

Cambridge University Press  
978-0-521-70574-5 - Real Reading 3 without Answers  
Liz Driscoll  
Frontmatter  
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# Real

# Reading 3

without answers

**Liz Driscoll**

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# Map of the book

|                   | Unit<br>number | Title                     | Topic                         | How to ...   |
|-------------------|----------------|---------------------------|-------------------------------|--|
| Social and Travel | 1              | I'll cook something       | Cooking and shopping          | <ul style="list-style-type: none"><li>find information in a text without reading every word</li><li>understand detailed information in a recipe</li><li>choose products from their labels</li><li>understand a till receipt</li></ul>  |
|                   | 2              | We've hired a car         | Car hire and driving          | <ul style="list-style-type: none"><li>search a text for abbreviations and particular words</li><li>find out what car rental payments include</li><li>understand driving laws and road safety advice</li></ul>  |
|                   | 3              | Somewhere to live         | Finding accommodation         | <ul style="list-style-type: none"><li>put yourself in the position of someone reading advertisements in the real world</li><li>understand advertisements for rented accommodation</li><li>work out the meaning of abbreviations</li><li>understand a tenancy agreement</li></ul> |
|                   | 4              | I'll check it in          | Taking luggage on a plane     | <ul style="list-style-type: none"><li>skim a webpage to get a general idea of what it is about</li><li>find out how much checked baggage you can take on a plane</li><li>fill in a form about delayed luggage</li></ul>  |
|                   | 5              | I'll be at home           | Dealing with mail             | <ul style="list-style-type: none"><li>use a variety of skills when reading texts</li><li>follow instructions about having your mail redelivered</li><li>follow instructions about having your water supply interrupted</li></ul>   |
|                   | 6              | A weekend in Wales        | Booking holiday accommodation | <ul style="list-style-type: none"><li>relate information you already know to what you read in a text</li><li>understand a description of bed and breakfast accommodation</li><li>understand a letter of confirmation and the rules about cancelled accommodation</li></ul>       |
|                   | 7              | I saw an article about it | Magazine articles             | <ul style="list-style-type: none"><li>identify the main point in a paragraph</li><li>identify a dramatic beginning to an article</li><li>follow the order of events in a narrative</li></ul>   |
|                   | 8              | In the newspapers         | Newspapers                    | <ul style="list-style-type: none"><li>identify newspaper sections and articles from these sections</li><li>read a newspaper selectively</li><li>find the main points in a newspaper article</li></ul>  |

Map of the book

| Work and Study | Unit number | Title                  | Topic                       | How to ...  |
|----------------|-------------|------------------------|-----------------------------|---|
|                | 9           | Safety at work         | Fire regulations            | <ul style="list-style-type: none"><li>work out the meaning of unknown words from the context</li><li>understand a leaflet about preventing a fire</li><li>follow instructions for a fire drill</li></ul>              |
|                | 10          | Lines of communication | Emails and notices at work  | <ul style="list-style-type: none"><li>work out who an email is from and who it is to</li><li>work out the main purpose of an email</li><li>understand resignation and appointment notices</li></ul>                   |
|                | 11          | Any comments?          | Questionnaires and feedback | <ul style="list-style-type: none"><li>interpret a completed questionnaire</li><li>distinguish between comments and suggested action</li><li>understand how writers link facts and ideas</li></ul>                     |
|                | 12          | I'm going to apply     | Job applications            | <ul style="list-style-type: none"><li>understand a job advertisement</li><li>distinguish between formal and informal language</li><li>understand an offer of employment and confirm acceptance</li></ul>              |
|                | 13          | I'm off on a trip      | Business travel research    | <ul style="list-style-type: none"><li>interpret statistics</li><li>interpret charts and graphs</li><li>find out about business etiquette in another country</li></ul>   |
|                | 14          | Look it up!            | Using reference materials   | <ul style="list-style-type: none"><li>find information in a reference book</li><li>use reference books to complete a crossword</li><li>find answers to questions in a reference book</li></ul>                        |
|                | 15          | It's on the shelf      | Using a library database    | <ul style="list-style-type: none"><li>understand instructions in a library catalogue</li><li>understand what a novel is about from the blurb</li><li>read fiction without worrying about difficult language</li></ul> |
|                | 16          | Read about reading     | The process of reading      | <ul style="list-style-type: none"><li>skim a text and identify the main points</li><li>identify the topic of each paragraph within a text</li><li>relate what you have read to your own experiences</li></ul>         |

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# Introduction

## To the student

### Who is *Real Reading 3* for?

You can use this book if you are a student at intermediate or upper-intermediate level and you want to improve your English reading. You can use the book alone without a teacher or you can use it in a classroom with a teacher.

### How will *Real Reading 3* help me with my reading?

*Real Reading 3* contains texts for everyday reading practice, for example leaflets, notices, websites, newspapers, etc. It is designed to help you with reading you will need to do in English at home or when visiting another country.

The exercises in each unit help you develop useful skills such as working out the meaning of unknown words from context and ignoring parts of the text which are not useful to you. *Real Reading 3* discourages you from using a dictionary to find out the meaning of every word you do not know.

### How is *Real Reading 3* organized?

The book has 16 units and is divided into two sections:

- Units 1–8 – social and travel situations
- Units 9–16 – work and study situations

Every unit is divided into Reading A and Reading B and has:

- *Get ready to read*: to introduce you to the topic of the unit
- *Learning tip*: to help you improve your learning
- *Class bonus*: an exercise you can do with other students or friends
- *Focus on*: to help you study useful grammar or vocabulary
- *Did you know?*: extra information about vocabulary, different cultures or the topic of the unit
- *Extra practice*: an extra exercise for more practice
- *Can-do checklist*: to help you think about what you learnt in the unit.

After each section there is a review unit. The reviews help you practise the skills you learn in each section.

At the back of the book you can find:

- *Appendices*: contain lists of *Useful language*, *Learning tips* for every unit and information about *Using a dictionary*.

### How can I use *Real Reading 3*?

The units at the end of the book are more difficult than the units at the beginning of the book. However, you do not need to do the units in order. It is better to choose the units that are most interesting for you and to do them in the order you prefer.

There are many different ways you can use this book. We suggest you work in this way:

- Look in the *Contents* list and find a unit that interests you.
- Prepare yourself for reading by working through the *Get ready to read* exercises.
- Look at *Appendix 1: Useful language* for the unit.
- Do the exercises in Reading A. Use the example answers to guide you. Put the *Learning tip* into practice (either in Reading A or Reading B).
- Do the exercises in Reading B.
- Check your answers with your teacher.
- If you want to do more work, do the *Extra practice* activity.
- At the end of the unit, think about what you have learnt and complete the *Can-do checklist*.
- Look at the list of *Learning tips* in *Appendix 2* and decide which other tips you have used in the unit.

# Introduction

## To the teacher

### What is *Cambridge English Skills*?

*Real Reading 3* is one of 12 books in the *Cambridge English Skills* series. The series also contains *Real Writing* and *Real Listening & Speaking* books and offers skills training to students from elementary to advanced level. All the books are available in with-answers and without-answers editions.

| Level  | Book   | Author                     |
|--|--|----------------------------|
| Elementary<br>CEF: A2<br>Cambridge ESOL: KET<br>NQF Skills for life: Entry 2                         | Real Reading 1 with answers                                | Liz Driscoll               |
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|  | Real Writing 1 with answers and audio CD                   | Graham Palmer              |
|  | Real Writing 1 without answers                             | Graham Palmer              |
|  | Real Listening & Speaking 1 with answers and audio CDs (2) | Miles Craven               |
|  | Real Listening & Speaking 1 without answers                | Miles Craven               |
| Pre-intermediate<br>CEF: B1<br>Cambridge ESOL: PET<br>NQF Skills for life: Entry 3                   | Real Reading 2 with answers                                | Liz Driscoll               |
|  | Real Reading 2 without answers                             | Liz Driscoll               |
|  | Real Writing 2 with answers and audio CD                   | Graham Palmer              |
|  | Real Writing 2 without answers                             | Graham Palmer              |
|  | Real Listening & Speaking 2 with answers and audio CDs (2) | Sally Logan & Craig Thaine |
|  | Real Listening & Speaking 2 without answers                | Sally Logan & Craig Thaine |
| Intermediate to upper-intermediate<br>CEF: B2<br>Cambridge ESOL: FCE<br>NQF Skills for life: Level 1 | Real Reading 3 with answers                                | Liz Driscoll               |
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## Introduction

### Where are the teacher's notes?

The series is accompanied by a dedicated website containing detailed teaching notes and extension ideas for every unit of every book. Please visit [www.cambridge.org/englishskills](http://www.cambridge.org/englishskills) to access the *Cambridge English Skills* teacher's notes.

### What are the main aims of *Real Reading 3*?

- To help students develop reading skills in accordance with the ALTE (Association of Language Testers in Europe) Can-do statements. These statements describe what language users can typically do at different levels and in different contexts. Visit [www.alte.org](http://www.alte.org) for further information.
- To encourage autonomous learning by focusing on learner training.

### What are the key features of *Real Reading 3*?

- It is aimed at intermediate and upper-intermediate learners of English at levels B1–B2 of the Council of Europe's CEFR (Common European Framework of Reference for Languages).
- It contains 16 four-page units, divided into two sections: Social and Travel, and Work and Study.
- *Real Reading 3* units are divided into Reading A and Reading B and contain:
  - *Get ready to read* warm-up exercises to get students thinking about the topic
  - *Learning tips* which give students advice on how to improve their reading and their learning
  - *Class bonus* communication activities for pairwork and group work so that you can adapt the material to suit your class
  - *Focus on* exercises which provide contextualized practice in particular language or vocabulary areas
  - *Did you know?* boxes which provide notes on cultural or linguistic differences between English-speaking countries, or factual information on the topic of the unit
  - *Extra practice* extension tasks which provide more real world reading practice
  - *Can-do checklists* at the end of every unit to encourage students to think about what they have learnt.
- There are two review units to practise skills that have been introduced in the units.
- It has an international feel and contains a range of texts from English-speaking countries.
- It can be used as self-study material, in class, or as supplementary homework material.

### What is the best way to use *Real Reading 3* in the classroom?

The book is designed so that the units may be used in any order, although the more difficult units naturally appear near the end of the book, in the *Work and Study* section.

You can consult the unit-by-unit teacher's notes at [www.cambridge.org/englishskills](http://www.cambridge.org/englishskills) for detailed teaching ideas. However, broadly speaking, different parts of the book can be approached in the following ways:

- *Useful language*: You can use the *Useful language* lists in *Appendix 1* to preteach or revise the vocabulary from the unit you are working on.
- *Get ready to read*: It is a good idea to use this section as an introduction to the topic. Students can work on the exercises in pairs or groups. Many of these require students to answer questions about their personal experience. These questions can be used as prompts for discussion. Some exercises contain a problem-solving element that students can work on together. Other exercises aim to clarify key vocabulary in the unit. You can present these vocabulary items directly to students.
- *Learning tips*: You can ask students to read and discuss these in an open-class situation. An alternative approach is for you to create a series of discussion questions associated with the *Learning tip*. Students can discuss their ideas in pairs or small groups followed by open-class feedback. The *Learning tip* acts as a reflective learning tool to help promote learner autonomy.
- *Class bonuses*: The material in these activities aims to provide freer practice. You can set these up carefully, then take the role of observer during the activity so that students carry out the task freely. You can make yourself available to help students or analyze the language they produce during the activity.
- *Extra practice*: These activities can be set as homework or out-of-class projects for your students. Alternatively, students can do some activities in pairs during class time.
- *Can-do checklists*: Refer to these at the beginning of a lesson to explain to students what the lesson will cover, and again at the end so that students can evaluate their learning for themselves.
- *Appendices*: You may find it useful to refer your students to the *Useful language*, *Learning tips* and *Using a dictionary* sections. Students can use these as general checklists to help them with their reading.