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Real

Reading 4

without answers

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Map of the book

	Unit number	Title	Topic	How to ...
Social and Travel	1	I'll take it!	Shopping	<ul style="list-style-type: none">scan a text for specific words and informationunderstand what a guarantee coversfollow a recommendation and choose a film to watch
	2	Take care of yourself	Health	<ul style="list-style-type: none">skim a text from a guidebook in order to get a general impressionappreciate health risks and the precautions which you need to takefollow instructions and carry out exercises
	3	Our flight's delayed	Travel	<ul style="list-style-type: none">work out the meaning of words from their context – and from other similar words you knowfind out flight details from a ticket and rearranged details from a letterunderstand an insurance policy and consider whether to make a claim
	4	I've been burgled	Dealing with an emergency	<ul style="list-style-type: none">understand a letter from the policeinterpret punctuation and use it to read a text efficientlyseparate information and advice, and follow advice about protecting your home
	5	Picasso's birthplace	Tourism	<ul style="list-style-type: none">infer meaning when it is not stated directlyfind out about a museum and decide whether or not to visit itfollow a route
	6	Love it or loathe it!	Newspaper articles	<ul style="list-style-type: none">relate the contents of an article to its titlerecognize rhetorical questionsread authentic newspaper articles and extract the main pointsdistinguish between opinions and facts
Work and Study	7	Import, export!	Business correspondence	<ul style="list-style-type: none">understand general business correspondenceidentify new terms in a text and ask for clarificationidentify the purpose of an email in a business context
	8	I've got an interview	Recruitment and interview	<ul style="list-style-type: none">relate your own experiences to what you read in a textread an interview guidance pack and prepare for an interviewunderstand questions you will be asked and the reasoning behind them

Map of the book

Work and Study	Unit number	Title	Topic	How to ...
	9	What's your new job like?	Terms and conditions	<ul style="list-style-type: none">rephrase formal language into more neutral everyday languageunderstand part of a legal contract about annual holidaysunderstand a letter about pay cycles
	10	I've got Thursday off	Flexitime	<ul style="list-style-type: none">understand the benefits of working flexitimeunderstand a description of a system which monitors staff attendanceidentify the most important noun in a group of nouns
	11	I've read the minutes	Minutes and reports	<ul style="list-style-type: none">understand the minutes of a meeting and act upon themuse headings to predict the content of a reportunderstand a report and consider its implications
	12	The course is in English	Choosing a university course	<ul style="list-style-type: none">interpret signalling words and phrases, and use them to understand a textevaluate reasons for choosing a university overseasunderstand a homepage about universities in Australia
	13	Read faster!	Increasing your reading speed	<ul style="list-style-type: none">appreciate the benefits of reading fasterovercome obstacles to faster readingpractise reading faster
	14	I've chosen this topic	Using a reference book	<ul style="list-style-type: none">skim the back cover in order to assess the suitability of a book for your studiesscan the Contents and Index, and find the entries within the bookassess the suitability of text extracts for your purposesmake notes on the main points of text extracts
	15	English today	How English is used today	<ul style="list-style-type: none">identify how a paragraph is organizeduse your knowledge of paragraph organization to help you understand a textdistinguish between the main points of a paragraph/text and examples
	16	I need a good score	Sampling the IELTS exam	<ul style="list-style-type: none">follow exam tips and put them into practiceunderstand paraphrasescarry out exam tasks

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Introduction

To the student

Who is *Real Reading 4* for?

You can use this book if you are a student at advanced 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 4* help me with my reading?

Real Reading 4 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 4* discourages you from using a dictionary to find out the meaning of every word you don't know.

How is *Real Reading 4* organized?

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

- Units 1–6 – social and travel situations
- Units 7–16 – 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 4*?

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 4 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 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 to access the *Cambridge English Skills* teacher’s notes.

What are the main aims of *Real Reading 4*?

- 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 for further information.
- To encourage autonomous learning by focusing on learner training.

What are the key features of *Real Reading 4*?

- *Real Reading 4* is aimed at advanced learners of English at level C1 of the Council of Europe’s CEFR (Common European Framework of Reference for Languages).
- The book contains 16 four-page units, divided into two sections: *Social and Travel*, and *Work and Study*.
- *Real Reading 4* 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 classes
 - *Focus on* exercises which provide contextualized practice in particular grammar 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 – and other – 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 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 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 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 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.