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Roger Gower
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Real Writing 3

with answers

Roger Gower



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Map of the book

| | Unit number | Title | Topic | How to ... |
|-------------------|-------------|---------------------------|-------------------------------------|--|
| Social and Travel | 1 | Are there any rooms free? | Holiday accommodation | <ul style="list-style-type: none">write to a hotel to get information about serviceswrite to find out about accommodationdivide an email into well-organized, logically ordered paragraphswrite in a suitable style for the situation |
| | 2 | Thanks and best wishes | Personal communication. | <ul style="list-style-type: none">write a polite letter of sympathywrite a polite but friendly letter of congratulationwrite in a polite and formal style when necessarywrite in a polite and friendly style when necessaryuse a good range of appropriate vocabulary when writing |
| | 3 | Lost!!! | Renting, selling and trying to find | <ul style="list-style-type: none">write a short, clear small ad for a noticeboardwrite a small ad for a newspaperlogically structure a small aduse abbreviations in noticesuse participles in notices |
| | 4 | Fill in this form, please | Banking, postal and other services | <ul style="list-style-type: none">understand the headings on an application formcomplete a form clearly and accuratelyuse the correct spelling on a formuse the requested stylewrite figures in words |
| | 5 | The most amazing place! | Descriptions of places | <ul style="list-style-type: none">write an email describing a placewrite a travel bloguse adjective phrases to make descriptions vividuse capital letters and punctuation correctly |
| | 6 | I thought it was great! | Website reviews | <ul style="list-style-type: none">write an informal review for a websitewrite persuasivelyuse adverb + adjective combinations for personal opinionsuse linking expressions correctly |
| Work and Study | 7 | Keep it brief | Functioning at work | <ul style="list-style-type: none">use abbreviations effectivelylisten and take short, clear noteswrite simple messages |
| | 8 | Here's what to do | Instructions and guidelines | <ul style="list-style-type: none">write instructions saying how something worksuse imperative forms to give instructionspresent instructions clearlyuse sequence words to show the order things happen |

Map of the book

| Work and Study | Unit number | Title | Topic | How to ... |
|----------------|-------------|--------------------------|----------------------------------|--|
| | 9 | Let me write that down | Meetings, seminars and tutorials | <ul style="list-style-type: none">select the most important informationmake notes while participating in a meeting or seminarlay out and organize notes logically and clearlyuse abbreviations and symbols appropriately in noteswrite up notes clearly |
| | 10 | Our sincere apologies | Work correspondence | <ul style="list-style-type: none">write a letter of complaintwrite a letter/email of apologydecide when to use formal/informal language |
| | 11 | What time do you arrive? | Work correspondence | <ul style="list-style-type: none">write a formal email about travel planswrite in a polite but friendly styleuse future forms to talk about travel planswrite an itinerary |
| | 12 | Can you write a report? | Report writing | <ul style="list-style-type: none">write a well-structured report based on interviewswrite in an appropriate neutral style for a reportwrite a report based on notesimprove an unedited text |
| | 13 | The general idea | Gathering information | <ul style="list-style-type: none">make notes of key information in a textmake a summary of key information for review/revision purposesuse relative clauses correctly in descriptions |
| | 14 | Handing in a good essay | Essay writing | <ul style="list-style-type: none">organize a paragraph plan for an essayfocus attention at the beginning of a paragraphwrite clear, logical sentencesuse reference words to avoid repetitionwrite a clearly argued and well-balanced essay |
| | 15 | Facts and figures | Report writing | <ul style="list-style-type: none">interpret information for a reportdescribe graphs, charts and tablesselect and summarize the most important informationdescribe information in a logical orderwrite a report describing information in charts |
| | 16 | Short and to the point | Report writing | <ul style="list-style-type: none">skim an article and identify key pointssequence the points in logical order for a summaryrewrite and summarize key points in your own wordsuse quotations, where appropriate, with correct punctuationwrite compound and complex sentences |

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Introduction

To the student

Who is *Real Writing 3* for?

You can use this book if you are a student at intermediate to upper-intermediate level and you want to improve 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 3* help me with my writing?

Real Writing 3 contains everyday writing practice, for example writing emails and letters and filling in forms. It is designed to help you with writing 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 planning, thinking about the reader and checking your work. There are also activities that help you improve the organization of your writing, your punctuation and your spelling.

How is *Real Writing 3* 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 has:

- *Get ready to write*: 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
- *Can-do checklist*: to help you think about what you learnt in the unit

Most units also have:

- *Extra practice*: an extra exercise for more practice

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* for every unit and useful information on punctuation, spelling and linking expressions.
- *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.

How can I use *Real Writing 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.
- Do the *Get ready to write* section at the start of the unit. This will help you think about the topic of the unit.
- Go to *Appendix 1: Useful language* and look at the wordlist for the unit you want to do. You can use a dictionary to help you understand the words.
- Do the other exercises in the unit in order. At the end of each exercise check your answers with your teacher or in the *Answer key*.
- Try to do the listening exercises without looking at the *Audioscript*. You can read the *Audioscript* after you finish the exercises.
- If your answers are wrong, study the section again to see where you made mistakes.
- After you finish the *Write* exercise, use the *Check* questions to correct your writing.
- 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 3 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 CD | 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 CD | 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 CD | 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 CD | Miles Craven |
| | Real Listening & Speaking 4 without answers | Miles Craven |

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 Writing 3*?

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

What are the key features of *Real Writing 3*?

- It is aimed at intermediate to upper-intermediate learners of English at level 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 Writing 3* units contain:
 - *Get ready to write* warm-up exercises to get students thinking about the topic
 - *Learning tips* which give students advice on how to improve their writing and their learning
 - *Focus on* activities which provide contextualized practice in particular language areas
 - *Class bonus* communication activities for pairwork and group work so you can adapt the material to suit your class
 - *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* exercises which give students a chance to find out more information about the topic for themselves
 - *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 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 Writing 3* 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, broadly speaking, different parts of the book can be approached in the following ways:

- *Useful language*: You can use the *Useful language* lists in the *Appendices* to support the writing activities you are focussing on.
- *Get ready to write*: 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 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.
- *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 exercise 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 exercises 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 *Punctuation*, *Spelling* and *Linking expressions* sections. Students can use these to help them with their written work.