

# Real Writing 4

with answers

**Simon Haines**

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# Map of the book

	Unit number	Title	Topic	How to ...
Social and Travel	1	Somewhere to stay	Holiday accommodation	<ul style="list-style-type: none"><li>write an email in concise, polite, businesslike English, stating your accommodation requirements and asking for further information</li><li>complete a booking form stating your requirements and asking about the availability of accommodation</li><li>understand and use a range of accommodation vocabulary and expressions</li></ul>
	2	Let's keep in touch	Contacting friends	<ul style="list-style-type: none"><li>distinguish between letters and emails in terms of style and structure</li><li>plan and write personal letters and emails</li><li>write emails using features of informal English typically associated with email writing</li></ul>
	3	Forms and more forms	Dealing with bureaucracy	<ul style="list-style-type: none"><li>understand language commonly used on forms</li><li>complete forms using appropriate language</li><li>identify and correct inappropriate language on a form</li></ul>
	4	Dear Sir,	Letters to newspapers	<ul style="list-style-type: none"><li>write a structured letter to a serious newspaper, using formal English</li><li>use a range of words to qualify your opinions</li></ul>
	5	It's not good enough	Letters of complaint about goods and services	<ul style="list-style-type: none"><li>write a formal letter of complaint</li><li>avoid repetition when using formal language</li><li>use a range of expressions appropriate to formal letters of different kinds</li></ul>
Work and Study	6	This is my life	Writing a CV / résumé	<ul style="list-style-type: none"><li>write a CV</li><li>write a covering letter to accompany a CV</li><li>reduce full sentences to notes</li></ul>
	7	Private and confidential	Writing job references	<ul style="list-style-type: none"><li>recognize the differences between different types of job references</li><li>write job references in two different formats</li><li>use relative clauses in formal writing</li></ul>
	8	According to our survey	Customer surveys	<ul style="list-style-type: none"><li>write a report in clear sections and include appropriate sub-headings</li><li>incorporate reduced relative clauses into your writing</li></ul>
	9	The product for you	Taking notes from a product presentation	<ul style="list-style-type: none"><li>write a note-taking framework</li><li>take notes from a product presentation</li><li>reduce complete sentences to noun phrases</li></ul>

Map of the book

Work and Study	Unit number	Title	Topic	How to ...
	10	I'll email you	Workplace correspondence	<ul style="list-style-type: none"><li>understand the main differences between traditional letters and emails in work-related contexts</li><li>write work-related emails using clear, simple language</li><li>incorporate abbreviations and acronyms in emails when appropriate</li></ul>
	11	This is the course for me	Writing a personal statement	<ul style="list-style-type: none"><li>write a personal statement in formal, accurate language</li><li>express interest and enthusiasm without sounding over-confident</li><li>edit and correct inappropriate or incorrect language</li><li>write complex sentences incorporating a number of clauses</li></ul>
	12	Listen and take note!	Taking notes in a talk or lecture	<ul style="list-style-type: none"><li>listen to a talk or lecture and select key points of information</li><li>write notes quickly and economically, omitting words, using symbols, abbreviations and other visual devices</li><li>organize notes clearly using numbers, letters and bullets</li><li>select key points from written notes</li></ul>
	13	Today's seminar	Preparing a classroom presentation	<ul style="list-style-type: none"><li>write prompt cards to refer to during a presentation</li><li>write a handout to accompany a presentation</li><li>use various devices to highlight key features of a presentation</li></ul>
	14	To sum up	Summaries of written texts	<ul style="list-style-type: none"><li>distinguish between key information and unnecessary detail in written texts</li><li>write a summary in your own words by paraphrasing original text language</li><li>use pronouns and other reference words to ensure that a summary coheres</li></ul>
	15	In my view	Arguing a point of view	<ul style="list-style-type: none"><li>plan, structure and write a discursive essay</li><li>express ideas and opinions formally in writing</li><li>use commas appropriately in formal English</li></ul>
	16	According to statistics	Interpreting statistics	<ul style="list-style-type: none"><li>write a structured report based on information presented in tables and graphic form</li><li>use a range of expressions to refer to statistical trends and movements</li></ul>

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# Introduction

## To the student

### Who is *Real Writing 4* for?

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

### How will *Real Writing 4* help me with my writing?

*Real Writing 4* contains everyday writing tasks. These include writing emails and letters, filling in forms, writing reports and summaries. It is designed to help you with writing you may need to do when communicating with people in English at home or in other countries.

The exercises in each unit help you develop useful skills such as planning, thinking about the reader and checking your work. It is designed to help you with writing you will need to do when communicating in English at home or when visiting another country.

### How is *Real Writing 4* organized?

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

- Units 1–5 – social and travel situations
- Units 6–16 – work and study situations

Every unit has:

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

After each main section, there is a review unit. The reviews help you practise the language and skills you have learnt in each section.

At the back of the book you can find:

- *Appendices*: contain lists of *Useful language* for every unit, useful information about style and register, spelling tips, punctuation and a checklist to use when re-reading a text you have written.
- *Audioscript*: includes everything that you can hear on the audio CD and gives information about the nationalities of the speakers.

- *Answer key*: gives correct answers and possible answers for exercises that have more than one answer. It also gives sample answers for some exercises.

### How can I use *Real Writing 4*?

The units in the second section of the book are generally more difficult than the units in the first section. However, you do not need to do the units in a particular order. It is better to choose the units that are most relevant, useful or 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:

- Identify which areas you want to focus on by using the *Contents* list and find a unit that interests you or go to *Appendix 2: Text types* and look for a unit that you might find useful.
- Use the *Get ready to write* section at the start of each unit to help you understand the context.
- Complete the other sections of the unit. At the end of each section check your answers in the *Answer key* or with your teacher.
- Try to do listening exercises without looking at the *Audioscript*. You can read the *Audioscript* after you finish the exercises.
- If your answers are not correct, study the section again to see where you made mistakes.
- When you have completed the *Write* exercise, use the *Check* questions to correct your writing. You can also use *Appendix 6: Editing your writing* to check what you have written.
- If you want to do more work on this topic, do the *Extra practice* activity.
- At the end of the unit, think about what you learnt and complete the *Can-do checklist*.
- Go to *Appendix 1* and look at the *Useful language* for the unit again.

# Introduction

## To the teacher

### What is *Cambridge English Skills*?

*Real Writing 4* is one of twelve books in the *Cambridge English Skills* series. The series also contains *Real Reading* 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 CEF: A2 Cambridge ESOL: KET NQF Skills for life: Entry 2	Real Reading 1 with answers	Liz Driscoll
	Real Reading 1 without answers	Liz Driscoll
	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 CEF: B1 Cambridge ESOL: PET 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 CEF: B2 Cambridge ESOL: FCE NQF Skills for life: Level 1	Real Reading 3 with answers	Liz Driscoll
	Real Reading 3 without answers	Liz Driscoll
	Real Writing 3 with answers and audio CD	Roger Gower
	Real Writing 3 without answers	Roger Gower
	Real Listening & Speaking 3 with answers and audio CDs (2)	Miles Craven
	Real Listening & Speaking 3 without answers	Miles Craven
Advanced CEF: C1 Cambridge ESOL: CAE NQF Skills for life: Level 2	Real Reading 4 with answers	Liz Driscoll
	Real Reading 4 without answers	Liz Driscoll
	Real Writing 4 with answers and audio CD	Simon Haines
	Real Writing 4 without answers	Simon Haines
	Real Listening & Speaking 4 with answers and audio CDs (2)	Miles Craven
	Real Listening & Speaking 4 without answers	Miles Craven



## 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 Writing 4*?

- To help students develop writing 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 Writing 4*?

- It is aimed at advanced learners of English at level C1 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 Writing 4* units contain:
  - *Get ready to write* warm-up exercises to get students thinking about the topic
  - *Focus on* exercises which provide contextualized practice in particular grammar or vocabulary areas
  - *Learning tips* which give students advice on how to improve their writing and their learning
  - *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
  - *Class bonus* communication activities for pairwork and group work so you can adapt the material to suit your class
  - *Extra practice* activities which give students a chance to put into practice the skills learnt
  - *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 preceding units.
- It can be used as self-study material, in class, or as supplementary homework material.
- *Real Writing 4* has an international feel and contains a range of native and non-native English accents.

### What is the best way to use *Real Writing 4* in the classroom?

The book is designed so that the units may be used in any order, although the more difficult units naturally appear towards 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 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 vocabulary and other language from the unit you are working on.
- *Get ready to write*: It is a good idea to use this section as an introduction to the topic. Students can work on these exercises in pairs or groups. Many of these exercises 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.
- *Extra practice*: These can be set as homework or out-of-class projects for your students. Alternatively, students can do *Extra practice* tasks 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 *Appendices* for information on style, spelling and punctuation. Students can use *Appendix 6* as a useful checklist for editing their written work.