



RAHNAMA  
P R E S S

@RAHNAMAPRESS  
WWW.RAHNAMAPRESS.COM

# GOLD

## advanced

with 2015 exam specifications

# g

coursebook

Sally Burgess  
Amanda Thomas

ALWAYS LEARNING

PEARSON

# CONTENTS

Unit	Grammar	Vocabulary	Reading
<b>1</b> Where we live	Perfect and continuous forms p. 8 Emphasis with inversion p. 13	Figurative language p. 9 Expressions with <i>space</i> and <i>room</i> p. 12	Multiple choice (Part 5) <i>More than just streetwise</i> p. 10
<b>2</b> The art of conversation	Articles p. 19 Defining and non-defining relative clauses p. 23	Communication collocations p. 22 Adjectives: ways of speaking p. 22	Gapped text (Part 7) <i>How to have a conversation</i> p. 20
<b>3</b> Ages and stages	Countable and uncountable nouns p. 27 Introductory <i>it</i> p. 30	Stages of life p. 26	Cross-text multiple matching (Part 6) <i>What diaries can and can't do for you</i> p. 28
<b>4</b> No gain without pain	Verb patterns: <i>-ing</i> /infinitive p. 37 Modal verbs p. 42	Verb/Noun collocations p. 38	Multiple choice (Part 5) <i>The Museum of Failed Products</i> p. 40
<b>5</b> The feel-good factor	Hypothetical meaning p. 49 Substitution and ellipsis p. 52	Prefix <i>mis-</i> and false opposites p. 53 Sentence adverbs p. 54	Multiple matching (Part 8) <i>The price of happiness</i> p. 50
<b>Progress Test 1</b> p. 55			
<b>6</b> Living with the past	Comparing p. 60 Modifying adverbs p. 65	Adjective/Noun collocations p. 62 Prefixes and suffixes p. 64	Multiple choice (Part 5) <i>Dead interesting</i> p. 62
<b>7</b> The hard sell	Review of conditionals p. 69 Conditionals: advanced features p. 75	Collocations: sales and marketing p. 68 Collocations with <i>go</i> p. 71	Gapped text (Part 7) <i>A product by any other name might not taste so sweet, creamy, rich or crunchy</i> p. 72
<b>8</b> Passing through	Reported speech p. 79 Verb patterns with reporting verbs, impersonal reporting verbs p. 85	Describing trends p. 84	Cross-text multiple matching (Part 6) <i>Expats in New York</i> p. 82
<b>9</b> Reading the mind	Review of narrative tenses p. 90 Emphasis: cleft sentences with <i>what</i> p. 95	Expressions with <i>brain</i> and <i>mind</i> p. 89	Gapped text (Part 7) <i>How to rebuild your own brain</i> p. 92
<b>10</b> Things to come	Future forms p. 100 Conjunctions p. 105	Past participles + dependent prepositions p. 98	Multiple matching (Part 8) <i>Future food</i> p. 102
<b>Progress Test 2</b> p. 107			
<b>11</b> A perfect match	<i>whoever, whatever</i> , etc. p. 111 Participle clauses p. 116	Expressions for describing compatibility p. 110	Multiple choice (Part 5) <i>Online dating: the way to find Mr or Mrs Right?</i> p. 112
<b>12</b> Soundtracks	Future in the past p. 121 Future in the past: advanced features p. 127	Onomatopoeic words p. 124	Multiple matching (Part 8) <i>Sounds of silence</i> p. 122
<b>13</b> Face value	Passive forms p. 133 Linking adverbials p. 137	Words to describe emotions p. 130	Cross-text multiple matching (Part 6) <i>Beneath the façade</i> p. 135
<b>14</b> Brilliant ideas	Cohesion p. 142 Grammar quiz p. 145	Multi-part verbs: science and research: p. 141 Expressions with <i>matter</i> p. 146	Gapped text (Part 7) <i>Nikola Tesla: the ultimate geek?</i> p. 146
<b>Progress Test 3</b> p. 149			

Exam information p. 4

Support for Speaking tasks p. 152

Communication activities p. 161

Grammar reference p. 170

Use of English	Writing	Listening	Speaking
Multiple-choice cloze (Part 1) <i>A fairytale castle with a pool and a water slide, please:</i> p. 7	Essay (Part 1) Using the task input to help you plan p. 14	Multiple matching (Part 4) <i>My place</i> p. 12	Interview (Part 1) Talking about yourself p. 6
Word formation (Part 3) <i>Texting champion</i> p. 17	Proposal (Part 2) Organising your ideas p. 24	Multiple choice (Part 1) <i>Communication and the internet</i> p. 18	Long turn (Part 2) Giving opinions p. 16
Multiple-choice cloze (Part 1) <i>Blue Zones</i> p. 32	Report (Part 2) Dos and don'ts p. 34	Multiple choice (Part 3) <i>The key to longevity</i> p. 33	Collaborative task and discussion (Parts 3 and 4) Responding to and expanding on your partner's ideas p. 31
Key word transformations (Part 4) p. 39	Essay (Part 1) Effective introductory and concluding paragraphs p. 44	Sentence completion (Part 2) <i>Why perfectionism isn't perfect</i> p. 36	Collaborative task and discussion (Parts 3 and 4) Justifying an opinion p. 43
Open cloze (Part 2) <i>The happiness app</i> p. 46	Review (Part 2) Covering key features p. 54	Multiple choice (Part 3) <i>Work and happiness</i> p. 48	Long turn (Part 2) Speculating (1) p. 47
Word formation (Part 3) <i>A mammoth find</i> p. 58	Essay (Part 1) Structuring an argument p. 66	Multiple choice (Part 1) <i>Looking back</i> p. 59	Long turn (Part 2) Comparing p. 61
Multiple-choice cloze (Part 1) <i>Selling the fifth taste</i> p. 71	Report (Part 2) Formal language p. 76	Multiple choice (Part 3) <i>Using scents in marketing</i> p. 70	Collaborative task and discussion (Parts 3 and 4) Agreeing and disagreeing p. 74
Word formation (Part 3) <i>Souvenir hunting</i> p. 80	Proposal (Part 2) Using an appropriate style p. 86	Sentence completion (Part 2) <i>Travel guidebooks</i> p. 78	Long turn (Part 2) Speculating (2) p. 81
Open cloze (Part 2) <i>Reading babies' minds</i> p. 88	Email (Part 2) Adopting the right tone p. 96	Multiple matching (Part 4) <i>Being forgetful</i> p. 94	Long turn (Part 2) Paraphrasing p. 91
Multiple-choice cloze (Part 1) <i>Failing to please our future selves</i> p. 99	Formal letter (Part 2) Using an appropriate range of language p. 106	Sentence completion (Part 2) <i>Changing people's behaviour</i> p. 104	Collaborative task (Part 3) Reaching a decision p. 101
Open cloze (Part 2) <i>Speed networking</i> p. 114	Formal letter (Part 2) Including relevant information p. 118	Multiple matching (Part 4) <i>Personality tests</i> p. 115	Collaborative task and discussion (Parts 3 and 4) Negotiating and co-operating p. 117
Word formation (Part 3) <i>Our favourite sounds</i> p. 120	Review (Part 2) Making recommendations p. 128	Multiple choice (Part 1) <i>Music</i> p. 125	Collaborative task (Part 3) Using a good lexical range p. 126
Open cloze (Part 2) <i>Smiles of frustration</i> p. 131	Essay (Part 1) Planning your essay p. 138	Multiple choice (Part 3) <i>The reasons for laughter</i> p. 132	Long turn (Part 2) Expressing certainty and uncertainty p. 136
Key word transformations (Part 4) p. 143	Essay (Part 1) Using linking words and phrases p. 148	Sentence completion (Part 2) <i>The Secret Science Club</i> p. 140	All parts Improving your performance p. 144

# Exam information

The Cambridge Certificate in Advanced English (CAE) is an examination at level C1 of the Common European Framework of Reference for Languages (CEFR). There are four papers, each testing a different skill in English. There are five grades: A, B and C are pass grades; D and E are fail grades.

## Reading and Use of English (1 hour 30 minutes)

The Reading and Use of English test is divided into eight parts. Parts 1–4 test use of English and parts 5–8 test reading comprehension. You shouldn't spend too long on the use of English section as this represents 36 marks and the reading section carries 42 marks. There is one mark given for each correct answer in Parts 1–3 and in Part 8, up to two marks for each correct answer in Part 4 and two marks for each correct answer in Parts 5–7.

<b>Part 1</b> Multiple-choice cloze	<i>Focus</i>	Vocabulary/Lexico-grammatical
	<i>Task</i>	You read a text with eight gaps and choose the best word for each gap from a choice of four options (A, B, C or D).
<b>Part 2</b> Open cloze	<i>Focus</i>	Grammar/Lexico-grammatical
	<i>Task</i>	You read a text with eight gaps and think of an appropriate word to fit in each gap.
<b>Part 3</b> Word formation	<i>Focus</i>	Vocabulary
	<i>Task</i>	You read a text with eight gaps. You are given the stems of the missing words in capitals at the end of the lines with the gaps. You have to change the form of each word to fit the context.
<b>Part 4</b> Key word transformations	<i>Focus</i>	Grammar and vocabulary
	<i>Task</i>	There are six sentences. You are given a sentence and a 'key word'. You have to complete a second gapped sentence using the key word. The second sentence has a different grammatical structure but must have a similar meaning to the original.
<b>Part 5</b> Multiple choice	<i>Focus</i>	Detail, opinion, attitude, main idea, text organisation, purpose
	<i>Task</i>	There are six four-option multiple-choice questions. You read a long text and choose the correct option (A, B, C or D) based on the information in the text.
<b>Part 6</b> Cross-text multiple matching	<i>Focus</i>	Attitude, opinion, comparing and contrasting points of view across texts
	<i>Task</i>	You read four short texts on a related topic. You have to decide which text expresses a similar/different opinion to the text mentioned in each question.
<b>Part 7</b> Gapped text	<i>Focus</i>	Text structure, cohesion and coherence
	<i>Task</i>	You read a long text from which six paragraphs have been removed and put before the text. You have to decide where in the text each paragraph (A–G) should go. There is one paragraph you do not need to use.
<b>Part 8</b> Multiple matching	<i>Focus</i>	Specific information, detail, attitude, opinion
	<i>Task</i>	You read ten questions or statements about four to six short texts, or a text which has been divided into sections. You have to decide which section or text contains the information relating to each question or statement.

## Writing (1 hour 30 minutes)

The Writing test is divided into two parts. You have to complete one task from each part. Each part carries equal marks, so you should not spend longer on one than another.

<b>Part 1</b>	<i>Focus</i>	Content, communicative achievement, organisation, language
	<i>Task</i>	Part 1 is compulsory and there is no choice of questions. You have to write an essay of 220–260 words on a given topic using the notes provided.
<b>Part 2</b>	<i>Focus</i>	Content, communicative achievement, organisation, language
	<i>Task</i>	Part 2 has three tasks to choose from: an email/letter, a report/proposal or a review. You have to write 220–260 words using the prompts provided.

## Listening (approximately 40 minutes)

There are four parts in the Listening test, with a total of thirty questions. You write your answers on the question paper and then you have five minutes at the end of the exam to transfer them to an answer sheet. In each part, you will hear the text(s) twice. The texts may be monologues or exchanges between interacting speakers. There will be a variety of accents.

<b>Part 1</b> <b>Multiple choice</b>	<i>Focus</i>	Attitude, agreement, opinion, gist, detail
	<i>Task</i>	You hear three short conversations. You have to answer six multiple-choice questions – two questions for each conversation – by choosing the correct option (A, B or C).
<b>Part 2</b> <b>Sentence completion</b>	<i>Focus</i>	Specific information, opinion
	<i>Task</i>	You hear a monologue. You complete eight sentences using words from the listening text.
<b>Part 3</b> <b>Multiple choice</b>	<i>Focus</i>	Attitude, opinion
	<i>Task</i>	You hear a conversation. You answer six multiple-choice questions by choosing the correct option (A, B, C or D).
<b>Part 4</b> <b>Multiple matching</b>	<i>Focus</i>	Gist, attitude, main point
	<i>Task</i>	You hear five short monologues on a related topic. You have to match six statements (A–F) in Task 1 and Task 2 to each speaker. There is one statement in each task you do not need to use.

## Speaking (approximately 15 minutes)

You take the Speaking test with one or two other candidates. There are two examiners. One is the 'interlocutor' who speaks to you and the other is the 'assessor' who just listens.

<b>Part 1</b> <b>Interview</b>	<i>Focus</i>	General interaction and social language skills
	<i>Task</i>	The interlocutor asks each of you questions about yourself.
<b>Part 2</b> <b>Individual long turn</b>	<i>Focus</i>	Comparing, contrasting, speculating
	<i>Task</i>	The interlocutor gives you three pictures and asks you to answer the questions on the task card by discussing two of the pictures. You have to speak for one minute. Then you answer a question briefly about the other candidate's pictures.
<b>Part 3</b> <b>Collaborative task</b>	<i>Focus</i>	Expressing and justifying opinions, negotiating a decision, suggesting, agreeing/disagreeing, etc.
	<i>Task</i>	You are given a task to discuss with another candidate, based on the prompts on the task card. Then you discuss a second question on the same topic for a minute and make a decision together.
<b>Part 4</b> <b>Follow-up discussion</b>	<i>Focus</i>	Expressing and justifying opinions, agreeing/disagreeing, etc.
	<i>Task</i>	The interlocutor asks you questions related to the topic in Part 3. You discuss them with the other candidate.

For more information see the [Writing reference](#) (page 185), the [Exam focus](#) (page 197) and the [General marking guidelines](#) (page 206).

# Where we live

# 1



## Speaking

### 1 Discuss the questions.

- 1 What do you like most about the area where you grew up?
- 2 What are the advantages and disadvantages of living abroad for a short time?
- 3 If you could live in another country, where would you choose? Why?

## Interview (Part 1)

talking about yourself

► **EXAM FOCUS:** p.204

### 2 01 Listen to two candidates talking to an examiner. Which of the questions in Activity 1 does the examiner ask?

### 3 Which of the candidates, Karl or Elena, provides responses of an appropriate length?

### EXAM TIP

Don't just give single-word answers to the examiner's questions. Try to use introductory phrases like *Well, ...*, *Actually, ...*, *Now I come to think of it, ...*

### 4 Look at responses to the questions Karl and Elena were asked. They are too short. Make the responses longer and more interesting.

- |                  |                |
|------------------|----------------|
| 1 Spain.         | 3 The weather. |
| 2 I'm a student. | 4 My friends.  |

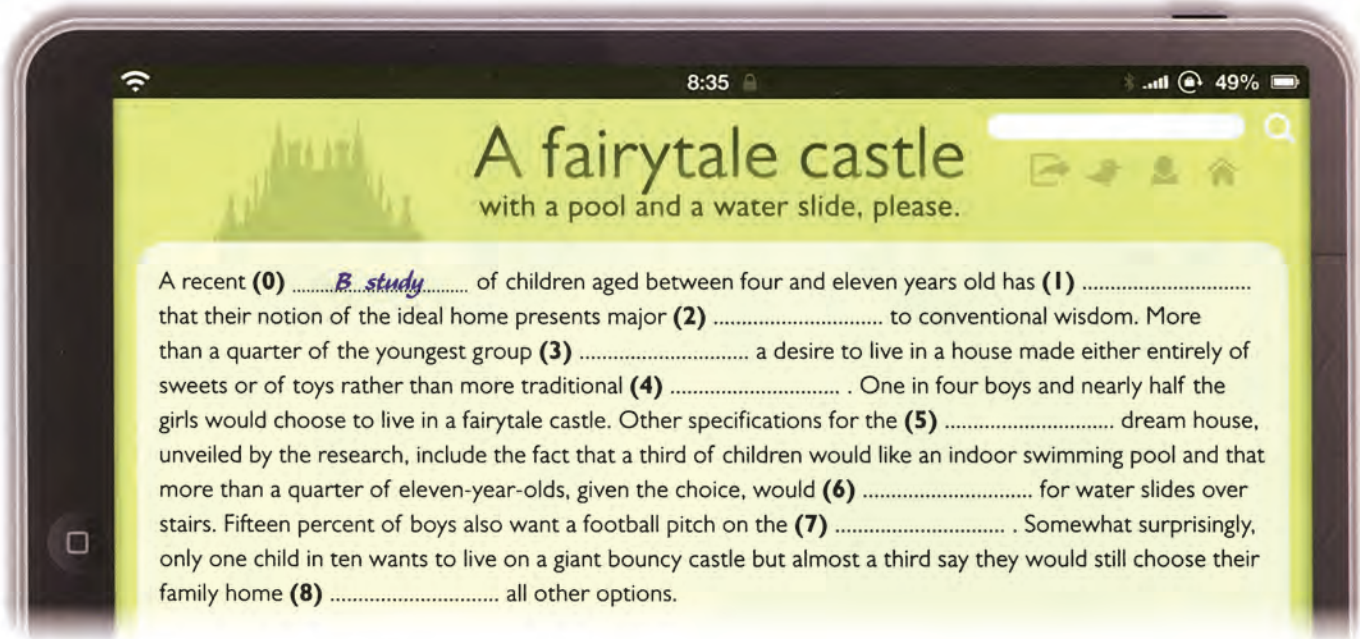
### 5 Work in pairs. Turn to page 152 and do the activities.

### 6 How would you evaluate your own performance? Use the General marking guidelines on page 207 to help you. Can you suggest any ways in which the other students you worked with could improve?

## Multiple-choice cloze (Part 1)

► **EXAM FOCUS:** p.197

- 7** Look at the title of an article about children's dream homes. What other features do you think the children included in their dream homes?



### EXAM TIP

When you meet a new word, always record and learn it with its collocates (e.g. *dream + home*).

- 8** Read the article. Were your predictions correct? Which findings do you think are most and least surprising?

0	A research	B study	C enquiry	D inquest
1	A exposed	B revealed	C outlined	D uncovered
2	A questions	B issues	C challenges	D tests
3	A claimed	B expressed	C uttered	D announced
4	A substances	B components	C materials	D elements
5	A supreme	B ultimate	C great	D fundamental
6	A choose	B select	C decide	D opt
7	A zone	B area	C premises	D grounds
8	A over	B rather	C instead	D between


- 9** Read the first sentence of the article again and look at the example (0). The correct answer is B. Look at the reasons why the other alternatives are not possible and match them with the incorrect alternatives (A, C and D).

- 1 possible in the context but followed by the preposition *into*, not *of*
- 2 an uncountable noun, so cannot be used with the indefinite article
- 3 often collocates with the phrase *'into the death of'*

- 10** Read the article again. For questions 1–8, decide which answer (A, B, C or D) best fits each gap. Use the criteria you used in Activity 9 to help you.

- 11** How closely does the place you live now correspond to your ideal home?

## Speaking

- 1 What are the advantages and disadvantages of living in a small town or village as opposed to a big city?
- 2  02 Listen to a woman talking about moving to a remote village. Does she mention any of the things you talked about?



## Perfect and continuous forms

► GRAMMAR REFERENCE p.181

- 3 Choose the correct verb form in each sentence. In which sentences are both forms possible? Then listen again. Which form does the speaker use in each case?
  - 1 For years *I'd told/I'd been telling* all my friends that I wanted to get away from the hustle and bustle of London.
  - 2 *I had, in fact, always been/I had, in fact, always been being* a real city person.
  - 3 By the beginning of next month I *will have lived/will have been living* here for exactly a year.
  - 4 *I've looked back, retraced my steps and come/I've been looking back, retracing my steps and coming* to understand just how great a change it has actually been.
  - 5 *I've spent/I've been spending* hours exploring the glorious countryside by bicycle and on foot and *have discovered/ been discovering* a taste for silence and solitude I didn't know I had.
  - 6 By the time the first year comes to an end, almost all my London friends *will have been/will have been being* here to stay.

### 4 Work in pairs and discuss the difference meaning between the pairs of sentence:

- 1 A We've been renovating all the bathrooms. It's taking ages!  
B We've renovated all the bathrooms. It cost a fortune!
- 2 A I'll have walked more than 200 kilometres by the time I get to Santiago.  
B I will have been walking twenty kilometres a day for nearly a month by then.
- 3 A When it struck midnight, Tim had written the essay.  
B When it struck midnight, Tim had been writing the essay for more than twenty-four hours.

### 5 Divide the stative verbs in the box into five groups: emotions, knowledge, possession, communication, senses.

agree believe belong care deny hear  
know like love own possess promise  
smell taste understand

### LANGUAGE TIP

Some verbs have both stative and dynamic meanings. They can only be used in continuous forms with a dynamic meaning.

*I'm feeling unwell. (feel = experience a feeling or emotion)*

Compare this with the stative meaning.

*I feel we should give him a chance. (feel = have an opinion)*

### 6 Complete the sentences with the correct form of the verb in brackets.

- 1 I ..... (*think*) that living in a small village would be a bit boring.
- 2 I ..... (*think*) of spending a week in Ireland in early June.
- 3 I ..... (*see*) a friend of mine for dinner tomorrow night.
- 4 I ..... (*see*) your point but I think cities can be very lonely places.
- 5 I ..... (*taste*) the sauce to see if it needs more salt.
- 6 This sauce ..... (*taste*) a bit strange.

### 7 Imagine you have won the lottery and have been living in your dream home for a year now. Tell the class what changes there have been in your life over the last year.



## Reading

- 1 Work in pairs and discuss the questions. Which city noises do you find most irritating? Are there any big city noises you actually like?
- 2 Read the magazine article. How many of the noises you discussed are mentioned?



# Sounds of the city

Cities are noisy places. The whine of scooters, the wail of ambulance sirens, the rumble of an underground train deep in the belly of the earth – all these are part of the city soundscape and contribute to our perception of cities as vibrant places to be.

Perhaps the most characteristic of city noises is the constant buzz of traffic. But that could be about to change. Newer electric and hybrid vehicles are actually completely silent and, as attractive as that may sound, it represents a safety problem – they creep up on unsuspecting pedestrians and on one another, and that means accidents.

One way to prevent this happening is to give them a voice. And it seems we will be able to choose just what kind of voice that should be. Since city dwellers often miss the sound of the wind in the trees, the laughter of children or birdsong, these are all sounds that acoustic engineers are considering. Imagine a fleet of electric taxis chirping happily like sparrows, sighing like a summer breeze in long grass or giggling like toddlers. Sounds pretty good to me!

## Figurative language

- 3 Complete the sentences with the correct form of the underlined words in the article in Activity 2.
  - 1 The teacher said it wasn't funny and she should stop .....
  - 2 The child kept ..... that she had a smaller cake than her sister.
  - 3 He ..... with sadness over all the old friends he had lost.
  - 4 When the little girl's ice cream dropped into the gutter, she started to ..... in distress.
  - 5 I hadn't eaten anything all day and my stomach kept .....
  - 6 The fly ..... against the window made it difficult to concentrate.

## LANGUAGE TIP

We also use verbs that describe sounds animals make for human speech.

'Get out of there!' he **roared**.

- 4 Decide which of the words in the box are associated with humans (H), animals (A) or both (B).

bark clap cough groan purr roar  
shudder sigh stutter tremble

- 5 Complete the sentences with the literal meaning of the words in Activity 4. Change the form of the words if necessary.

- 1 Her hands ..... as she handed him the letter.
- 2 Our cat only ..... if you massage his ears.
- 3 He ..... when he said words beginning with t.
- 4 Everyone ..... when Dad told that terrible old joke again.
- 5 Only a few people in the audience ..... at the end of the recital.
- 6 I had no idea a lion's ..... could be so loud.
- 7 My neighbour's dog only ever ..... at the postman.
- 8 I'm allergic to pollen – it makes me .....
- 9 Even the idea of eating liver makes me .....
- 10 He was safe! He breathed a ..... of relief.

- 6 Choose the correct alternative in each of the sentences.

- 1 There was a sudden *clap/bark* of thunder and all the lights went out.
- 2 I couldn't hear a word he was saying over the *roar/purr* of the plane taking off.
- 3 The earth *groaned/coughed* and then began to *shudder/clap* violently.
- 4 The sergeant *barked/purred* a command and the troops sprang into action.
- 5 We were in the centre of the lake when the motor *coughed/groaned* and then *stuttered/sighed* a couple of times before cutting out altogether.
- 6 The leaves *trembled/shuddered* in the autumn breeze.

- 7 Work in pairs. Turn to page 161 and do the activity.

## Speaking

### 1 Discuss the questions.

- How well do you know your way round your town or city?
- What do you do to help you navigate in a town or city you don't know well?
- Have you ever got completely lost?

## Multiple choice (Part 5)

### ▶ EXAM FOCUS p. 199

### 2 Read the title and the first paragraph of the newspaper article and guess what it will be about. Then read the rest of the article to see if you were right.

#### EXAM TIP

Don't answer questions using your beliefs or experience. Always look for evidence in the text.

### 3 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- The writer suggests that it is difficult to find your way round London
  - if you are from Manhattan.
  - if you are used to cities that are laid out differently.
  - if you don't have a good map or street directory.
  - if you are not familiar with the one-way system.
- The writer's view of people who pass The Knowledge is that they
  - are very fortunate.
  - are very studious.
  - deserve the right to drive a taxi.
  - should learn even more about their city.
- What aspect of The Knowledge does the writer find most surprising?
  - Candidates cannot use anything but their visual memory during the test.
  - Candidates have to describe a number of different routes.
  - The length of time it takes candidates to prepare for the test.
  - The quaint name that has been given to the oral examination.

- Why does the writer give three examples of gro... people whose brains have not changed?
  - to show how surprised she is that a person's brain can change
  - to highlight the results found in similar studies
  - to show that cabbies have a very special ability
  - to show that cabbies have superior intelligence

- The writer suggests studies done on the Paris and Chicago cab driver are surprising because the researchers
  - copied what Eleanor Maguire had done.
  - chose to study two such different cities.
  - didn't check to see if the cabbies had passed a test.
  - didn't find what they had expected.
- What is the writer's attitude to stories about taxi drivers around the world?
  - She is appalled that such poor drivers could exist.
  - She is uncertain how far the stories can be relied upon.
  - She thinks these criticisms of drivers are without justification.
  - She thinks potential passengers should take them as a warning.

### 4 Work in pairs and discuss the questions.

- How well do taxi drivers know their way around the city or town where you live?
- Have you ever encountered a taxi driver who actually got lost?

## Vocabulary

working out meaning from context

### 5 Match the underlined words in the article with meanings 1–8.

- a feeling of great respect
- more than a little but not very much
- a terrible or painful experience that continues for a period of time
- confused
- confusing
- an impressive achievement
- be successful
- extremely worried and frightened

### 6 Write one sentence for each of the words in Activity 5. Compare your sentences with a partner.

# More than just STREETWISE

London is not a good place for fans of right angles. People who like the methodical grid system of Manhattan are baffled by the bewildering network of knotted streets. It's entirely possible to take two right turns and end up in the same place. Even with a map, some people manage to get lost. And yet there are thousands of Londoners who have committed the city's entire layout to memory – cab drivers. Piloting London's distinctive black cabs is no mean feat. To earn the privilege, drivers have to pass an intense intellectual ordeal, known charmingly as The Knowledge. Ever since 1865, they've had to memorise the location of every street within six miles of Charing Cross. Today this implies familiarity with all 25,000 of the capital's arteries, veins and capillaries. They also need to know the locations of 20,000 landmarks – museums, police stations, theatres, clubs and more – and 320 routes that connect everything up.

It can take two to four years to learn everything. To prove their skills, prospective drivers do oral examinations called 'appearances' at the licencing office, where they have to recite the best route between any two points. Incredible as it may seem, they have to do this without any reference to maps aside from the mental map they have in their head. They have to narrate the details of their journey, complete with passed landmarks, road names, junctions, turns and maybe even traffic lights. Only after successfully doing this several times over can they earn a cab driver's licence.

Given how hard it is, it shouldn't be surprising that The Knowledge changes the brains of those who acquire it. Eleanor Maguire from University College studied those changes and showed that the brains of London taxi drivers do indeed undergo a change which makes them very different from those of mere mortals like us. Doctors, for example, with their extensive knowledge of human anatomy and physiology, don't exhibit the change Maguire found. You don't see it in memory champions who have trained themselves to remember seemingly impossible lists and who go on to win quizzes and competitions. You don't see it in London's bus drivers who have similar driving skills but work along fixed routes. Among all of these groups, only the London cabbies, with their heightened spatial memories, have the change Maguire was looking for.

One reason this might be is that London, as a cluster of what were once villages, simply demands higher order skills. Cab drivers in Paris and Chicago face similar challenges when it comes to traffic and navigation and also have to get through a test that demands an in-depth knowledge of the city concerned. Strange as it may seem, though, when researchers looked at drivers in these cities in a bid to replicate Maguire's London study, they found none of the same changes in brain structure. Even among cabbies, the Londoners who pass The Knowledge are unique. But it's not just their skills and the ways in which these have changed their brains that set the London cabbies apart.



Their passengers generally trust them and can even be somewhat in awe of their navigation skills. Their colleagues elsewhere in the world do not fare so well when it comes to passenger attitudes. Rudeness, impatience and poor driving skills are among their many sins if the many customer complaints on the internet are to be believed.

Cabbies in other countries also find themselves accused of possessing too limited a knowledge – or no knowledge whatsoever – of the cities where they ply their trade. Stories abound of drivers making frantic appeals on their radios for guidance or relying too heavily on GPS. Believe these tales if you choose to but should you find yourself going round in circles in the labyrinth that is London for many a foreign visitor, don't hesitate to hail a cab. The cabbie may not ooze charm but will certainly know the quickest and most direct way of getting you where you want to go.



## Speaking

**1** Draw a floor plan of the flat or house where you live. Then work in pairs.

- 1 Explain your floor plan to your partner.
- 2 Explain how you use the space available to you.
- 3 Say whether you need more space than you currently have. Why/Why not?

## Multiple matching (Part 4)

► **EXAM FOCUS** p.203

**2** Look at the exam tasks. Tick (✓) the things that you like least about the place where you live. Then tick the advantages it has over other places you have lived in. Compare your answers with a partner.

### Task 1

For questions 1–5, choose from the list (A–H) what each speaker likes least about the place where they live.

- |  |           |                                |
|--|-----------|--------------------------------|
| A feeling unsafe                                     | Speaker 1 | <input type="text" value="1"/> |
| B the absence of a garden                            | Speaker 2 | <input type="text" value="2"/> |
| C the smell of other people's cooking                | Speaker 3 | <input type="text" value="3"/> |
| D the uninspiring view                               | Speaker 4 | <input type="text" value="4"/> |
| E the lack of space for preparing meals              | Speaker 5 | <input type="text" value="5"/> |
| F being obliged to get rid of favourite possessions  |           |                                |
| G the sense of claustrophobia                        |           |                                |
| H the noise from other people living in the building |           |                                |


### Task 2

For questions 6–10, choose from the list (A–H) what each speaker sees as the main advantage of the place where they live.

- |   |           |                                 |
|---|-----------|---------------------------------|
| A plenty of storage                                   | Speaker 1 | <input type="text" value="6"/>  |
| B entertainment facilities nearby                     | Speaker 2 | <input type="text" value="7"/>  |
| C the freedom to furnish the home without limitations | Speaker 3 | <input type="text" value="8"/>  |
| D spending less time on domestic chores               | Speaker 4 | <input type="text" value="9"/>  |
| E having a close friend next door                     | Speaker 5 | <input type="text" value="10"/> |
| F social contact with others living nearby            |           |                                 |
| G being able to make good use of the entire space     |           |                                 |
| H knowing you can always ask a neighbour to help      |           |                                 |

### EXAM TIP

Don't worry if you don't understand every word and expression the speakers use. As long as you understand the general message, you should be able to answer the questions.

**3**  **03** Do the exam tasks in Activity 2. You will hear five short extracts in which people are talking about the places where they live. While you listen, you must complete both tasks.

**4** What kind of person do you imagine each of the speakers is?

## Vocabulary

expressions with *space* and *room*

**5** Decide if it is possible to complete the sentences with *space*, *room* or both words.

- 1 That chest of drawers takes up too much ..... . We ought to get rid of it.
- 2 I don't think I've got enough ..... in my suitcase for these boots.
- 3 Could you make ..... for people to get past, please?
- 4 It was such a popular event that there was standing ..... only by the time we got there.
- 5 There isn't really enough ..... here to do aerobics.
- 6 I like cities with plenty of open .....
- 7 That was delicious but if I have any more, I won't have any ..... for dessert.
- 8 The only explanation she gave for breaking up with him was that she needed more .....

**6** Work in pairs. Turn to page 161 and do the activity.



## Listening

- 1 04 Work in pairs and listen to a podcast about a way to improve contact between neighbours. How would people react to a scheme like this where you live?

## Essay (Part 1)

using the task input to help you plan

► **WRITING REFERENCE** p. 186

- 2 **Work in pairs and imagine that you have been asked to write an essay on promoting greater contact between neighbours.**

- 1 Brainstorm ideas, including the ones in the podcast and your own ideas.
- 2 Think of points for and against your ideas.
- 3 Choose three ideas and include a supportive and a critical comment for each one.

- 3 **Look at two plans for a similar essay and then turn to the checklist on page 185. Which plan do you think would produce the better essay?**

### A PLAN

Introduction: Say why the move to the suburbs has been such a big problem.

Solution 1: Invest in urban renewal schemes in the centre of the city.

- + It will attract businesses that had moved out to the shopping malls.
- Money should be spent on schools and hospitals, not prettying up the centre of town.

Solution 2: Offer incentives for moving back to the centre.

- + If there are financial and lifestyle benefits, people will come back.
- Unless life in the suburbs is made harder for them, no one will bother to make the move.

Conclusion: Say which solution I believe will be most effective.

### PLAN

Introduction: Reasons we have to get people to move back to the city centre.

Paragraph 1: The government should invest more money.

Paragraph 2: People should realise that infrastructure for suburban living is too costly.

Conclusion: If all these things are done, people will move back.

- 4 **Write a plan for the essay in Activity 2. Show to other students. Can they suggest improvements to your plan?**

- 5 **Look at the task input and use it to help you write another plan.**

- 1 Think of what specific ideas might be connected to each of the three headings (legislation, education and special taxes).
- 2 Use the opinions expressed to give you a clue.
- 3 For each opinion expressed, think of a supportive or critical comment to balance the opinion.

Your class has attended a panel discussion on what methods governments should use to discourage the use of private cars in the centre of the city. You have made the notes below.

#### Methods governments could use to discourage the use of private cars in the city centre

- investment
- education
- taxes

#### Some opinions expressed in the discussion

'Make businesses pay parking levies for their employees and they'll move out of the city centre.'

'Improve the public transport system, then people won't need their cars.'

'If people understood how much better pedestrianised city centres are, they wouldn't want to bring their cars in.'

Write an essay for your tutor, discussing **two** of the methods in your notes. You should **explain which method you think is more important** for governments to consider, **giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion but you should use your own words as far as possible. Write your essay in **220–260** words in an appropriate style.

### EXAM TIP

Try to avoid copying phrases from the input in Part 1. Use your own words.

- 6 **Write a draft of the essay in Activity 5. Show it to two other students and see if they can offer any advice on ways of improving your work.**

**1 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.**

- 1 I only managed to buy my own place after years of sharing with other people. **DID**  
Only after years of sharing with other people .....  
my own place.
- 2 The neighbours are really noisy and they are not very friendly either. **ONLY**  
Not ..... really noisy, they are also not very friendly.
- 3 You shouldn't ever put your full address on a luggage label. **TIME**  
At ..... put your full address on a luggage label.
- 4 It will be six years since I moved here next Saturday. **FOR**  
By next Saturday I will ..... six years.
- 5 You shouldn't tell anyone about this under any circumstances. **NO**  
Under ..... tell anyone about this.
- 6 I closed the door and immediately realised I had left my keys inside the house. **SOONER**  
No ..... the door than I realised my keys were inside the house.

**2 Complete the sentences with the present simple or continuous form of the verb in brackets.**

- 1 I ..... (*smell*) smoke. Is there something burning?
- 2 The soup is almost ready. Dad ..... (*taste*) it to see if it's hot enough.
- 3 I ..... (*see*) Josh on Friday evening but perhaps you and I could get together on Saturday.
- 4 Look at the cat! He ..... (*smell*) the roses!
- 5 We ..... (*think*) of renting a small plot of land to grow our own vegetables.
- 6 This tea ..... (*taste*) of mangoes.

**3 Read the article and decide which answer (A, B, C or D) best fits each gap.**

- 1 A draw B create C make D come
- 2 A reverse B back C rear D underside
- 3 A led B brought C produced D saw
- 4 A history B past C ages D time
- 5 A holding B storing C bearing D exhibiting
- 6 A seems B looks C resembles D reminds
- 7 A appealed B charmed C attracted D enticed
- 8 A get B bring C set D put

# The logo that everyone loves

It was 1977 and the American graphic designer Milton Glaser had been asked to (1) ..... up with a logo for New York State. He pulled a red crayon from his pocket and began to sketch on the (2) ..... of an envelope: first an I, then the simple outline of a heart, followed by two letters, N and Y. Glaser's doodle (3) ..... to the development of one of the most successful advertising campaigns of all (4) ..... It was so successful, in fact, that the torn envelope (5) ..... his original idea is now in a permanent collection in a museum. The upbeat message of Glaser's design, which (6) ..... the kind of joyful graffiti that a young lover might carve into a tree, (7) ..... to New Yorkers as well as tourists. Glaser himself acknowledges that it seems strange that a logo could have such an impact but it seems his design really did (8) ..... about a change in people's attitudes at a time when the city had been going through difficult times.



# GOLD advanced



We recommend the *Longman Exams Dictionary* to accompany the course.



For additional test practice we recommend *Cambridge English: Advanced Practice Tests Plus 2*.

The trusted **Gold** series builds students' confidence by combining carefully graded exam preparation for the Cambridge ESOL exams with thorough language and skills development. Providing enjoyable, communicative classes with a strong emphasis on personalization, **Gold** is the popular choice for teachers around the world.

## Gold advanced provides:

- New design and new content with the same winning formula
- Fast-paced syllabus with comprehensive exam coverage
- Stimulating discussion-rich topics
- Strong focus on vocabulary and chunks of language
- Extensive writing support including full reference with sample answers
- Content tailored to the 2015 exam specifications

## With the Coursebook:

- **Audio MP3s:** with full listening material for the coursebook online
- **MyEnglishLab: Cambridge Advanced:** extensive additional interactive training that enables students to consolidate and enrich their language and practise exam skills

## Other available components:

- **Coursebook eText:** Student's digital version of the coursebook with integrated audio
- **Exam Maximiser:** extensive support for the coursebook, plus extra Use of English work and a complete practice test
- **eText IWB software for Teachers:** interactive whiteboard software providing everything the teacher needs on one disc, including speaking test video material
- **Teacher's book with photocopiable activities:** your complete guide to using all of the **Gold advanced** components in a blended classroom
- **Class audio CDs**
- **Teacher's support:** [www.pearsonELT.com/gold](http://www.pearsonELT.com/gold)



ISBN 978-1-4479-5544-3

