

ADVANCED

EXPERT

TEACHER'S RESOURCE BOOK

Karen Alexander

Components

Advanced Expert consists of:

- a Coursebook for classroom use with four audio CDs packaged in the back of the book. Vocabulary and lexicalised grammar are key features. There is also a greater focus on writing, particularly in Part 1 where samples and model answers are provided.
- a set of Teacher's Online Resource Material that provides a collection of editable Word tests based on the course content. These comprise: Quick and Full entry tests, Module tests, Progress tests and End-of-course test.
- Teacher's eText software for Interactive White Board: the coursebook in interactive format, plus testing materials and reference sections.
- Student's eText software for Interactive White Board: the coursebook in interactive format

Six key features

- 1 *Advanced Expert* is flexible. It is designed in a modular way so that teachers can either follow the order of the material in the book or choose their own route through the course to meet the needs of specific classes. Each page or double-page spread is free-standing and almost always follows the same order in each module, making it easy to access and isolate separate elements of the course and integrate them in different ways.

So, a teacher might follow a linear route through each module and through the book. Alternatively, you might decide to follow different, tailored routes through each module, for example starting with Speaking or Listening rather than Reading. And you might choose to do the modules in a different sequence, depending on your students' interests.
- 2 While each section can be taught independently, there are usually links between the sections to provide a coherent progression when the linear route is chosen. For example, the Language development in the 'A' units is contextualised in the previous Reading, as well as the Use of English text. Writing 1 usually provides useful skills related to Writing 2 in the 'B' unit. The Speaking usually has a topic that relates to the Listening in the same unit. The Language development in the 'B' units often provides language that will be useful for students in the following Writing section.

The Expert Word Check box which is presented with each of the main Reading and Listening exam tasks contains a number of words (around ten) from the text that are intended to help students expand their general vocabulary knowledge.
- 3 Most of the Use of English/Language development pages follow a test-teach approach, in which the language is first tested by means of a Use of English task, then focused on in the Language development section, using the examples from the Use of English task to clarify form and meaning. Students are referred to the Grammar reference for a detailed summary of the grammar and to the MyEnglishLab: Cambridge Advanced for extra practice (MyEnglishLab: Cambridge Advanced is only available if you have the 'with MyEnglishLab' edition).
- 4 The sub-skills needed for the different parts of Paper 3 Listening and Paper 2 Writing are systematically practised in Listening 1 and Writing 1 sections in the 'A' units. These include: Listening: understanding text structure, identifying attitudes and opinions, etc.; Writing: using appropriate register, planning your writing, coherence and cohesion, etc.
- 5 The Writing and Speaking strands in the 'B' units provide practice for each part of Paper 2 Writing and Paper 4 Speaking. However, the focus is more on process than end product. In other words, students are trained to build up good habits, develop the skill of self-monitoring and so become more independent learners.
- 6 Most sections contain a Help feature, with clues that help students complete the task at hand. These often focus attention on how the task is constructed and thus help students to help themselves in the exam.

Coursebook

The Coursebook consists of ten modules, each of which is divided into two units (A and B). Each module practises all the papers of the exam and includes grammar and vocabulary consolidation and development.

Each module is designed around a theme and comprises a lead-in page with an Overview listing the contents of the module, which facilitates planning. Photos, cartoons and questions prompt discussion aimed at sparking students' interest in each theme.

Then each of the two units in the modules is based on a topic that relates to the overall theme of the module.

At the end of each module, there is a Module review with revision and further practice of the language aspects covered in the module.

Other elements of the Coursebook are:

- Exam overview at the front of the book, presenting an outline of what each paper consists of and the skills which are tested in each section
- Exam reference section at the end of the book, providing more detailed information about what to expect in each part of the paper, along with a list of recommended strategies for each task type
- Grammar reference section, giving more detailed information about the main grammar points focused on in each module
- Writing reference, which provides:

a mark scheme that shows what the examiners are looking for when determining the three pass grades (Bands 3, 4 and 5)

a checklist to help students monitor and edit their own writing

a sample question for each type of writing task in the exam, with model answer, specific guidance and another question for further student practice

sections to provide useful support on areas practised in the Writing sections, such as linking devices

- Speaking material/Keys section with additional material (e.g. photographs and audioscript extracts) needed for the modules

Module and unit structure

Each module contains the sections listed below. For ease of use and flexibility, the spreads are in the same order in each unit. The teaching notes indicate when the photocopiable activities may be used to expand or supplement the lessons.

Overview and Lead-in questions

Use the Overview to introduce the module contents. You could discuss with the class the order in which they would like to cover the module.

Use the photos/cartoons and Lead-in questions to generate interest in the overall theme of the module.

'A' units

► Reading

The reading texts have been selected for their interest value, as well as their potential to provide a 'window on the world' and generate discussion. There is a three-stage approach.

Stage 1: The *Before you read* exercise establishes the topic and gives a purpose for reading the text through a first time. For example, in Module 1A (*Success*), students discuss questions about the title, introduction and text headings of a newspaper article. They then scan the article to highlight the key points that are reported.

Stage 2: Students do an exam-style reading task. They should be referred to the relevant Task strategy points before attempting the task for the first time. These can be found at the back of the book in the Exam reference. Many of the tasks are followed by a Task analysis exercise, in which students are encouraged to discuss and compare how they performed and which strategies they found useful.

Stage 3: A discussion activity, based on the text, that may incorporate some vocabulary from the text. Questions for discussion relate to the students' own lives and encourage them to give their opinions.

► Vocabulary

This section practises and sometimes extends language from the reading text in the previous section. Areas focused on include collocation, idiomatic expressions, phrasal verbs, prepositions and easily confused or similar words. Students are given opportunities to use the vocabulary in a different context and personalise it.

► Use of English 1

This section practises one of the tasks found in Paper 1, Reading & Use of English, using a text that relates to the topic of the unit. In terms of language development, the aim is to follow a test–teach procedure, as some of the language tested in the Use of English task is focused on and practised in Language development 1.

Stage 1: The *Lead-in* exercise aims to build up motivation in relation to the topic of the text and generate some of the vocabulary needed. This is usually done through a short discussion.

Stage 2: Students are referred to the Task strategy at the back of the book and asked to complete the task. Graded guidance is supplied, e.g. students are usually asked to read the text quickly first for general comprehension. They are further supported by Help clues, which give specific guidance for individual answers. This support is reduced as students work through the modules of the book and focus on task types they have previously encountered in earlier modules.

Students are then asked to analyse the language tested in the task. The questions often relate to the language focused on in the following Language development section.

Stage 3: A discussion based on the content of the text.

► Listening

In Modules 1–4, this section develops the listening skills needed for different parts of Paper 3, Listening. The remaining modules provide further exam-style practice tasks.

Stage 1: The *Before you listen* exercise encourages students to think about the topic and introduces or generates vocabulary from the students.

Stage 2: Exercises focus on and develop the sub-skills needed for Paper 3, Listening. For example, module 3A (*Leisure time*) practises listening for the main idea, which is an important skill for Paper 3 Part 4.

Stage 3: A discussion activity based on the text.

► Language development 1

This section generally focuses on an aspect of the language tested in the Use of English section in the same module. For example, in Module 4A (*The global village*), the focus is on word formation (specifically adding suffixes and prefixes), which is tested in Use of English.

These sections contain a range of controlled and less controlled practice activities, linked to the topic of the unit. Opportunities are given for personalisation.

There is often a cross-reference to the Grammar reference section at the end of the book, which provides a detailed summary of the language point being practised. Students should be encouraged to use this resource to check their answers.

Further communicative practice of the language area is often provided in the photocopiable activities.

► Writing 1

Each Writing 1 section practises a sub-skill required for the Writing tasks that students may be required to do in the exam. For example, Module 6A (*Communication*) focuses on the use of linking devices in creating a cohesive text, an important skill for Paper 2 Part 1, the compulsory task. Module 9A (*The world of science*) focuses on editing your work for accuracy.

Stage 1: *Expert strategy* note explaining to students how practice of the sub-skill helps prepare them for Paper 2, plus an activity aimed at raising awareness of the issue.

Stage 2: A controlled practice task. The task might consist of sequencing notes in the most appropriate order, rewriting a paragraph, choosing the most appropriate language, identifying the key information in a text or matching information in a student answer with language in the input.

Stage 3: A freer practice activity. This could consist of an essay, a letter, a report or a review. In many cases, students are encouraged to exchange their work with a partner.

'B' units

► Listening 2

This introduces the topic of the 'B' unit. It may be covered before or after the Speaking section, which usually has a related topic.

Stage 1: A *Before you listen* activity. This aims to establish the context, to get students to predict the content and to generate the vocabulary needed for the task.

Stage 2: An exam task, with relevant strategies provided in the Exam reference section. Students are usually provided with Help clues, which give them guidance as to how to answer some of the questions. There is usually a *Task analysis* exercise that encourages students to reflect on the task they have completed and share the strategies they have used.

Stage 3: Discussion based on the topic of the text.

► Speaking

Each section provides relevant vocabulary for the exam-style task students have to do, covers the strategies needed for the task and provides useful functional exponents. In Modules 1–8, there are recorded sample answers for students to evaluate from the point of view of appropriate language and effective strategies.

Stage 1: Vocabulary that students might find useful to the Speaking task is introduced and practised. For example, in Module 4, students practise matching verbs and nouns to make forms of protest. The exam task is to discuss the forms of protest illustrated in the photographs.

Stage 2: Sample answer. Students are referred to appropriate Task strategies at the back of the book. They then listen to the examiner's instructions and an example of a student or students doing the task. They evaluate the performance of the speaker or speakers. Then they listen again to focus on useful language exponents.

Stage 3: Students perform the exam task themselves, using the same photos or different ones at the end of the book. A Task analysis exercise encourages them to reflect on how well they performed.

In Module 10B (*A positive outlook*) there is a complete Speaking paper (Paper 4).

► Language development 2

As in Language development 1, this section usually practises an aspect of the language tested in the following Use of English section.

► Use of English 2

The tasks in this section focus on another part of Paper 1. The texts are related to the topic of the section and the exercises follow a similar structure to Use of English 1 (see p.6).

► Writing 2

The Writing 2 sections cover all the types of writing that students may be required to do in the exam. There is particular emphasis on the compulsory Part 1, which requires analysis of input material in the form of notes made during a seminar, lecture or panel discussion in order to write an essay developing and supporting an argument on a particular topic in 220–260 words.

The principle behind the section is to establish 'good practice' through a clear set of procedures consistently applied, which can be used when answering any exam Writing task.

The approach focuses on process more than end product. Each spread is graded and the aim is to give carefully guided preparation, so that students build up to complete the main task at the end of the section. In each section, there is considerable language support; in particular, a range of functional exponents is given and linked to the task.

In the Writing reference, there is a model answer for each type of writing in the exam, notes for guidance and a second task for further practice if desired.

The procedure in the Writing sections is as follows:

Lead-in
Understanding the task
Planning the task
Thinking about the language and content
Writing the task
Checking and improving the answer

► Module reviews

These review the grammar and vocabulary of the previous module in non-exam formats. The exercises can be used as practice in the classroom, given as a test or set as homework.

Teacher's Online Resource Material

The Teacher's Online Resource Material contains:

Unit-by-unit teacher's notes

Guidance on how to use the Coursebook material; 'books closed' activities to get things going at the beginning of modules and sections; background information on the texts; ideas for additional activities; and answers to all exercises with explanations where helpful.

OMR answer sheets (photocopiable)

Replicas of the answer sheets students have to use in the exam for the Reading & Use of English (Paper 1) and Listening (Paper 3) papers are available online with the Teacher's Online Resource Material at www.pearsonelt.com/expert. They can be photocopied and given to students when they do the Exam practice sections (see below).

Photocopiable activities

A pre-course exam quiz to see how much students already know about the Advanced exam; three photocopiable activities to supplement each Coursebook module, providing communicative classroom practice for grammar, vocabulary and skills; full teacher's notes and answer keys for each activity.

Test Bank (photocopiable)

Tests to check on students' progress and comprehension of aspects covered in the course materials. The tests reflect the style of the CAE examination and will test the appropriate language skills required to pass the exam; their principal purpose is to test the vocabulary, grammar and skills development of the coursebook and they are therefore not in the exact format of the exam itself.

► Entry Test

This test is intended for use at the beginning of the course to give teachers an idea about their students' level of English. There are two versions of this test, both of which cover key areas of grammar and vocabulary. The full one comprises three exercises with a total of 100 items whilst the Quick Test, which can be used when there are time constraints to testing, consists of the first 50 multiple-choice questions from the full test. The full entry test should take about 40 minutes to administer whereas the quick test should take 15 minutes. The answer keys to these tests can be found in the same menu as the tests.

► Module Tests

These would normally be given after a module has been studied. However, in the case where modules are not followed sequentially or where new students join a class, they can also be used to check on prior knowledge. Each Module Test focuses on grammar and vocabulary from the coursebook and comprises 25 items. There are ten Module Tests, each of which should take 15 minutes to administer. The answer keys can be found in the same menu as the tests.

► Progress Tests

There is a Progress Test after every two modules of the coursebook. These focus on grammar, vocabulary, listening, reading and writing (conventions and functions). These tests are a useful way of revising aspects covered in the preceding two modules: Progress Test 1 covers Modules 1–2, Progress Test 2 covers Modules 3–4, and so on. Both the reading and listening sections of these tests are based on texts or recordings originating from the coursebook, although the questions themselves are different. In effect, these tests can help to pinpoint any aspects requiring revision or extended work. Each test should take about 40 minutes to administer. The answer keys and audioscripts can be found in the same menu as the tests.

► End-of-course Test

This test comprises exercises on grammar, vocabulary, listening, reading and writing, as covered in the Advanced Expert coursebook. Ideally, 40 minutes should be spent administering this test. The answer keys and audioscript can be found in the same menu as the tests.

Audioscripts (photocopiable)

These are all at the end of the Teacher's Online Resource Material for ease of reference and photocopying.

Teacher's CD Pack

The Teacher's CD pack contains all the listening material from the Coursebook. There are four CDs for the Coursebook. The listening tests in the Teacher's Online Resource Material (Test Bank) and the listening exercises for the Progress Tests and End-of-Course Test come from the Coursebook, so you will require the Coursebook Audio CD to use these tests. Audioscripts are provided separately for all listening exercises that appear in these tests.

Abbreviations used in the Teacher's Online Resource Material

CB = Coursebook
 TORM = Teacher's Online Resource Material
 OMR = Optical Mark Reader
 cf. = compare
 l./ll. = line/lines
 p./pp. = page/pages
 para. = paragraph

Exam overview

Cambridge *Certificate in Advanced English* has four papers. Paper 1 receives 40% of the total marks and the other three papers have 20% each. The pass mark is based on an overall mark (you do not need to pass every paper to pass the exam). There are three pass grades (A, B and C) and two fail grades (D and E).

➤ Paper	➤ Task Type	➤ Task description
<p>Paper 1: Reading and Use of English</p> <p><i>1 hour 30 minutes</i></p> <p><i>Eight parts</i></p> <p><i>56 questions in total</i></p>	<p>Part 1: <i>multiple-choice cloze (8 questions)</i></p> <p>Part 2: <i>open cloze (8 gaps)</i></p> <p>Part 3: <i>word formation (8 gaps)</i></p> <p>Part 4: <i>key word transformation (6 questions)</i></p> <p>Part 5: <i>multiple choice (6 questions)</i></p> <p>Part 6: <i>cross-text multiple matching (4 questions)</i></p> <p>Part 7: <i>gapped text (6 questions)</i></p> <p>Part 8: <i>multiple matching (10 questions)</i></p>	<p>Part 1: <i>Choosing a word or phrase from four options to fill in gaps in a text.</i></p> <p>Part 2: <i>Filling in gaps in a text with an appropriate word.</i></p> <p>Part 3: <i>Changing the form of a given word to make it fit the gaps in a text.</i></p> <p>Part 4: <i>Using a given word to complete a sentence so that it means the same as a previous sentence.</i></p> <p>Part 5: <i>Answering four-option multiple-choice questions on a text.</i></p> <p>Part 6: <i>Matching a prompt to the relevant part of one of four texts.</i></p> <p>Part 7: <i>Completing a gapped text with paragraphs which have been removed and placed in jumbled order.</i></p> <p>Part 8: <i>Matching information to 4–6 different texts (or different parts of a text).</i></p>
<p>Paper 2: Writing</p> <p><i>1 hour 30 minutes</i></p> <p><i>Two tasks (one compulsory, the other a choice out of three options)</i></p> <p><i>220–260 words each</i></p>	<p>Part 1: <i>essay (compulsory)</i></p> <p>Part 2: <i>one writing task: the choice may include a letter, a proposal, a review or a report</i></p>	<p>Part 1: <i>An essay based on two points in the input text.</i></p> <p>Part 2: <i>Carrying out a writing task, using an appropriate format and style. There are three task types to choose from.</i></p>
<p>Paper 3: Listening</p> <p><i>Approximately 40 minutes</i></p> <p><i>Four parts</i></p> <p><i>30 questions in total</i></p>	<p>Part 1: <i>multiple choice (6 questions)</i></p> <p>Part 2: <i>sentence completion (8 questions)</i></p> <p>Part 3: <i>multiple choice (6 questions)</i></p> <p>Part 4: <i>multiple matching (10 questions)</i></p>	<p>Part 1: <i>Three short unrelated extracts of around 1 minute each; each extract has two three-option multiple-choice questions.</i></p> <p>Part 2: <i>A 3–4-minute monologue with eight sentence completion questions.</i></p> <p>Part 3: <i>A 4-minute interview or discussion with six four-option multiple-choice questions.</i></p> <p>Part 4: <i>Five short related monologues of around 30 seconds each. There are two tasks of five questions each, which must be selected from a list of eight options.</i></p>
<p>Paper 4: Speaking</p> <p><i>Approximately 15 minutes</i></p> <p><i>Four parts</i></p>	<p>Part 1: <i>conversation, giving personal information (2 minutes)</i></p> <p>Part 2: <i>'long turn', giving information and expressing opinions (1 minute each candidate)</i></p> <p>Part 3: <i>collaborative task, exchanging information and ideas (3–4 minutes)</i></p> <p>Part 4: <i>discussion, developing the topic from Part 3 (5 minutes)</i></p>	<p>Part 1: <i>The interlocutor asks each candidate questions about themselves.</i></p> <p>Part 2: <i>Each candidate, individually, compares two out of the three photos given (1 minute) and comments briefly on the other candidate's photos (30 seconds).</i></p> <p>Part 3: <i>Each candidate works with a partner for 2 minutes to discuss a task based on a diagram. They then try to reach a decision in 1 minute.</i></p> <p>Part 4: <i>The interlocutor leads a discussion between the two candidates, developing the topics related to Part 3.</i></p>

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ANSWER KEY

Karen Alexander

1A Finding a job

Reading 1 p.8

3

1 A 2 C 3 D 4 B 5 A 6 B 7 D 8 B 9 C 10 D

Vocabulary p.10

1a

1 high salary 2 main priority 3 tight deadlines 4 heavy workload 5 close-knit community 6 wide variety

2a

1 severely 2 the opportunity for something 3 a list 4 your business 5 a good impression 6 a speech

3a

1 e: take *in* your stride 2 d: been taken aback by 3 b: take no notice of 4 c: take pleasure *in* 5 f: took pity *on* 6 a: taken advantage of 7 h: taken exception to 8 g: take pride *in*

4a

1 main 2 make 3 aback 4 heavy 5 stride 6 wide

4b

snapped up: taken quickly; **have stood me in good stead:** have been very useful; **from all walks of life:** a wide variety of people, from a range of backgrounds; **part and parcel:** a necessary part of something; **crop up:** happen unexpectedly

Use of English 1 p.11

3b

3a/b 1 division 2 deceptive/deceiving 3 informally 4 employees 5 additional/added 6 productive 7 recruitment 8 competitors

Listening 1 p.12

2

Divided into three parts: before and during the interview (and after the interview, depending on time).

3

1 c 2 a 3 d 4 e 5 b

Examples of discourse markers: *Right, well; And obviously; Another important point; Related to that; Finally.*

4c

1 folder 2 success 3 appropriate 4 practice run 5 (doing) research

5c

1 eye contact 2 body language 3 fifty seconds 4 energy

Language development 1 p.13

1b

1 past simple 2 past continuous 3 past perfect 4 past perfect continuous 5 present simple 6 present perfect continuous 7 present continuous 8 present perfect simple

1d

used to, would; would (improvise) could be replaced by used to, but used to (have) can't be replaced with would in this context as would can't be used to talk about discontinued states.

2

1 is, have ever been 2 have been, joined 3 has had, got 4 had stopped, was called 5 have had, owned 6 sent, got

3

1 sacked 2 correct (*was daydreaming* is also correct) 3 started 4 correct (*had rejected* is also correct) 5 gave 6 correct

4a

1 took place 2 had already seen 3 arrived 4 had been snowing 5 turned up 6 had been celebrating 7 had recorded/recorded 8 went on 9 are still buying/still buy

Writing 1 p.14

1a

1 to complain about the lack of parking facilities at the college 2 it is more formal because it is written to somebody in authority at the college

1b

1 on this occasion 2 express my dissatisfaction 3 rationale for encouraging 4 to enable them 5 be reliant 6 are doubtless aware, 7 imposed 8 in the immediate vicinity of 9 I must urge you to 10 solution to

2

1 completed 2 acquire 3 unable 4 receive 5 assistance/aid/award 6 enable 7 number 8 vouch 9 contact 10 response/reply

3

Suggested answers:

F complex structures, linking words

I phrasal verbs, contracted forms, idiomatic expressions, missing pronouns, dramatic punctuation

1B Learning experiences

Listening 2 p.15

2

1 run-down 2 impressive, hi-tech, light, airy

3

1 run-down 2 (world) map 3 radio program(me) 4 history 5 teachers 6 art 7 social workers 8 careers

Speaking p.16

1a

Suggested answers:

1 A, C 2 B 3 B 4 C 5 B 6 A 7 B 8 A

1b

Word stress: apprehensive, directionless, disillusioned, distracted, engaged, inspired, intimidated, motivated, muddled, overwhelmed, passive, pressurised, relieved, self-conscious, well-supported

1 overwhelmed 2 pressurised 3 intimidated 4 distracted 5 apprehensive 6 motivated 7 well-supported 8 relieved

1d

2 syllables: engaged, inspired, muddled, passive, relieved

3 syllables: distracted, overwhelmed, pressurised, self-conscious

4 syllables: apprehensive, directionless, disillusioned, motivated, well-supported

5 syllables: intimidated

3b

1 Talk/answer a question briefly about your partner's photos.

2 About a minute

3c

A lecture, learning to ski with a personal tutor

4a

Examples:

1 they are both situations in which people are learning.

2 in one photo a teacher is teaching a large number whereas in the other the learner has a personal tutor. 3 are sitting passively, the person in the other photo seems to be actively engaged.

4 overwhelmed/intimidated by the amount of information they're receiving. 5 apprehensive because it is her first time on skis.

6 the instructor is showing her how to position her legs; a lot of information being thrown at the students; quite difficult to create enthusiasm in a lecture situation.

4b

I suppose, I suspect, I guess

Language development 2 p.18

1

1 The focus is on the person who has something done to them rather than the 'doer' (the person who does it). The doers' names are not known or not important. They can be omitted or put at the end of the sentence using *by*. The passive can sound rather formal and impersonal.

2 We can focus on **new information** by putting it at the end of the sentence.

2a

1 must be given an identity card. 2 are being started deliberately and they're spreading very quickly. 3 is said to be the greatest drummer alive. 4 will be sent out in six weeks. 5 can be done about it without a receipt. 6 has been decided that three students will be interviewed. 7 has just been given to me by my grandmother.

3a

1 is perceived 2 allows 3 to be recorded 4 is emailed 5 being opened 6 starts 7 submitted 8 is highlighted 9 can be heard 10 remark/ have remarked 11 give/are giving 12 tend 13 to be given 14 explain/are explained (*they* may refer to the teachers or to the suggestions)

5a

Example: Good quality feedback ...

5b

Suggested answers:

1 the programme, we have decided that the number of destinations should be slightly reduced. 2 is anticipated that this year there will be a huge increase in the response to our advertisement. 3 is currently being developed by the marketing department. 4 selected as the Capital of Culture this year, Liverpool remains/must remain one of our key destinations. 5 reservations are recommended in order to/so as to avoid disappointment.

Use of English 2 p.19

2a

1 to promote social change 2 because of their brilliance and exuberance 3 the name, because the players are no longer so young

2c

1 as 2 under 3 like 4 few 5 on/upon 6 addition 7 no 8 themselves

Writing 2 p.20

1

1 Examples: asking for a refund; requesting funds; asking for leave of absence 2 Examples: present your argument clearly and neatly; don't apologise or be conceited – remember you are the one asking for a favour; don't be too pushy

2

1 an international student; a local company 2 to persuade the person reading to allow a later start date; understanding 3 have to include the points listed; have to invent the reason and the proposed solution 4 neutral (semi-formal) 5 clear, with persuasive rationale for the postponement

3a

Suggested answers:

Cut: no need to re-advertise

Reason you are not available: father has had an accident; very tightly-knit family; need to go back shortly and arrange home care

Offer reassurance: really keen to make role as assistant systems analyst into career with company; won't happen again; father wants to be independent; sister returning home from university course abroad

Propose a solution: could spend a few days with present engineer before I leave

3b

Suggested answers:

Paragraph 2 (reasons you are not available): father has had an accident, very tightly-knit family therefore need to return shortly to arrange home care for him

Paragraph 3 (offer reassurance): keen to make career with company; one-off situation as father wants to be independent and sister will be returning home soon

Paragraph 4 (propose a solution): suggest spending a few days with current engineer before taking unpaid leave

4a

1 on his own, recently had 2 quite an independent 3 should 4 totally, such a 5 soon after 6 predicament, solution

4b

Suggested answers:

1 (I was a successful) applicant/candidate for the post/position of systems engineer. 2 (It is with) great regret (that I must) ask for a delay of two weeks. 3 (The unfortunate incident) has incapacitated him and I must return home. 4 (He is extremely) concerned not to be a burden to me/in case he is a burden to me. 5 (It would be only natural) for you to assume that this could be a recurring problem. 6 (You were very) insistent that I start work on 1st March. 7 (In the) circumstances, I would be only too happy to spend some time in the company before I leave. 8 (Should you) wish to discuss the matter, please don't hesitate to contact me.

6

Sample answer:

Dear Sir/Madam,

I was recently a successful applicant for the post of assistant systems engineer with your company with a start date of 1st March. However, it is with regret that I must request a short delay of two weeks in my taking up the post. My father lives on his own and recently had an accident which has incapacitated him, and I must return home soon to help him make the final arrangements for his home care. Most of this he has already done himself and he is determined to be independent, but I cannot responsibly be totally absent at such a difficult time.

Of course, I am extremely anxious about how you may react to this news since it would be only natural for you to assume that this could be a recurring problem, but let me assure you that this will not be the case. Fortunately, my sister is returning home from her university course abroad in June and is planning to live close to our father and give support. My father is also very concerned that he should not be a burden to me and that I should further my career.

I know that you were insistent that I start work at the beginning of March because the current assistant is leaving shortly afterwards and, quite rightly, you wanted there to be a handover period. Under the circumstances, I would be happy to spend a few days unpaid with the current post holder before I leave. I hope you will understand my predicament and will accept my suggested solution.

Yours sincerely,

Mario Boschi

[266 words]

Review

1 I A 2 B 3 A 4 D 5 D 6 C

2 I by 2 in 3 about 4 of 5 of 6 into 7 on 8 by

3 I aback 2 crop 3 stood 4 snapped 5 stride

6 overwhelmed

4 I will have been closed 2 are being repainted 3 was

expected 4 have been hoping 5 will be invited/are going to be invited/have been invited 6 can be seen 7 has been

8 have been circulating 5 I has been working/has worked

2 was offered 3 was 4 had run away 5 was never found

6 wanted 7 carries 8 is hidden 9 is never left 10 ties