UNIT 1

Ring the changes

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<th>Talking about change</th>
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1.1 SB pages 8–9

Throughout the unit notes, approximate timings are given for guidance. These relate to two lengths of lesson: SV (short version), corresponding to a lesson of 60–70 minutes, and LV (long version), for a lesson of 90–100 minutes. Below these timings in the Lesson plan, there is always an indication of what can be cut out of the lesson (and set for homework) for the short version or, conversely, how the material can be extended in the long version.

Lesson plan

<table>
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<tr>
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<tr>
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SV Set 5 and 6 for homework (but see notes for 6 below).
LV See Extension activity for 1 and Photocopiable tapescript activity for 3.

Encourage students to talk at length in this first lesson, so that, if the class is new to you, you can gauge their language ability. The discussion can take place in pairs or small groups, with a class round-up at the end. Write any useful vocabulary that comes up on the board.

Elicit the two idioms: a change for the better and a change of heart. Ring the changes, the unit title, is also an idiom. Point out that you can also say a change for the worse.

Possible answers

The earliest change I can remember is when my family moved to a new house. It was definitely a change for the better, as I had my own large bedroom and the house had a much bigger garden.

The most unexpected change in my life took place when I won a substantial amount of money in a competition, which allowed me to take a break from work.

The biggest change in my life involving people came about when my father remarried, and, overnight, the number of children in our family grew from two to six.

When I left home and went to university, I moved to the opposite side of the country, which was very different from where I had grown up.

I found some old letters the other day, which I had kept for more than twenty years – but I had a sudden change of heart and burnt the lot!

Extension activity

Suggest that some of the life changes described by students are written up as brief texts, to be displayed on the classroom wall or keyed on computer. Each group or pair could be responsible for producing one finished text. Encourage the use of the idioms and phrases given on page 8.

1 Encourage students to talk at length in this first lesson, so that, if the class is new to you, you can gauge their language ability. The discussion can take place in pairs or small groups, with a class round-up at the end. Write any useful vocabulary that comes up on the board.

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Tapescript

Speaker 1: I’ve had a really fantastic year. It all started last
November, when I was dragged along to a party by a
friend. I was in a terrible mood, I remember, and nearly
didn’t go. Anyway, I was wearing an outfit I’d made myself
– in soft black leather and antique lace, quite an unusual
combination! Kelly Johns, the presenter of a big daytime
TV show, was there and my little number caught her eye.
She came over and we got chatting. She asked whether I
could run her up something to wear on the show and I
jumped at the chance. That was a real turning point for
me. I was soon able to chuck in my day job and
concentrate on the clothes side full-time. Through Kelly’s
show, I’ve had lots of orders, I’ve just finished an exclusive
range for a top designer and I’ve even taken on an
assistant to help me. Just think if I’d stayed in that night!

Speaker 2: People often ask me to describe in detail how I’ve
got to where I am today, thinking that I’ve spent years
learning by trial and error. It wasn’t necessarily the case.
I was living beyond my means for a good long
time and some debts finally caught up with me. Even
then, I thought I’d be OK; I arranged to pay them off little
by little from my salary, monthly, you know. But then, the
factory where I was working cut back on its workforce,
and they let me go! Well, that was it, I was in freefall. I
suppose I panicked, I wasn’t thinking straight, you know.
So I just walked away, got on a train and left. Ended up in
London. Got in with a bad crowd, one thing led to
another. Awful. It’s a miracle my brother ever tracked me
down, but he’s got me back and sorted, job, roof over my
head … but I’ll be paying off that money for years yet.

Speaker 4: It’s funny how you can hit a vicious spiral; you’re
chugging along quite happily in your life and then, bam,
something comes out of the blue and knocks you sideways
and then, wham, something else. I’m OK now, but I’ve
had a rocky couple of years. My problem was quite simply
that I’d been living beyond my means for a good long

Speaker 3: I was in Milan visiting friends, trying to cheer
myself up after a dismal few months – my long-term
boyfriend and I had broken up, plus I’d left a job without
another to go to. My savings were running low and I was
planning to leave a few days later. Anyway, my friends
suggested that I should take a look at Verona before going
back home and told me what time train I could get from
Milan. Well, for some reason, I ended up on a slow train
going south, without realising my mistake – both trains had
left at the same time. I fell asleep in the compartment and
woke up in a panic as the train was drawing in to Bologna! I
had a wander round and fell in love with the place and knew
it was where I wanted to be. Everything just fell into place – I
found a teaching job, took a room in a beautiful flat and
settled in brilliantly. I lived there for six years and I go back
regularly.

Speaker 4: It’s funny how you can hit a vicious spiral; you’re
chugging along quite happily in your life and then, bam,
something comes out of the blue and knocks you sideways
and then, wham, something else. I’m OK now, but I’ve
had a rocky couple of years. My problem was quite simply
that I’d been living beyond my means for a good long
Hand out copies of the tapescript and ask students to underline examples of informal language. Then ask students to work in groups, each group choosing one of the six extracts and preparing a paragraph of around 100 words about the speaker, in a neutral style.

**Suggested answer**

**Speaker 1**
The speaker recalls a party she went to, almost against her will, last November. She describes in detail what she was wearing that night, which was important as it attracted the attention of a famous TV presenter. The presenter commissioned her to design an outfit for her to wear on the show, which gave the speaker useful exposure in the media and led to a number of orders for her unusual clothes. She is now a successful clothes designer and her business is growing in size.

4 Remind students to be careful with word order when using phrasal verbs. The verb and particle cannot be separated:

- when it is a three-part phrasal verb
  
  *I caught up with Jack further down the road.*

- if the phrasal verb is used intransitively (without an object)
  
  *All my hard work paid off.*

- when the particle is a preposition
  
  *Sally jumped at the chance of visiting Rome.*

**Answers**

4 a hung back / drew back  b broke in on / cut in on  c was cut off  d looked down on  e ran off with / had run off with  f has taken up with  g draw up  h got out of

5 Explain that this text is an example of the type of text that appears in Paper 1 Part 1, the multiple-choice cloze. In the actual exam, there will be three short texts from different sources. Phrasal verbs are commonly tested in this part of the Reading paper.

**Answers**

5 1 B 2 C 3 B 4 A 5 C 6 D
3 These sentences come from the Cambridge Learner Corpus, a large collection of candidates’ scripts from past sessions of various exams, including CPE. While writing this course, we have made extensive use of both this and the Cambridge International Corpus (see page 31). Reference to the scripts in the Learner Corpus has given us a much fuller picture of what Proficiency-level students can and cannot do. The sentences show typical errors with perfect tenses.

### Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>a</td>
<td>went to</td>
</tr>
<tr>
<td>b</td>
<td>has been used</td>
</tr>
<tr>
<td>c</td>
<td>had never seen</td>
</tr>
<tr>
<td>d</td>
<td>were measured</td>
</tr>
<tr>
<td>e</td>
<td>I’ve been practising.</td>
</tr>
<tr>
<td>f</td>
<td>you have bought</td>
</tr>
<tr>
<td>g</td>
<td>they had got married</td>
</tr>
<tr>
<td>h</td>
<td>people care</td>
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</tbody>
</table>

4 Allow students a few minutes to discuss their views in pairs, before eliciting answers.

### Answers

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>has gone</td>
</tr>
<tr>
<td>b</td>
<td>he is still there</td>
</tr>
<tr>
<td>c</td>
<td>went = he is no longer there</td>
</tr>
<tr>
<td>d</td>
<td>has been suffering = ongoing situation, i.e. unemployment is still high</td>
</tr>
<tr>
<td>e</td>
<td>was suffering = continuous situation at unspecified time in the past</td>
</tr>
<tr>
<td>f</td>
<td>were given</td>
</tr>
<tr>
<td>g</td>
<td>have been given</td>
</tr>
<tr>
<td>h</td>
<td>have been dealing</td>
</tr>
<tr>
<td>i</td>
<td>have dealt</td>
</tr>
<tr>
<td>j</td>
<td>No difference in meaning</td>
</tr>
<tr>
<td>k</td>
<td>I’ve thought = focus is on the result, implies that a decision has been taken</td>
</tr>
<tr>
<td>l</td>
<td>I’ve been thinking</td>
</tr>
<tr>
<td>m</td>
<td>could have done</td>
</tr>
<tr>
<td>n</td>
<td>will have done</td>
</tr>
<tr>
<td>o</td>
<td>No difference in meaning, though the future perfect continuous tense is more common, as ‘living here’ is continuous and ongoing.</td>
</tr>
</tbody>
</table>

5 Encourage students to answer in complete sentences, using the perfect tenses featured in the questions. Refer students to the section in the Grammar folder if they still seem unsure about these.

### Possible answers

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a</td>
<td>I’ve been learning English for ten years.</td>
</tr>
<tr>
<td>b</td>
<td>I’ve never done a course in deep-sea diving, though I would really like to.</td>
</tr>
<tr>
<td>c</td>
<td>One particular street in the centre has been closed to private cars, which has made traffic in other parts of the town much worse.</td>
</tr>
<tr>
<td>d</td>
<td>Including Proficiency, which I’ll pass first time, I’ll have taken five English exams.</td>
</tr>
<tr>
<td>e</td>
<td>I may have moved to another city for work.</td>
</tr>
</tbody>
</table>

6 Ask students to skim the text and elicit what type it is – a diary entry. It is in fact the concluding entry from the successful book Adrian Mole: The Cappuccino Years, written by Sue Townsend.

### Background information

Sue Townsend’s first book about Adrian Mole was The Secret Diary of Adrian Mole aged 13, published in 1982. She was one of Britain’s best-selling authors during the 1980s and has continued to write both novels and plays ever since. The Cappuccino Years is a hilarious view of Tony Blair’s New Labour Britain, seen through the eyes of Adrian Mole, now a single parent of two boys, William and Glenn.

7 Students can work through the text in pairs, underlining the relevant parts.

### Answers

#### Perfect tenses

**Eleanor’s burned:** present perfect for recent action

**had joined:** past perfect for action further back in time

**had been extinguished; had been arrested; she’d been refused:** past perfect (passive); as above

**should never have been let out:** modal + perfect passive to express regret about something in the past

**will have embellished; (will have) given:** future perfect for action completed by a definite time (by tomorrow)

**Phrasal verbs**

**burn down** let out | came out of | turned out | tie (you) down | grow up | stand up

8 Elicit ideas on each character.

### Suggested answers

- The writer, Adrian Mole, is a father of two; all his possessions have been lost in the fire.
- Eleanor Flood set fire to Adrian’s house; she was probably Adrian’s former girlfriend and did it as a form of revenge.
- William is Adrian’s son; he used to keep insects.
- Glenn is 13 and also Adrian’s son; he wore trainers; he had started to keep a diary.
- Andrew is a small furry animal, a pet of some kind.

9 Have a brief class discussion, broadening it out to other examples of life-changing events, for example leaving school, moving to another city, being affected by severe weather, etc.

### Possible answer

I would feel relieved that my family was safe, but angry about losing my possessions. I don’t entirely agree with Adrian’s father, as somewhere to live and possessions give you security in life.
1.3 SB pages 12–13

Lesson plan
Speaking 5–10’
Vocabulary 15–30’
Summary skills 40–60’
SV Keep discussion in 1 brief.
LV See Extension activities in 2 and 6.

1 The pictures show:
- the same maple tree in spring and winter
- two bars of Cadbury’s chocolate – one from 1905, showing a dairy churn, and a modern version, showing a glass and a half of milk (the amount that goes into each 200g bar)
- someone using a mobile phone in Shanghai and a row of traditional red telephone boxes (which have now been phased out in Britain).

Extension activity
This would be an ideal opportunity to brainstorm further adjectives within the suffix groups, perhaps by using a monolingual dictionary.

Further examples you could elicit from the relevant nouns or verbs are:
- -al: accident, continent, geography, president, season
- -able: adore, compare, manage, recognise
- -ive: compete, imagine, offend, protect
- -ful: grace, thought, waste
- -less: air, brain, end, heart, seed, spine, tact

Students should list these adjectives in a notebook under each suffix, including any negative prefixes, for example:
- -able
  (in)advisable
  (un)comfortable
  impressionable

Answers
a predictable  b alternative  c hopeful
      d philosophical  e experimental  f speechless
      g noticeable  h flawless

Adjectives from the remaining words: admirable, identifiable, massive, successful, understandable

2 Elicit the formation rules.

Answers
commerce – ial (drop the ‘e’ and add ‘ial’)
technology – ical (drop the ‘y’ and add ‘ical’)
Examples of -ful and -less: hopeful/hopeless; thankful/thankless
create/desire – ‘e’ is dropped and suffix added
vary – ‘y’ is dropped and ‘-ible’ added OR ‘y’ changes to ‘i’ and suffix added

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3 The underlined words in text B that could be replaced are: produced (developed, concocted, made); chance (accident); revolutionised (changed, updated, modernised); innovations (new techniques/inventions); significantly (notably, importantly). A word like mauve or aspirin cannot be paraphrased, as it is something very specific.

6 Suggest that students compare their draft sentences in pairs and then produce a final version together, stating the number of words used.

Suggested answers
C According to the author, fast food has caused social change recently, by influencing how Americans live and changing their diet. (20 words)
D Research has uncovered evidence of prehistoric dentistry, as minute, round holes in 8000-year-old teeth cannot have been caused by bacteria. (20 words)

Answers

c is the best choice, as it captures all the important information, uses new words not in the text where possible, is written in a suitably neutral register and is concise (13 words).

Comments on the other sentences:
a Omits reference to Perkin and does not highlight the fact that aspirin was the most significant innovation.
b Unduly informal, with use of phrasal verbs; quite wordy.
c Unnecessary reformulation of mauve leads to lack of clarity and wordiness; other words are lifted from the text, e.g. revolutionary, innovation; too long a sentence.
d Wrong focus of information (aspirin); incomplete.
e Good attempt at reformulating, but lacks precision due to omission of mauve; register slightly too informal – better if sentence started ‘Commercially’ rather than ‘Commercially-speaking’.

5 Allow students to work through the sentences on their own or in pairs, then elicit their views on the most successful sentence.

Exam folder 1

SB pages 14–15

Paper 3 Part 1
Open cloze
For this part of the paper students will need to write their answers in CAPITAL LETTERS on their answer sheet in the examination.

1 One photo is of Henri Cartier-Bresson. The other photo is of two people watching the 1968 student riots in Paris. It was taken by Henri Cartier-Bresson.

Make sure the students read the information very carefully.

Answers
1 could/should 2 beneath/beyond 3 wherever 4 which 5 must 6 chord 7 itself 8 but 9 So 10 less 11 nothing 12 take 13 at/during 14 Despite 15 rate

Paper 3 Part 2
Word formation cloze
For this part of the paper students will need to write their answers in CAPITAL LETTERS on their answer sheet in the examination.

2 The first photo is of a young woman with tattoos and piercings. The second is of a young boy with traditional designs painted on his body and face.

Answers
1 antiquity 2 dominant 3 customising/izing 4 kingdom 5 kinship 6 extraordinary 7 practical 8 significance 9 Arguably 10 infinitely