted as intended. Unless readers understand why emojis are being used, these can become a form of visual (8) ....., and therefore be misinterpreted or exclude some readers.



- |                   |               |                 |              |
|-------------------|---------------|-----------------|--------------|
| 1 A directing     | B pointing    | C referring     | D indicating |
| 2 A associate     | B engage      | C feature       | D appeal     |
| 3 A feed          | B raise       | C aid           | D please     |
| 4 A inappropriate | B unqualified | C disadvantaged | D imperfect  |
| 5 A narrow        | B graceful    | C delicate      | D gentle     |
| 6 A appliances    | B tools       | C agents        | D gadgets    |
| 7 A solely        | B alone       | C extremely     | D overall    |
| 8 A speech        | B tongue      | C vocabulary    | D jargon     |