

GOLD

C1 Advanced

NEW EDITION



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Introduction to the Gold Advanced Exam Maximiser

The **Gold Advanced Exam Maximiser** is specially designed to maximise your chances of success in the C1 Advanced examination.

The **Exam Maximiser** will help you prepare for the C1 Advanced exam by offering you:

- **further practice and revision** of all the important vocabulary, grammar and skills (reading, writing, listening and speaking) that you study in the **Gold Advanced Coursebook**.
- **more information** about the kinds of questions you will have to answer in the C1 Advanced exam.
- **guidance** with the strategies and techniques you should use to tackle exam tasks.
- **exam-style exercises** so that you can practise using the techniques.
- **regular extra Use of English** sections to help you practise the language and strategies you have learnt.
- **details of common mistakes** at this level and how to avoid them.
- **a complete practice exam** which you can use for preparation just before you sit for the exam. This means that you will know exactly what to expect in each paper and there are no unpleasant surprises.

How can I use the Gold Advanced Exam Maximiser?

The **Exam Maximiser** is very flexible and can be used by students in a variety of situations and in a variety of ways. Here are some typical situations:

1 You are doing a C1 Advanced course with other students, probably over an academic year. You are all planning to take the exam at the same time.

You are using the **Gold Advanced Coursebook** in class. Sometimes you will also do the related exercises or even a whole unit from the **Exam Maximiser** in class; your teacher will also ask you to do exercises from it at home as well. You will use the entire **Exam Maximiser** or you will use it selectively, depending on your needs and the time available.

2 You have already done a C1 Advanced course and you are now doing an intensive course to prepare for the exam.

Since you have already worked through the **Gold Advanced Coursebook** or perhaps another C1 Advanced Coursebook, you will use the **Exam Maximiser** in class. This, together with practice tests such as

Pearson's **Practice Tests Plus: Cambridge Advanced 2 New Edition** (2014) will give you a concentrated and highly focused short exam course.

3 You have a very short time in which to prepare for the C1 Advanced exam.

Your level of English is already nearing C1 Advanced exam standard, although you have not been following a coursebook. You now need specific exam skills. You will use the **Exam Maximiser** independently, because you need practice in the exam tasks and strategies for approaching them.

4 You are re-taking the C1 Advanced exam as unfortunately you were not successful in your first attempt.

You may need to retake the exam because you were not sufficiently familiar with the exam requirements. You will not need to follow a coursebook, but you will use the **Exam Maximiser** to develop your exam techniques and build up your confidence.

5 You are preparing for the C1 Advanced exam on your own.

Maybe you are not attending a C1 Advanced class, but wish to take the exam and prepare for it independently. You will get the practice and preparation by using the **Exam Maximiser** by itself. You can give yourself additional practice by using practice tests such as Pearson's **Practice Tests Plus: Cambridge Advanced 2 New Edition** (2014) just before taking the exam.

What is in the Gold Advanced Exam Maximiser?

Each unit has **grammar, vocabulary, listening, speaking** and **writing** sections. These are linked to the topics of the Gold Advanced Coursebook, and provide further practice in relevant skills and exam tasks. There are **Use of English** sections in exam format after every two units which provide more practice in the tasks and are based on the topic areas of the two units.

At the back of the book, there is a short section giving examples of **common language errors** and short activities to help you avoid making them. There is also a section on **exam strategies** for the **writing** and **speaking** papers.

Once you have worked through all the units, you will be ready to try the **Practice test** at the back of the book.

Exam overview

There are four papers in the C1 Advanced exam:

Reading and Use of English	1 hour 30 minutes (40 percent of marks)
Writing	1 hour 30 minutes (20 percent of marks)
Listening	40 minutes (approx.) (20 percent of marks)
Speaking	15 minutes (20 percent of marks)

The **C1 Advanced** is at Cambridge/ALTE level 4, set at C1 level on the Common European Framework of Reference. Candidates achieving a Grade A receive a certificate stating they demonstrated ability at C2 level. Candidates who perform below C1 level receive a certificate stating they demonstrated ability at B2 level.

Paper	Formats	Task focus
Reading and Use of English: eight parts, 56 questions	<p>Part 1: multiple-choice cloze: choosing which word from a choice of four fits in each of eight gaps in a text</p> <p>Part 2: open cloze: writing the missing word in each of eight gaps in a text</p> <p>Part 3: word formation: changing the form of a given word to fit eight gaps in a text</p> <p>Part 4: key word transformation: completing six new sentences so they have a similar meaning to those given</p> <p>Part 5: answering six multiple-choice questions on one long text</p> <p>Part 6: reading four short texts to match questions or statements</p> <p>Part 7: choosing which paragraphs fit into gaps in a text</p> <p>Part 8: deciding which section of a single text or which text out of several contains given information or ideas</p>	<p>Part 1: use of vocabulary, e.g. idioms, collocations, fixed phrases, phrasal verbs, complementation</p> <p>Part 2: awareness and control of grammar with some vocabulary</p> <p>Part 3: vocabulary, in particular the use of the correct form of a given word</p> <p>Part 4: use of grammatical and lexical structures</p> <p>Part 5: reading for detailed understanding of a text, opinion, attitude, tone, purpose, main idea</p> <p>Part 6: comparing and contrasting opinions and attitudes across four short texts</p> <p>Part 7: reading to understand text structure, coherence and cohesion</p> <p>Part 8: reading to locate relevant ideas and information in a single text or several texts</p>
<p>Writing Part 1: one compulsory task</p> <p>Writing Part 2: one task from a choice of three</p>	<p>Part 1: using given information which provides context and ideas for an essay of 220–260 words</p> <p>Part 2: producing one piece of writing of 220–260 words from a choice of three which may include a letter, review, proposal or report</p>	<p>Part 1: writing an essay based on two points from three given points. Candidates evaluate the points and express their own opinions, with reasons</p> <p>Part 2: writing for a specific reader using appropriate layout and register, and a variety of functions</p>
Listening: four parts, 30 questions	<p>Part 1: three short unrelated extracts, each with two multiple-choice questions</p> <p>Part 2: monologue with a sentence-completion task</p> <p>Part 3: interview with one or more speakers and six multiple-choice questions</p> <p>Part 4: five short monologues on a theme to match to one of eight options in two tasks</p>	<p>Part 1: understanding gist, feeling, attitude, opinion, speaker purpose, etc.</p> <p>Part 2: understanding and recording specific information</p> <p>Part 3: understanding attitude and opinion of one or more speakers</p> <p>Part 4: understanding gist, attitude, main points, etc.</p>
Speaking: four parts	<p>Part 1: general conversation</p> <p>Part 2: comparing two out of three pictures and answering two further questions</p> <p>Part 3: conversation between candidates based on a question and written prompts. Candidates then negotiate towards a decision.</p> <p>Part 4: discussion on topics related to Part 3</p>	<p>Part 1: general social language</p> <p>Part 2: comparing, speculating and expressing opinions</p> <p>Part 3: giving and asking for opinions, explaining, negotiating, etc.</p> <p>Part 4: expressing and justifying opinions and ideas</p>

Where we live

Speaking


Interview (Part 1) ► CB page 6

About the exam:

In Speaking Part 1, the examiner asks you and the other candidate questions about yourself. These are often about your interests, experiences and plans. You may be asked two or three questions, depending on the time.

Strategy:

Don't just give a one-word answer or say *yes/no*. Try to extend your answer into a couple of sentences but be careful you don't go on for too long.

1  **01 Listen to the questions an examiner asks. Match the examiner's questions (1–6) with the answers (A–E). There is one extra question for which there is no answer.**

- A** That's a difficult one. Probably working in America? I've got to finish my studies first and then I'd like to travel and work my way across the USA.
- B** That's easy – I use social networking sites. I'm on Facebook a lot and, of course, I text and email my best mates regularly and we meet up a lot, too.
- C** Actually, most of the time I tend to stay in my country. We've got some lovely seaside towns and, of course, we have the mountains, too.
- D** Let's think ... Most probably I'll be doing an assignment. Now I come to think of it, I've got one to finish for my history course and the deadline is Monday.
- E** Yes, I used to play a lot of tennis when I was at secondary school. I belonged to a tennis club then, too. But I gave it up when I left and went to university. I didn't have enough time, I'm afraid.

Use of English

Multiple-choice cloze (Part 1) ► CB page 7

1 Match 1–6 with A–F to make collocations.

- | | |
|-------------|---------------------------------|
| 1 be | A development |
| 2 high | B success |
| 3 personal | C in a position to do something |
| 4 live | D alone |
| 5 signify | E salary |
| 6 a mark of | F a change |

About the exam:

In Reading and Use of English Part 1, you read a text with eight gaps and choose the best word from four options to fit each gap. The correct option may be:

- part of a fixed phrase or collocation.
- a phrasal verb.
- a connector.
- the only word that fits grammatically in the gap.

Strategy:

- Read the title and the whole text so that you get an idea of what it is about.
- Go through the text, stopping at each gap. Read the four options.
- Check the words before and after the gap, then choose the best option.
- When you have finished, read the text again with the words inserted to check it makes sense.

- 2** Read the article. For questions 1–8, decide which answer (A, B, C or D) best fits each gap.

Going it alone?

Many young people nowadays want to (0) *A. settle* down by themselves and live alone. Some social commentators regard this as a negative trend, indicating that there has been a (1) of accepted social norms and society is changing.

Owning a home has long been something young people have (2) to. However, many find it hard to get a (3) on the property ladder and continue to live with their family or share with friends. Those earning high salaries are in a better (4) to invest in a property and live alone because they can (5) it.

So what is the attraction of living alone? Clearly, a person can be independent and choose a lifestyle that (6) them. Some feel it gives them the (7) to develop themselves personally and professionally. It also seems that living alone has become a (8) of success.

The question is, does this trend really mean that we are all becoming less sociable, or simply more willing to stand on our own two feet?

- | | | | | |
|---|--------------|------------|----------------|-------------|
| 0 | A settle | B place | C put | D sit |
| 1 | A breakdown | B turndown | C let-down | D comedown |
| 2 | A fantasised | B hoped | C aspired | D wished |
| 3 | A leg | B hand | C arm | D foot |
| 4 | A condition | B position | C circumstance | D situation |
| 5 | A afford | B pay | C spend | D provide |
| 6 | A fits | B suits | C matches | D applies |
| 7 | A extent | B range | C gap | D space |
| 8 | A mark | B brand | C label | D symptom |

Grammar

Verbs in perfect and continuous forms

► CB page 8

- 1** Choose the correct alternative in each sentence.

- We've painted the kitchen and *it's taking such a long time/ we're glad it's over*.
- By this time next Tuesday *I'll have lived/I've lived* here for a month.
- When it got to six o'clock, *it had been raining/it had rained* for ten hours.
- I've been doing this research for hours and *I still haven't finished/ it was hard work*.
- Looking back, I've realised why *I made/I've been making* that one mistake last year.
- We've only studied together for a short time but *I've known/ I've been knowing* him for several years.

- 2** Put the verbs in the box in the correct category. One verb fits two categories.

agree believe belong care deny
feel have hear like own prefer
smell taste understand want

- Verbs of feeling
- Verbs of knowing or thinking
- Verbs of possession
- Verbs of communicating
- Verbs of sensing

- 3** Decide if the verbs in Activity 2 are stative (S), dynamic (D) or can be both (B).

- 4** Decide if one or both sentences are possible in each item. Tick (✓) the sentences that are correct.

- A I'm not liking living here.
B I don't like living here.
- A She has a baby.
B She's having a baby.
- A I feel quite ill.
B I'm feeling quite ill.
- A My stomach hurts.
B My stomach is hurting.
- A I need a new place to live.
B I'm needing a new place to live.
- A Who does this car belong to?
B Who is this car belonging to?

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

- I (*smell*) something burning. Did you leave the oven on?
- He (*prefer*) to sit at the back and waste time to doing some real work.
- I (*see*) Carol at the meeting tomorrow – I could ask her then.
- I'm sorry, I've got to go. My friend (*arrive*) at the airport this afternoon!
- He (*think*) of buying a new flat but he can't really afford it.
- This ice cream (*taste*) salty but I quite like it!

Vocabulary

Compound words ► CB page 12

1 Complete the sentences with the compound words in the box.

cut-price drop-down high-rise long-standing mass-produced
run-down sun-soaked theatre-goer wind-swept

- 1 I live on the twentieth floor of a tower block in the city centre, and it's great.
- 2 The town's become quite and people no longer want to live there.
- 3 I had a arrangement with a friend to meet on Saturday.
- 4 I bought lots of tickets for the cinema just because they were cheap.
- 5 The brochure said the resort was and hot but actually it was and cold.
- 6 I've been a keen for ages, and I love all types of plays.
- 7 I hate filling in online forms with menus.
- 8 I rarely buy clothes – I prefer designer items.

Reading

Multiple choice (Part 5) ► CB page 10

1 Read the article on the right. What is the writer's main purpose?

- 1 to persuade other people to live in Spain
- 2 to describe the process of becoming a happy expat

2 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 is most unexpected for the writer?
 - A the early arrival of a plane that is usually late
 - B something she subconsciously includes in a message
 - C a difficult question she is asked by her family
 - D the respect other travellers give her
- 2 Feeling comfortable in another country isn't easy if
 - A you are not accepted by the local people.
 - B you are always moving on.
 - C you are out of touch with your family.
 - D you have some official problems.
- 3 The writer compares her accommodation in Madrid and Patagonia to focus on
 - A expenses.
 - B practicalities.
 - C health problems.
 - D ethical issues.
- 4 What does the writer say about feeling at home in Madrid?
 - A It didn't happen quickly.
 - B It depended on finding a good place to live.
 - C It was a result of becoming proficient in Spanish.
 - D It required an acceptance of a slower lifestyle.
- 5 According to the writer, which aspect of Spanish culture gives both traditional and modern experiences?
 - A sport
 - B food
 - C shopping
 - D nightlife
- 6 The writer believes that expats are often
 - A disappointed by their new life.
 - B insecure in the first few months.
 - C anxious about their decision to move.
 - D unlucky in their choice of destination.

About the exam:

In Reading and Use of English Part 5, you read a text and then answer six multiple-choice questions about it. Each question gives you four options to choose from. Only one is correct.

Strategy:

- Read the text and the title quickly to get an idea of what it is about. Then read the questions but do not look at the options yet as this can be confusing.
- Find the section of text that the question relates to and read it carefully. Think of the answer without referring to the options. Find information to support your answer.
- Look at the options and choose the one that is closest to your idea.
- Make sure that there is evidence for your answer in the text and that it is not just a plausible answer you think is right.
- Remember that the correct option will not be phrased in the same way as in the text.



Madrid, my home sweet home



It took a long time, but expat Isabel Eva Bohrer is finally ready to call Madrid her home.

'Back home!' Whenever I board and disembark a plane, I make a point of texting my family about the status of my travels. The Iberia flight from Munich, where I grew up, to Madrid, where I had been living for two years, had been on time. 'That's a surprise,' I thought – the Spanish airline is notorious for its delays and strikes. Yet when I hit the 'Send' button of my phone, I was caught even more profoundly by surprise. For the first time, I had referred to Madrid as my home.

As expats, we are bound to reflect on the notion of home at one point or another. Where is home? For many expats, the concept isn't black or white. Home involves numerous grey areas, including family and friends, memories, language, religion, lifestyle, culture and more. Having lived abroad in the United States, Argentina, Chile, Brazil, Switzerland and France, among others, I knew what it was like *not* to feel at home. In the United States, not having a Social Security Number made me an outsider, causing numerous inconveniences, such as not being able to get a phone contract with certain providers. In Brazil, not speaking the language perfectly had made me uneasy as I sensed that people talked behind my back.

In Spain, my blonde hair and fair skin clearly mark me as not a native. And yet, over the course of two years, I have managed to feel at home in the Spanish capital. My unpretentious apartment in the barrio de Salamanca – as opposed to the waterproof tent I had lived in while working on an organic farm in Argentine Patagonia – allowed me to unload my baggage, both physically and mentally. Instead of having to gather wood for the night's fires, as I had done when hiking in the South American mountains, I could settle down and focus on my professional goals as a writer.

But the feeling of home transcends the mere fact of having a somewhat permanent place to live. It is a mental sensation of equilibrium that is achieved over time. For me, feeling at home in Madrid has been a slow progressing relationship. The city initially made my acquaintance as a child: I had attended several summer camps to improve my language skills. At age 16, I completed an internship at an architecture firm in the north of the city. And at age 22, the capital and I hit a home run: I came back for good, moving into my current piso (apartment). Slowly but surely, I learnt to live the Spanish lifestyle. Dealing with *cantamañanas* (literally translated as 'those who sing tomorrow') is the quotidian routine here.

As a natural optimist, I continue to believe in all the positive aspects of living in Madrid. If sports ignite your spirit, Spaniards will welcome you to cheer along – the third-straight crowning of the Spanish football team at Euro 2012 was unprecedented. Unparalleled, too, is the nightlife, which will enthral flamenco lovers and clubbing addicts alike. At 8 a.m. you can watch the sun rise with *chocolate con churros*. In fact, the culinary joys never seem to sleep in Spain. There are tapas bars open at all hours, too many to enumerate. For the best *bacalao* (cod fish) in town, try Casa Labra, and the Bar Los Caracoles near the Rastro flea market for some Spanish *escargot*.

From the azure sky, my glance returned to the SMS on my phone: 'Glad to hear you arrived safely,' my family had texted back. Though they referred to that particular Munich–Madrid flight, I read the message as a more universal interpretation of the expat lifestyle. As expats, we undergo a period of ambiguity, in which we always feel like those who have just arrived. But if you give your new destination a chance, it can eventually become your home.

3 Match the adjectives from the article (1–6) with their meanings (A–F).

- | | |
|-----------------|---------------------------------|
| 1 notorious | A never happened before |
| 2 numerous | B famous for something negative |
| 3 unpretentious | C impossible to match or equal |
| 4 quotidian | D a large number of |
| 5 unprecedented | E down to earth, simple |
| 6 unparalleled | F everyday |

4 Complete the sentences with the underlined words in the article.

- Paul is a nice guy but he's got a load of I don't think he's got over losing his second wife yet.
- I was grateful for your help.
- The dancers are superb and they the audiences every night.
- Coffee has started to give me indigestion problems and I will have to give it up
- You need to phrase the letter carefully so that there's no possibility of at all.
- The that the film's leading actor was sitting somewhere in the audience was exciting.

Task 1

For questions 1–5, choose from the list (A–H) what each speaker values most about living alone.

- A the chance to relax
B the lack of responsibility to others
C the absence of noise
D the ability to learn new skills
E the freedom to speak their mind
F the opportunity to think clearly
G the possibility of developing new interests
H the wide choice of friends to spend time with
- Speaker 1 1
Speaker 2 2
Speaker 3 3
Speaker 4 4
Speaker 5 5

Task 2

For questions 6–10, choose from the list (A–H) what problem each speaker identifies about living alone.

- A not having a family
B feeling bored
C getting practical help
D not eating well
E having to do housework
F needing to meet new people
G not being able to ask for advice
H managing financially
- Speaker 1 6
Speaker 1 7
Speaker 3 8
Speaker 4 9
Speaker 5 10

Listening

Multiple matching (Part 4)

► CB page 9

- 1** **02** You will hear five short extracts in which people are talking about living alone. While you listen, you must complete both tasks.

Vocabulary

Expressions with *space* and *room*

► CB page 9

- 1** There is a mistake in three of the sentences. Find the mistakes and correct them.

- I've got so many books I'm running out of room on the bookshelf.
- The concert was so popular that by the time I arrived there was standing space only.
- I love cities with lots of open room in them.
- If the train is crowded, it's polite to make space for as many people to get on as possible.
- I need to find a quiet space in the library to study.
- In my report my tutor said there was space for improvement in my work.
- The evidence was so clear that there was little room for doubt about his guilt.
- I hate it when people in the cinema try to spill over into my space – it's very uncomfortable!

Grammar

Conjunctions ► CB page 13

- 1** Join the pairs of sentences using the conjunctions in brackets.

Example:

I will come next week. I will not come unless Sally comes too. (*provided*)

I will come next week, provided that Sally comes too.

- They're looking for a place to live. They haven't found it. (*as yet*)
- Telling people to recycle everything doesn't work. Making laws doesn't work either. (*nor*)
- People in the city use public transport. People in the countryside don't. (*whereas*)
- Planning cities carefully has a positive effect on the future. Saving energy does too. (*as*)
- The local council can't solve the parking problem. Residents will have to do it. (*as*)
- No one will stop using their cars. Public transport is so unreliable. (*as long as*)

Writing

Essay (Part 1) ► CB page 14

About the exam:

In Writing Part 1, you write an essay (220–260 words) using information that you are given, and develop and support an argument on a particular topic. The style should be appropriately formal.

Strategy:

- Read the input information carefully and ensure that you include everything that is required. You will need to discuss two of the three points given, reach a conclusion and give reasons for your opinions.
- Make sure you plan your essay well and balance your arguments by trying to give pros and cons to different suggestions or options.
- Write a first draft and check it for accuracy and organisation. Also check that you have used a good range of vocabulary and structures in your answer.

1 Look at the exam task and the two plans. Then read the sample answer and decide which plan the writer has followed.

Your class has been watching a panel discussion about how the problem of lack of housing in towns and cities can be solved. You have made the notes below.

How housing problems in cities and towns can be solved

- renovate empty properties
- extend the suburbs
- build high-rise blocks

Some opinions expressed in the discussion

'We shouldn't use up any more countryside because we've lost enough green space over the years as it is.'

'There's no point building more new houses when there are so many empty places with no one in them.'

'High-rise buildings are terrible places to live and people can feel really isolated in them.'

Write an essay for your tutor discussing **two** of the solutions in your notes. You should **explain which solution is better, giving reasons** to support your opinion. You may, if you wish, make use of the opinions expressed in the documentary but you should use your own words as far as possible.

Write your **essay** in **220–260** words in an appropriate style.

Plan 1

- **Introduction:** explain the housing problems in your area and summarise the three approaches to solving them
- **Paragraph 1:** say why extending suburbs would not be a good idea
- **Paragraph 2:** say why building high-rise blocks would not be a good idea
- **Conclusion:** say why renovating properties would be the best answer

Plan 2

- **Introduction:** describe the problem briefly and say what might happen if nothing is done
- **Paragraph 1:** say why renovation is a good idea but give a drawback, too
- **Paragraph 2:** say why high-rise blocks could be good in spite of previous problems
- **Conclusion:** say why both would be preferable to losing countryside and give final opinion

Most of us are all too well aware that there is a real shortage of affordable housing in towns and cities today. Properties in central locations are extremely expensive and whether you are planning to rent or buy, the prices are increasing all the time. The government and local councils need to take steps to address this issue otherwise many people will be forced to commute long distances to work.

One answer might be to renovate the thousands of existing properties that currently stand empty. This would cost far less than building completely new homes and it would improve the appearance of some neighbourhoods that have become relatively run-down. One obstacle to this, however, is the fact that the owners of some of these empty or even derelict properties are often impossible to trace. A possible solution might be the imposition of compulsory purchase orders on properties like these.

Another option could be to use the limited space available to construct modern, high-rise buildings that could house large numbers of families, rather than single dwellings. The original tower blocks that became popular in the last century failed their occupants in many ways. They had many design faults and did not cater well for the large number of people who lived in them. However, modern, well-designed buildings that include a range of facilities on site, surrounded by landscaped gardens and plenty of green space, could prove successful.

In conclusion, I must point out that there is no easy solution to this problem. Much depends on the amount of money available to invest. In my opinion, renovation is the most obvious solution and the less we encroach on the countryside, the better.

2 Read the sample answer again and find words with a similar meaning to the words below.

- | | | |
|-----------|---------|--------------|
| 1 problem | 3 now | 5 difficulty |
| 2 if not | 4 quite | 6 invade |

3 Do the exam task in Activity 1.