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# GOLD

**C1 Advanced**

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 **Pearson**

**Coursebook**  
Sally Burgess · Amanda Thomas

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# Exam information

The *Cambridge C1 Advanced Certificate*, formerly known as *Cambridge English: Advanced (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. Be sure to use your time wisely: the Use of English section is worth 36 marks and the Reading section is worth 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 transformation	<i>Focus</i>	Grammar, vocabulary and collocations
	<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 idea 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 four tasks to choose from: an email/letter, a report, a 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 recording(s) twice. The texts may be monologues or exchanges between interacting speakers. There will be a variety of accents.

<b>Part 1 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 Sentence completion</b>	<i>Focus</i>	Specific information, opinion
	<i>Task</i>	You hear a monologue. You complete eight sentences using words from the recording.
<b>Part 3 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.
<b>Part 4 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 five 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. The two tasks must be completed simultaneously.

## 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 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 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 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 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 166) the [Exam focus](#) (page 178) and the [General marking guidelines](#) (page 184).



# Where we live



## Interview (Part 1)

Talking about yourself

► **EXAM FOCUS** p. 182

### 1 Discuss the questions.

- 1 What did 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?

### 2 01 Listen to two candidates talking to an examiner and answer the questions.

- 1 Which of the questions in Activity 1 does the examiner ask?
- 2 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, ...*

### 3 Look at responses to the questions Karl and Elena were asked. How could you make the responses longer and more interesting?

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

### 4 Work in pairs. Turn to page 134 and do the activities.

### 5 How would you evaluate your own performance? Use the General marking guidelines on page 185 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.178

- 6** Look at the title of the article about lottery winners' dream homes. What would you expect a lottery winner's dream home to be like?
- 7** Read the first sentence of the article and look at the example (0). The correct answer is B. Look at the two reasons why the other alternatives are wrong and match them to the incorrect alternatives A, C and D.
- 1 usually plural
  - 2 usually preceded by an adjective
- 8** Read the whole article. For questions 1–8, decide which answer (A, B, C or D) best fits each gap. Use the criteria in Activity 7 to help you.

### Lottery winners' dream homes: not what you'd expect


Not many of us are in a **(0)** B. position to go hunting for the perfect home with a massive cheque in our back pockets. Lottery winners Barbara and Ray Wragg were when they became the **(1)** ..... winners of a £7 million prize. Rather than buying a huge mansion with a swimming pool, they **(2)** ..... for a relatively ordinary five-bedroom house instead. The Wraggs are not **(3)** ..... Most of us dream of living somewhere other than where we are but dreams are essentially different from reality in that they do not **(4)** ..... into account things like work and study obligations or **(5)** ..... to friends and family. A common dream is to own a wood cabin in the middle of a forest, something most of us could **(6)** ..... but few would actually want. Although the cottage in the woods or the rock star mansion is what we **(7)** ..... about, the reality is that the ideal home is a warm, comfortable place where we can be near our **(8)** ..... ones and escape.



- |   |             |            |                |              |
|---|-------------|------------|----------------|--------------|
| 0 | A condition | B position | C circumstance | D situation  |
| 1 | A exclusive | B only     | C unique       | D individual |
| 2 | A chose     | B decided  | C elected      | D opted      |
| 3 | A unusual   | B uncommon | C unfamiliar   | D unlikely   |
| 4 | A consider  | B bear     | C take         | D weigh      |
| 5 | A proximity | B vicinity | C immediacy    | D locality   |
| 6 | A permit    | B let      | C allow        | D afford     |
| 7 | A aspire    | B hope     | C fantasise    | D wish       |
| 8 | A esteemed  | B loved    | C liked        | D fond       |

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



- 1 Discuss. 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?

## Verbs in perfect and continuous forms

### ▶ GRAMMAR REFERENCE p.149

- 3 Work in pairs. Discuss the difference in meaning between the underlined phrases in the pairs of sentences.
  - 1 A We've been discussing where we should move to look for work. We can't seem to agree.
  - B We've discussed where we should move to look for work. We agree that Ireland is the best choice.
  - 2 A I'll have walked from one end of the island to the other by Christmas day.
  - B I will have been walking twenty kilometres a day for nearly a month by then.
  - 3 A When I was offered the job, I had already spent a lot of time wondering about leaving the city.
  - B When I was offered the job, I had been spending a lot of time wondering about leaving the city.
- 4 Choose the correct verb form in each sentence. In which sentences are both forms possible? Then listen to the recording again. Which form does the speaker use in each case?
  - 1 For years *I had told/I had 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/I 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 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.
  - 6 By the time the first year comes to an end almost all my London friends *will have been/have been* here to stay.



## Stative verbs

### ▶ GRAMMAR REFERENCE p.150

#### LANGUAGE TIP

Some verbs have stative and dynamic meanings. They can only be used in continuous forms with a dynamic meaning, e.g. *I'm feeling unwell*. *Feel* = 'experience a feeling or emotion'. Compare this with the stative meaning, e.g. *I feel we should give him a chance*. *Feel* = 'have an opinion'.

- 5 Divide the stative verbs in the box into five groups according to their meanings: emotions, knowledge, possession, communication, senses.

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

- 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 tonight.
  - 4 I ..... (*see*) your point, but I think cities can be very lonely places.
  - 5 The judges ..... (*taste*) the cakes at the moment to decide who will win.
  - 6 This sauce ..... (*taste*) a bit strange.
- 7 Imagine that you have won the lottery and have been living in your dream home for a year now. Tell other students what changes there have been in your life over the last year.



## Multiple matching (Part 4)

► EXAM FOCUS p.182

### 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.

**1** Look at the exam tasks and answer the questions. Compare your answers with a partner.

- 1 Have you ever moved house for any of the reasons in Task 1?
- 2 What advantages does the place you live in now have over other places you've lived in? Are any of these advantages mentioned in Task 2?



### Task 1


For questions 1–5, choose from the list (A–H) the reason each speaker gives for moving house.

- |                                   |           |                                |
|-----------------------------------|-----------|--------------------------------|
| A I'd finished studying.          | Speaker 1 | <input type="text" value="1"/> |
| B I needed more space.            | Speaker 2 | <input type="text" value="2"/> |
| C I'd won the lottery.            | Speaker 3 | <input type="text" value="3"/> |
| D I wanted to downsize.           | Speaker 4 | <input type="text" value="4"/> |
| E I had no choice.                | Speaker 5 | <input type="text" value="5"/> |
| F I hated city life.              |           |                                |
| G I wanted a change of lifestyle. |           |                                |
| H I'd saved enough money.         |           |                                |

### Task 2

For questions 6–10, choose from the list (A–H) what each speaker likes about the place where they live.

- |                                       |           |                                 |
|---------------------------------------|-----------|---------------------------------|
| A the amount of storage space         | Speaker 1 | <input type="text" value="6"/>  |
| B the entertainment facilities nearby | Speaker 2 | <input type="text" value="7"/>  |
| C the cosy atmosphere                 | Speaker 3 | <input type="text" value="8"/>  |
| D the chance to work from home        | Speaker 4 | <input type="text" value="9"/>  |
| E the local community                 | Speaker 5 | <input type="text" value="10"/> |
| F the overall dimensions              |           |                                 |
| G the view                            |           |                                 |
| H the cost of living there            |           |                                 |

**2**  **03** Do the exam tasks in Activity 1. 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.

**3** What kind of neighbour do you imagine each of the speakers is?

## Vocabulary

expressions with *space* and *room*

**4** 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 .....

**5** Work in pairs. Turn to page 144 and do the activity.



## Multiple choice (Part 5)

### ▶ EXAM FOCUS p.179

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

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

#### 2 Read the title and the first paragraph of the newspaper article. Will the rest of the text be about a) futuristic cities in movies b) aerial photography or c) our relationship with contemporary cities? Read the rest of the article to see if you were right.

#### EXAM TIP

Don't answer questions using your own 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.

- 1 What point is the writer making about aerial views of cities?
  - A They are used too frequently in cinema photography.
  - B They reveal interesting patterns not seen at ground level.
  - C They are an indicator of how perceptions of cities have changed.
  - D They make us feel insignificant.
- 2 What does the writer suggest about GPS?
  - A It has made us entirely reliant on technology.
  - B It can stop us noticing what is actually around us.
  - C It has made it necessary for architects to work remotely.
  - D It is so complex that few of us understand how it works.
- 3 The writer uses the word 'hybrid' in line 47 to suggest that
  - A we find our cities have become very similar.
  - B we have negative and positive views of our cities.
  - C we see our cities as performing two different functions.
  - D we experience our cities in more than one way.

- 4 What does the writer feel about Friedman's prediction today?
  - A It is remarkably accurate.
  - B There may be some evidence to support it.
  - C It will soon be a reality.
  - D It is how he sees European cities.
- 5 What is the writer's opinion of George Leonidas Leslie?
  - A He was extremely thorough in his approach.
  - B He was not really an architect.
  - C He was not as bad as the police thought.
  - D He deserved what happened to him in the end.
- 6 What does 'them' in line 105 refer to?
  - A The authorities who control our cities.
  - B The rules about building designs.
  - C The criminals who study cities.
  - D The buildings architects create.

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

- 1 Do you have favourite parts of your town or city?
- 2 What are your most vivid memories of cities you have visited?

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

- |                  |               |
|------------------|---------------|
| 1 visit          | 5 exploration |
| 2 disinterest    | 6 structure   |
| 3 accomplishment | 7 boundaries  |
| 4 playfully      | 8 meet        |

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





# THE ENDLESS CITY

In almost every Hollywood action movie today there will be an aerial tracking shot of the city, the skyscrapers or favelas below massing into a complex abstract geometry. From a helicopter, an airship or perhaps a drone, we get a view that establishes context – the background against which the smaller stories of individuals intersect and also, in a way, a character in itself. It represents a new conception of the city, the perspective of a god, a superhero or a disembodied soul.

You might argue that this is a result of the pervasive influence of GPS. We now navigate not by using landmarks or streets but through the mysteries of quantum mechanics and satellite communication, a weirdly excessive feat of technology that beams our coordinates up into space and then affirms our existence in the form of a moving dot. In architecture, the phenomenon of seeming to engage with the city from a distance has been archly termed 'Google Earth urbanism': the dropping of a building or a development into a context understood through digital mapping by a designer in another country, and inevitably lacking in the texture of the actual place.

Interactive maps have provoked a fundamental change in the way we engage with our environment. At the same time, the streets themselves are becoming increasingly homogenous and globalised – from Vancouver to Singapore via Manchester, it can seem as though the same glass façade systems, backlit corporate signage and coffee shops mark our routes. Add to this our increasing detachment from our surroundings – the barriers of headphones, telephone conversations and social media on the move – and we realise that the cities in which we

47 live are a hybrid of visceral and virtual reality.



The history of cities is peppered with inventions that change our perception of them – street lights, plate glass, skyscrapers, elevators, and so on. Ease of travel and urban sprawl has raised questions about parameters: where does one metropolis end and another begin? In the 1970s, the architect Yona Friedman suggested that by the early 21st century we would perceive almost the whole of northern Europe, from London to Paris, Amsterdam to Hamburg, as essentially one continuous city, much as the Boston–Washington Corridor (arguably a linear city of 50 million people) could today be seen.

Geoff Manaugh, a U.S.-based architecture writer, suggests that it is criminals who are the most astute readers of the contemporary urban fabric, working out exactly where its weaknesses lie through an intimate understanding of how it is made. He tells the wonderful story of George Leonidas Leslie, an architect who arrived in New York in 1869, as the modern metropolis was being built. Leslie had come not to contribute to the city's architecture but, in Manaugh's words, 'to rob the place blind'. His methods were remarkable. He would use his architectural credentials to talk to safe manufacturers and bank builders, and to fire officers with whom

blueprints and plans of new buildings had been deposited. He would build entire replica rooms and vaults in a warehouse in Brooklyn, recreating the interiors of the houses of the wealthy, their safes and the vaults of banks. He would break into houses and vaults for reconnaissance, testing routes, stealing nothing and leaving, just so he could visualise them better. The New York police reckoned that for a decade or so Leslie might have been responsible for an astonishing 80 percent of all bank robberies in the city, including the \$3 million Manhattan Savings Institution heist of 1878, although it was that robbery that led to his being murdered by one of his own crew.

The city is always adapting and being reshaped in surprising ways. Authority dictates the rules for their construction, then criminals subvert those mechanisms to turn them back on their designers. Even as we increasingly rely on Google Maps and travel apps, we are still able to make mental connections in our heads and build our version of the city through the places we frequent and the associations and memories we make. There is the overhead tracking shot but there is also the city of bits, the landscape we construct in our minds – for whatever purposes. We live in the city but the city also lives inside us.

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## Compound words

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

- 1 What attracts visitors to your town or city?
- 2 Describe a landmark in your city or country for someone who has never visited it.
- 3 Are your city or town's landmarks well known to people who have never been there?

### 2 Read the extract from an article about branding cities. Does your town or city have any of the characteristics mentioned in the extract?

## CITY BRANDS

Does your city have a famous landmark, a rich cultural tradition or is it home to a major industry, a world-renowned hotel or even a distinctive way of getting around like London's black cabs or Amsterdam's barges? Perhaps it's a mecca for theatre-goers, musicians or party animals. Or maybe it's just a nice place to be. Top-brand cities seem to have it all. They boast lists as long as your arm of iconic buildings, museums and galleries, they are also home to gourmet restaurants, glorious parks, purpose-built sports stadiums and all sorts of places to see and be seen.

For cities and towns less favourably endowed, the first step in establishing a brand is to identify assets and find a way of communicating these, usually by means of a logo and slogan. But getting the logo and slogan right is no mean feat. Under no circumstances should visitors be led to believe a city can promise something it cannot deliver.

No one is impressed if a place calls itself sun-soaked but is in fact wind-swept, wet and cold, or claims to 'never sleep' when bylaws oblige all bars and restaurants to close by midnight.



### 3 Look at the underlined compound words. Which words do not combine a noun and adjective?

#### LANGUAGE TIP

Compound words are two or more words joined to form a new word. They can be written as one word without a hyphen, e.g. *keyboard*, as two separate words, e.g. *post office* or hyphenated, e.g. *self-esteem*. Compound adjectives usually have a hyphen, e.g. *world-renowned* but if the compound begins with an adverb, the hyphen isn't necessary, e.g. *happily married*.

### 4 Match compound adjectives 1–6 to the nouns A–F.

- |                 |                   |
|-----------------|-------------------|
| 1 long-standing | A job             |
| 2 run-down      | B man             |
| 3 cut-price     | C airline tickets |
| 4 drop-down     | D menu            |
| 5 middle-aged   | E friendship      |
| 6 part-time     | F area            |

### 5 Complete the compound adjectives in these sentences with the words in the box.

air built far high highly interest life mass

- 1 If your apartment isn't .....-conditioned, summers can be pretty unbearable.
- 2 A lot of the .....-produced goods we buy today would once have taken weeks of careful work to make.
- 3 She has a lot of .....-fetched ideas about the origins of the universe but no one takes them seriously.
- 4 Mary was one of the ..... regarded members of staff.
- 5 Apartments in .....-rise buildings often have wonderful views
- 6 Their baby needed a .....-saving transplant operation.
- 7 They were able to get an .....-free loan to pay for their new computer.
- 8 This area of the city has become so .....-up over the last few years it's hard to find any open spaces.

### 6 Write sentences with the compound adjectives and nouns from Activity 5. Compare your sentences with a partner.



- 1 Work in pairs and discuss. What is meant by 'The past is a foreign country. They do things differently there.'?
- 2 Read an extract from a blog about a visit to a childhood home. Summarise the main reasons the writer found the visit unsatisfactory.



#### 4 Choose the correct alternative in each sentence.

- 1 Living in the inner city does not mean you are completely cut off from nature, *as yet/nor* does it mean you will be less active than you would be if you lived in the country.
- 2 Although there have been efforts to create pedestrian malls and make the inner city more attractive to businesses, *as yet/nor* these measures have not borne fruit.
- 3 *As yet/As long as* people continue to find living in large houses surrounded by gardens desirable, it will be difficult to persuade them to move back to the inner city.
- 4 In the city door-to-door recycling collections are made weekly, *whether/whereas* those who live in the countryside often have to take their own rubbish to recycling centres.
- 5 People don't understand the benefits of inner-city living. *Provided/Whereas* they are shown the potential advantages, they will begin to move back from the suburbs.
- 6 Despite cars being environmentally unfriendly, many people will refuse to walk or cycle, *nor/as long as* they continue to live too far from the centre of the city.

#### 5 Match the underlined phrases with *as* in the sentences to the meanings in the box.

current regarding since starting until now while

- 1 As time begins to run out, the need to take action is increasingly urgent.
- 2 As for people who refuse to accept that infrastructure outside the city centre represents a huge financial burden, I can only say they need to look at the figures.
- 3 The government as yet has not invested sufficiently in campaigns to raise awareness of the benefits of using public transport.
- 4 The situation as it is seems alarming but there is cause for optimism.
- 5 As the government has failed to solve the problem, it's up to local communities to take action.
- 6 As from next Monday, anyone caught using a car in the pedestrianised zone will be given an automatic fine.

https://MyBlog/Memory Lane

### A trip down memory lane?

When I was a child we lived in a lovely old house in a village. It backed onto a perfect sandy beach where my sister and I spent many happy afternoons. I have often thought about that house, and wished I could go back. A few weeks ago my sister discovered that it had been turned into a bed and breakfast and that it was possible to stay there. We were both very excited and made a booking, imagining a blissful weekend reliving our childhood. But it didn't turn out like that.

The problem is that the past was probably not as wonderful as we imagine. (1) Nor do things stay the same even if they were wonderful. The people who ran the bed and breakfast had almost completely

destroyed everything that I had loved about that house. It had been painted turquoise and they'd cut down the trees I used to climb. (2) Provided they get planning permission, they will build a wall that will block the view of the beach. That too has changed, but (3) whether or not you think it has improved will depend on your personal tastes. (4) Whereas once it was a deserted stretch of white sand, it is now covered in sun beds, beach umbrellas and people! The author J. P. Hartley said 'The past is a foreign country. They do things differently there.' If only I could visit that country and find our old house as it once was! But (5) as long as it is being run by the current owners, I won't be going back.

## Conjunctions

### ► GRAMMAR REFERENCE p. 150

#### 3 Match the underlined conjunctions (1–5) in the blog extract to their functions.

- 1 making a contrast
- 2 giving a condition
- 3 adding information

### LANGUAGE TIP

Be careful to use the correct word order with *nor*. It is followed by a verb and then the subject. *As* is also used in this way.

*I wasn't happy, **nor was I** sad.*

*Buying a car is expensive, **as is** insurance.*



## Essay (Part 1)

using the task input to help you plan

▶ **WRITING REFERENCE** p.168

- 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?
- 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 comment for or against each one.
- 3 Look at a good and a poor plan for an essay about moving to the suburbs and then turn to the checklist on page 166. What is wrong with plan B?

### Plan A

**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 B

**Introduction:** Explain why we have to get people to move back to the city centre.

**Paragraph 1:** Why I think the government should invest more.

**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 it to other students. Can they suggest improvements to your plan?
- 5 Read points 1–3 and use them to help you write another plan for the task below.
  - 1 Think of what specific ideas might be connected to each of the three methods the government could use (investment, education and taxes).
  - 2 Use the opinions expressed to give you a clue.
  - 3 For each opinion expressed, think of a comment for or against 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

Don't copy 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 agree that you have covered all the points in the checklist on page 166.



**1 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.

**2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word in brackets.**

- 1 The new fridge won't go through the kitchen door  
There ..... get the fridge through the kitchen door. (room)
- 2 Susan doesn't complain about the cold winters unless it rains a lot.  
Susan doesn't complain about the cold winters ..... a lot. (provided)
- 3 Nigel started doing his ironing two hours ago.  
Nigel ..... two hours. (for)
- 4 In February next year it will be twenty years since I went to live in Australia.  
Next February, I ..... in Australia for twenty years. (will)
- 5 I'll go home for Christmas provided I have finished the project by then.  
I'll go home for Christmas ..... finished the project by then. (long)
- 6 I love hiking, as does Stefano.  
Stefano loves hiking ..... too. (and)

**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.





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