

Cambridge University Press
978-0-521-70201-0 - Real Listening and Speaking 2 without Answers
Sally Logan and Craig Thaine
Frontmatter
[More information](#)

Real

Listening & Speaking 2

without answers

Sally Logan and Craig Thaine



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press
978-0-521-70201-0 - Real Listening and Speaking 2 without Answers
Sally Logan and Craig Thaine
Frontmatter
[More information](#)

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org
Information on this title: www.cambridge.org/9780521702010

© Cambridge University Press 2008

This publication is in copyright. Subject to statutory exception
and to the provisions of relevant collective licensing agreements,
no reproduction of any part may take place without the written
permission of Cambridge University Press.

First published 2008



Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this publication is available from the British Library

ISBN-13 978-0-521-70201-0

Cambridge University Press has no responsibility for the persistence or
accuracy of URLs for external or third-party internet websites referred to in
this publication, and does not guarantee that any content on such websites is,
or will remain, accurate or appropriate.

Contents

Map of the book	4
Acknowledgements	6
Introduction	7
 Social and Travel	
Unit 1 How do you know Mark?	10
Unit 2 I'm phoning about the house	14
Unit 3 How do I buy a ticket?	18
Unit 4 Shall we go out for dinner?	22
Unit 5 You should go to the police	26
Unit 6 Have you got a headache?	30
Unit 7 How about a hostel?	34
Unit 8 What can I do here?	38
Unit 9 When are you flying?	42
Unit 10 The weather is changing	46
Review 1	50
 Work and Study	
Unit 11 I have our schedule	52
Unit 12 You did really well	56
Unit 13 I've organized the trainer	60
Unit 14 You need a budget	64
Unit 15 Welcome to the school	68
Unit 16 What are your goals?	72
Review 2	76
Appendices	
Appendix 1 Useful language	78
Appendix 2 Listening learning tips	82
Appendix 3 Speaking learning tips	83
Appendix 4 Listening to the news	84
Appendix 5 Watching movies	85
Appendix 6 What's next?	87
Audioscript	88

Map of the book

Social and Travel	Unit number	Title	Topic	How to ...
	1	How do you know Mark?	Socializing	<ul style="list-style-type: none">make and answer invitationsstart conversationstake part in 'small talk' conversations
	2	I'm phoning about the house	Living away from home	<ul style="list-style-type: none">check you have understood information correctlyask polite questions to find out informationdescribe a problem and suggest a solution
	3	How do I buy a ticket?	Transport	<ul style="list-style-type: none">understand information about public transportask for travel informationcheck your understanding of information
	4	Shall we go out for dinner?	Eating out	<ul style="list-style-type: none">make suggestionsunderstand descriptions of food and mealstalk about what you ate in a restaurant
	5	You should go to the police	Emergencies	<ul style="list-style-type: none">speak without repeating unnecessary wordsunderstand information about personal details and eventsgive general and detailed descriptions
	6	Have you got a headache?	Health	<ul style="list-style-type: none">understand medicine instructionsgive instructions and adviceexplain what something is
	7	How about a hostel?	Holiday accommodation	<ul style="list-style-type: none">ask about different kinds of accommodationunderstand information about accommodationdescribe rooms and objects
	8	What can I do here?	Sightseeing	<ul style="list-style-type: none">show you understand what someone is saying and that you are interestedtalk about what you want and would like to dobook an activity at a Tourist Information Centre

Map of the book

	Unit number	Title	Topic	How to ...
Social and Travel	9	When are you flying?	Travelling abroad	<ul style="list-style-type: none">understand information about travel and tourismask polite questionsgive reasons for situations
	10	The weather is changing	A news story	<ul style="list-style-type: none">understand a news storytalk about changegive your opinion
Work and Study	11	I have our schedule	Hosting overseas visitors	<ul style="list-style-type: none">understand people’s names and rolesexplain and understand schedulestalk about and understand future plans
	12	You did really well	Workplace discussions	<ul style="list-style-type: none">understand conversations about tasks in the workplacetalk about whether tasks are completed or notgive and understand feedback
	13	I’ve organized the trainer	Organizing an event at work	<ul style="list-style-type: none">understand instructions in a voice mail messageask people at work to do thingscompare two things
	14	You need a budget	Talks and seminars	<ul style="list-style-type: none">understand detail in a seminarplan and give a mini seminarask questions about a seminar
	15	Welcome to the school	First day at school	<ul style="list-style-type: none">understand activities in a timetableoffer choicesunderstand and talk about rules
	16	What are your goals?	Study habits and goals	<ul style="list-style-type: none">understand advice on how to improve Englishgive people advice on how to learn Englishtalk about your learning goals

The authors would like to thank the team at Cambridge University Press for their ongoing encouragement, support and expertise, in particular Nórlín Burke, Caroline Thiriau, Hazel Meek, Barbara Thomas and Linda Matthews, as well as the team at Kamae Design. They would also like to thank colleagues, students and friends who contributed to the dialogues in this book.

Sally Logan would like to thank Taner Erdi for his encouragement and support, and Emre Logan-Erdi for making things manageable.

Craig Thaine would like to thank Steven Shuttleworth for ongoing encouragement, patience and support.

Special thanks too, to Ann and Brian Giles for the photograph on page 14.

The authors and publishers are grateful for the following reviewers for their valuable insights and suggestions:

Kathryn Alevizos, UK
Steven Banfield, UAE
Nigel Daly, Taiwan
Rui da Silva, UK
Stephanie Dimond-Bayir, UK
Rosie Ganne, UK
Barbara Gardner, UK
Hebe Gomez, Spain
Professor Peter Gray, Japan
Duncan Hindmarch, UK
Dr Zbigniew Mozejko, Poland
Paul Seligson, UK
Raymond Sheehan, UAE

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

P. 20: the Rainbow Card and the No-My-Car-Day Pass with kind permission of the Osaka Transportation Bureau.

The publishers are grateful to the following for permission to reproduce copyright photographs and material:

Key: l = left, c = centre, r = right, t = top, b = bottom

Alamy/©Marc Romanelli for p. 16, /©Jon Bower for p. 18, /©Stockfolio for p31, /©Danita Delimont for p. 36, /©Gregory Bajor for p. 42, /©Iconotec for p43 (b), /©J G Photography for p. 54 (c), /©Image 100 for p. 64; Corbis Images/©Zefa/Grace for p. 10, /©Gunter Marx Photography for p. 34, /©Hoberman Collection for p. 43 (c), /©Benjamin Lowry for p. 54 (t); Getty Images/©Superstudio for p. 52, /©Iconica for p. 68; New Zealand Skydive for p. 40; Punchstock/©Inspirestock for p. 22; Rex Features for pp. 39 and 54 (b); Travel Library/©Chris Hermes for p. 43 (t).

Illustrations

Kathy Baxendale pp. 29, 61; Paco Caverio pp. 46, 47;
Mark Duffin pp. 14, 30b, 32t, 37, 52, 60; Katie Mac pp. 12,
32b, 38, 63, 70, 73; Laura Martinez pp. 24, 28, 56, 58, 72;
Julian Mosedale pp. 16, 44; Rory Walker pp. 30, 75; Ian West
pp. 23, 26, 48, 65.

Text design and page make-up: Kamae Design, Oxford

Cover design: Kamae Design, Oxford

Cover photo: © Getty Images

Picture research: Hilary Luckcock

Introduction

To the student

Who is *Real Listening & Speaking 2* for?

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

How will *Real Listening & Speaking 2* help me with my listening and speaking?

Real Listening & Speaking 2 contains practical tasks to help you in everyday situations, e.g. at a party, in a restaurant or travelling away from home. It also gives practice of listening and speaking in a range of work and study situations. It is designed to help you with listening and speaking you will need to do when communicating in English at home or when visiting another country.

The exercises in each unit help you to develop useful listening skills such as listening for opinions, listening for details, and listening for the main idea. There are also lots of practical speaking strategies and tasks to help you improve your ability to communicate, and pronunciation activities too.

How is *Real Listening & Speaking 2* organized?

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

- Units 1–10 – social and travel situations
- Units 11–16 – work and study situations

Every unit has:

- *Get ready to listen and speak*: introduces you to the topic of the unit
- *Learning tip*: helps you improve your learning
- *Class bonus*: is an exercise you can do with other students or friends
- *Speaking strategy*: gives you useful language and strategies for communicating
- *Speak up!*: gives you practice of speaking in real situations
- *Extra practice*: gives an extra exercise for more practice
- *Can-do checklist*: helps you think about what you learnt in the unit

Most units also have:

- *Focus on*: helps you study useful grammar or vocabulary
- *Did you know?*: gives you extra information about vocabulary, different cultures or the topic of the unit
- *Sound smart*: helps you with pronunciation

After each main 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*, Listening and Speaking learning tips, and worksheets for listening to the news, watching movies and planning your learning.
- *Audioscript*: includes everything that you can hear on the audio CDs and gives information about the nationalities of the speakers.

How can I use *Real Listening & Speaking 2*?

The book is in two sections; *Social and Travel*, and *Work and Study*. 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.
- Go to *Appendix 1* and look at the *Useful language* for the unit you want to do. You can use a dictionary to help you understand the words and expressions.
- Do the *Get ready to listen and speak* section at the start of the unit. This will introduce you to the topic of the unit.
- Do the other exercises in the unit.
- If your answers are wrong, study the section again to see where you made mistakes.
- Try to do the listening exercises without looking at the audioscript. Some exercises ask you to respond to what you hear. You can pause the CD to give you time to say your answers. You can read the audioscript after you finish the exercises.
- 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 Listening & Speaking 2 is one of 12 books in the *Cambridge English Skills* series. The series also contains *Real Reading* and *Real Writing* 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 Listening & Speaking 2*?

- To encourage autonomous learning by focusing on learner training.
- To help students develop listening and speaking 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.

What are the key features of *Real Listening & Speaking 2*?

- It is aimed at pre-intermediate learners of English at level B1 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 Listening and Speaking 2* units contain:
 - *Get ready to listen and speak* warm-up tasks to get students thinking about the topic
 - *Learning tip* boxes which give students advice on how to improve their listening and speaking and their learning
 - *Focus on* activities which provide contextualized practice in particular language or vocabulary areas
 - *Sound smart* activities which focus on pronunciation
 - *Class bonus* communication activities for pairwork and group work so you can adapt the material to suit your classes
 - *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
 - *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 covers a wide range of highly practical activities that give students the skills they need to communicate effectively in everyday situations.
- It has an international feel and contains a range of native and non-native English accents.
- It can be used as self-study material, in class, or as supplementary homework material.

What is the best way to use *Real Listening & Speaking 2* in the classroom?

The book is designed so that there is no set way to work through the units. 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, as a general guide, different parts of the book can be approached in the following ways:

- *Useful language*: Use the *Useful language* lists in the *Appendices* to preteach or revise the vocabulary from the unit you are working on.
- *Get ready to listen and speak*: 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*: Focus on these and draw attention to them 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. Students can do some 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 these.
- *Audioscript*: Occasionally non-native speaker spoken errors are included in the audio material. They are labelled *Did you notice?* in the audioscript and can be used in the classroom to focus on common errors.