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# Real

## Listening & Speaking

with answers

Miles Craven

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# Map of the book

Unit number	Title	Topic	How to ...
1	How are things?	Socializing	<ul style="list-style-type: none"> <li>begin and end a conversation in a natural way</li> <li>react to what you hear</li> <li>maintain a conversation and ask follow-up questions</li> <li>express opinions and defend them</li> </ul>
2	Can I take your coat?	Eating out	<ul style="list-style-type: none"> <li>understand explanations of dishes on a menu</li> <li>offer to pay</li> <li>complain about common problems</li> <li>understand restaurant reviews</li> </ul>
3	I'm looking for a flat	Living away from home	<ul style="list-style-type: none"> <li>explain your accommodation requirements</li> <li>ask about alternatives to help you find the right place</li> <li>ask detailed questions about costs and legal requirements</li> <li>deal with problems and complaints effectively</li> </ul>
4	I'd like a refund, please	Shopping	<ul style="list-style-type: none"> <li>make a complaint in a shop</li> <li>understand a shop's returns policy</li> <li>ask questions about various products</li> <li>bargain and reach an agreement</li> </ul>
5	Is there anything on?	The media	<ul style="list-style-type: none"> <li>describe and discuss films and TV programmes</li> <li>understand and talk about the news</li> <li>summarize main news stories</li> <li>make predictions about what I will hear</li> </ul>
6	I've got a pain in my arm	Health	<ul style="list-style-type: none"> <li>describe symptoms</li> <li>understand the doctor's diagnosis and instructions</li> <li>show concern and relief</li> </ul>
7	I could do with a break	Travel	<ul style="list-style-type: none"> <li>understand detailed information about travel</li> <li>make and respond to recommendations</li> <li>ask for detailed travel information</li> <li>enquire about renting a car</li> </ul>
8	It's an amazing place!	Sightseeing	<ul style="list-style-type: none"> <li>ask for recommendations before going on a trip</li> <li>understand the details of a guided tour</li> <li>interrupt politely to ask for further information</li> <li>ask for further details</li> </ul>

Unit number	Title	Topic	How to ...
<b>9</b>	<b>Shall we say five o'clock?</b>	Requesting services	<ul style="list-style-type: none"> <li>make an appointment at a convenient time</li> <li>insist on what you want politely but firmly</li> <li>bargain and negotiate</li> </ul>
<b>10</b>	<b>I'd like to open an account</b>	Money and mail	<ul style="list-style-type: none"> <li>ask for a range of services at banks and post offices</li> <li>understand detailed explanations of different bank accounts</li> <li>understand various ways of sending mail abroad</li> <li>ask for clarification and explanation</li> </ul>
<b>11</b>	<b>My bag's been stolen</b>	Emergencies	<ul style="list-style-type: none"> <li>report a crime and give exact details of people and objects</li> <li>report an incident to the emergency services</li> <li>get straight to the point</li> </ul>
<b>12</b>	<b>Can I take a message?</b>	Messages	<ul style="list-style-type: none"> <li>take complex phone messages</li> <li>ask for clarification and check understanding</li> <li>leave a message and check others have understood</li> <li>leave clear and concise voicemail messages</li> </ul>
<b>13</b>	<b>Let's get started</b>	Meetings	<ul style="list-style-type: none"> <li>participate actively in meetings, bringing others into the discussion</li> <li>make, accept and reject suggestions</li> <li>clarify your viewpoint and correct misunderstandings</li> <li>bring a meeting to an end</li> </ul>
<b>14</b>	<b>Good morning, everyone</b>	Lectures	<ul style="list-style-type: none"> <li>understand the main ideas and the themes of a lecture</li> <li>take concise notes</li> <li>listen for signposts and style of delivery</li> <li>summarize the main points of a talk</li> </ul>
<b>15</b>	<b>Good afternoon, everyone</b>	Presentations and talks	<ul style="list-style-type: none"> <li>give a short, simple presentation</li> <li>structure a talk and use signposts</li> <li>deal with questions</li> </ul>
<b>16</b>	<b>What do you mean?</b>	Seminars	<ul style="list-style-type: none"> <li>understand how to give a well-organized seminar</li> <li>present an argument and reinforce key points</li> <li>follow up a question</li> <li>evaluate your performance</li> </ul>

# Introduction

## To the student

### Who is *Real Listening & Speaking 3* for?

You can use this book if you are a student at intermediate – upper 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 3* help me with my listening and speaking?

*Real Listening and Speaking 3* contains practical tasks to help you in everyday listening and speaking situations, e.g. at the shops, in a restaurant or travelling away from home. It also gives practice in a range of work and study situations. It is designed to help you with listening and speaking tasks you will need to do when communicating in English, at home or abroad.

The exercises in each unit help you to develop useful 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 that help you improve your ability to communicate, and pronunciation activities too.

### How is *Real Listening and Speaking 3* organized?

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

- Units 1–8 – social or travel situations
- Units 9–16 – work or 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*: gives an exercise that you can do with other students or friends
- *Speaking strategy*: explains a useful strategy
- *Speak up!*: practises the strategy
- *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 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 to practise the skills you learn in each section.

At the back of the book you can find:

- *Appendices*: contain lists of *Useful language*, Pronunciation features and Speaking strategies, as well as a Presentation evaluation to complete.
- *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 Listening & Speaking 3*?

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. At the end of each exercise, check your answers in the *Answer key*.
- 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. You can read the audioscript after you finish the exercises.
- If you want to do more work in this unit, 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 3* 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
	<b>Real Listening &amp; Speaking 3 with answers and audio CDs (2)</b>	<b>Miles Craven</b>
	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

### 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 Listening & Speaking 3*?

- 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](http://www.alte.org) for further information.
- To encourage autonomous learning by focusing on learner training

### What are the key features of *Real Listening & Speaking 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 Listening & Speaking 3* 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
  - *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* extension tasks which provide more real-world listening and speaking practice
  - *Can-do checklist* 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 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 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](http://www.cambridge.org/englishskills) for detailed teaching ideas. However, as a general guide, different sections 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's a good idea to use this section as an introduction to the topic. Students can work on these exercises in pairs or groups. Some 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, and 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 to analyze the language they produce during the activity.
- *Extra practice*: These tasks 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.
- *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.

# Unit 1

## How are things?

### Get ready to listen and speak

- For each expression, write 1 (to start a conversation), 2 (to try to end a conversation), 3 (to say goodbye).
 

Hi there. <input type="checkbox"/> 1	How are you doing? <input type="checkbox"/>	Talk to you later. <input type="checkbox"/>
I've got to go. <input type="checkbox"/> 2	See you around. <input type="checkbox"/>	I guess I'd better be going. <input type="checkbox"/>
See you later. <input type="checkbox"/> 3	Have a nice weekend. <input type="checkbox"/>	Right, I must dash. <input type="checkbox"/>
How's it going? <input type="checkbox"/>	What's up? <input type="checkbox"/>	It was nice talking with you. <input type="checkbox"/>

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### A Listening – Beginning and ending a conversation

1 Listen and match each conversation (1–4) with a picture (a–d).



2 Listen to each conversation again. Tick ✓ the expressions in *Get ready to listen and speak* that you hear.

3 Listen once more and add any more expressions to the list.



## B Listening – A friendly chat

1 Listen to Martin and Ana work together in Singapore. Listen and answer the questions.

- a Do they know each other? .....
- b Where do you think they work? .....

2 Listen again and tick ✓ True, False or Don't know.

- |  | True                     | False                               | Don't know               |
|--|--------------------------|-------------------------------------|--------------------------|
| a Ana started her job a month ago.         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b She works on reception.                  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| c She is from Brazil.                      | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| d Martin hasn't been in Singapore long.    | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| e He has had the same job for three years. | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| f Ana used to work in London.              | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| g Many of her family live in London.       | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| h She left her last job because of stress. | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |



### Did you know ...?

Singapore has four official languages: Malay, Mandarin Chinese, Tamil and English. Many people also speak 'Singlish', a Singaporean version of English.

## C Speaking – Reacting to what you hear

### Speaking strategy: Agreeing

1 You can be friendly by saying **Me too** or **Me neither** to agree with the person you are speaking to. This also shows you have understood and helps to keep the conversation going. Look at these extracts from Martin and Ana's conversation.

- Ana: How long have you been here in Singapore?  
 Martin: Nearly three years now. I like it a lot.  
 Ana: *Me too.*  
 Ana: I don't like big cities.  
 Martin: *Me neither.*

### Focus on ... So ... I, Neither ... I

You can say *So ... I* and *Neither ... I* to agree with someone. Read the statements and complete each response using a word below.

will did would do can am could have ~~de~~ had

- |                                      |                  |
|--------------------------------------|------------------|
| a I like fish and chips.             | So <u>do</u> I.  |
| b I don't usually go to parties.     | Neither ..... I. |
| c I can't wait for the weekend.      | Neither ..... I. |
| d I'm going to the cinema tonight.   | So ..... I.      |
| e I won't go to the party tomorrow.  | Neither ..... I. |
| f I've been to Africa, you know.     | So ..... I.      |
| g I watched the football last night. | So ..... I.      |
| h I'd never eaten snails.            | Neither ..... I. |
| i I couldn't swim when I was young.  | Neither ..... I. |
| j I'd like to go shopping tomorrow.  | So ..... I.      |

### Speak up!

2 Listen to each statement and agree using **Me too** or **Me neither**.

- Example: a  
 You hear: I don't like chicken.  
 You say: Me neither.

## Unit 1 How are things?

### D Speaking – Maintaining a conversation

#### Speaking strategy: Asking follow-up questions

- 1 Look at this extract from the conversation between Martin and Ana. Notice the follow-up question that Martin asks.

Martin: Where were you before you moved here?

Ana: At the Regent Palace, in London.





Martin: *That's a big place, isn't it?*

- 2 Think of at least two possible follow-up questions for each statement below.


- a I went to the cinema last night.  
.....  
*What did you see? Who did you go with?*
- b I work in New York.  
.....
- c My computer doesn't work.  
.....
- d I bought a jumper yesterday.  
.....
- e I'm going to start a cookery course soon.  
.....

#### Sound smart

##### Intonation in question tags

- 1  Listen to the way you say a question tag gives its meaning. Listen to the same sentence spoken twice. In A the speaker is asking a genuine question, but in B the speaker is asking for agreement.
- A *Helen lives in Hong Kong, doesn't she?*
- B *Helen lives in Hong Kong, doesn't she?*
- 2  Circle the correct answer to complete the rules.  
To ask a genuine question, your voice should go UP / DOWN.  
To ask for agreement, your voice should go UP / DOWN.
- 3  Listen to these sentences and tick ✓ the ones that are genuine questions.
- |                                       |                            |                            |                            |                            |
|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a <input checked="" type="checkbox"/> | b <input type="checkbox"/> | c <input type="checkbox"/> | d <input type="checkbox"/> | e <input type="checkbox"/> |
| f <input type="checkbox"/>            | g <input type="checkbox"/> | h <input type="checkbox"/> | i <input type="checkbox"/> | j <input type="checkbox"/> |
- 4  Listen again and repeat each sentence using the same intonation.

#### Speak up!

- 3  Listen to five statements. Respond with follow-up questions.

Example: a

You hear: I read a book at the weekend, but it was terrible.

You say: Oh, really? What book did you read? / Why didn't you like it?

#### Learning tip

When you are talking with someone, you should try to participate as actively as you can. As well as reacting to what you hear, you should develop the conversation further by asking additional questions to find out more information.

#### Class bonus

- Imagine you and your partner were on holiday last week. Write five statements about what you did on your holiday.
- Find a new partner and take turns to talk about your holiday. How many follow-up questions can your partner ask about each statement?

#### Focus on ...

##### question tags

You can turn a statement into a question by adding a question tag.

We add a negative question tag to a positive statement:

*That was a great movie, wasn't it?*

We add a positive question tag to a negative statement:

*You didn't see Miki, did you?*

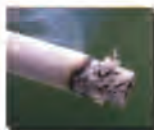
Turn each statement into a question by adding a question tag.

isn't she	don't you	aren't they	should we
have you	would you	won't we	won't they
did you	do you	have you	wasn't it

- Those are my car keys, aren't they ?
- Lisa is a police officer, \_\_\_\_\_ ?
- You didn't say that, \_\_\_\_\_ ?
- You know I'm right, \_\_\_\_\_ ?
- We'll always be friends, \_\_\_\_\_ ?
- You don't know the answer, \_\_\_\_\_ ?
- You wouldn't leave me alone here, \_\_\_\_\_ ?
- We shouldn't be here, \_\_\_\_\_ ?
- You haven't seen this film before, \_\_\_\_\_ ?
- They will be here on time, \_\_\_\_\_ ?
- You haven't got a brother, \_\_\_\_\_ ?
- That lecture was a bit boring, \_\_\_\_\_ ?

## E Listening – Expressing opinions

1 Listen and match each conversation (1–6) with a topic (a–f).



a smoking



b exams



c computer games

2 Listen to each conversation again. Do the people agree or disagree?

1 Agree.....

2 .....

3 .....

4 .....

5 .....

6 .....



d vegetarianism



e traffic



f obesity

3 Listen once more and write three expressions in each column.

Expressions to agree with someone	Expressions to disagree with someone
<i>That's exactly what I think.</i>	.....
.....	.....
.....	.....

## F Speaking – Defending opinions

### Speaking strategy: Arguing your point

1 Match each statement (a–e) with a response (1–5).

- a I think politicians these days are all the same.  4
- b I believe that marriage should be for life.
- c From my point of view, killing animals for sport is wrong.
- d It seems to me that the world is getting more dangerous.
- e In my opinion, working overtime is too stressful.

- 1 **You may be right, but** a lot of people enjoy hunting.
- 2 **I may be wrong, but** isn't there less crime these days?
- 3 **I agree to some extent, but** the extra money is handy.
- 4 **Yes, but** it's still important to vote.
- 5 **I know what you mean, but** isn't divorce increasing?

### Speak up!

2 Listen to each statement in Exercise 1 (a–e) and speak each response.

3 Listen again to each statement and give a different response. Begin each reply with one of the expressions in bold.

4 Now listen and respond to five more statements. Begin each reply with one of the expressions in bold.

Example: a  
You hear: If you ask me, there are too many cars on the roads these days.  
You say: I know what you mean, but everyone needs a car.

### Can-do checklist

Tick what you can do.

- I can begin and end a conversation in a natural way.
- I can react to what I hear.
- I can maintain a conversation and ask follow-up questions.
- I can express opinions and defend them.

Can do	Need more practice
.....	.....
.....	.....
.....	.....
.....	.....

# Unit 2


## Can I take your coat?

### Get ready to listen and speak

- Which kind of restaurants do you like to go to?
  - expensive restaurants
  - small, local restaurants
  - family restaurants
  - fast food restaurants
  - self-service restaurants
- What do you usually have to eat when you go out for a meal?
  - .....
  - .....
  - .....
  - .....


go to Useful language p. 79

### A Listening – In a restaurant


- 1  Listen to these questions. Tick ✓ when a waiter might ask each question.

	Before the meal	During the meal
a	✓	
b		
c		
d		
e		
f		
g		
h		



- 2  Listen again and match each question (a–h) with a reply (1–8).

- 1 Yes, I've booked a table for eight o'clock.
- 2 No, thank you. I'll keep it with me.  a
- 3 Oh, yes, please. It's very nice.
- 4 Yes, it's wonderful, thank you.
- 5 Not yet. Can we have a little more time?
- 6 Not for me, thank you. I'm full.
- 7 Oh, it looks lovely! Thank you.
- 8 Yes, please. I'll have an orange juice.

- 3  Look at these three short conversations. Try to guess the missing words. Then listen and check.

- 1 Customer: Hello. I booked a table for seven o'clock.  
The name's Katai.  
Waiter: Ah, yes. Follow me, please.
- 2 Waiter: Are you ..... ?  
Customer: Yes, for ..... I'd like the soup, please.  
Waiter: And for your ..... ?  
Customer: I'll have the salmon, thank you.  
Waiter: Very good. And would you like ..... ?  
Customer: Just some mineral water, please.
- 3 Waiter: Would you like ..... ?  
Customer: No, thanks. I'm full. Can I have ..... , please?

**Focus on ...**  
**describing food**

Underline the positive adjectives to describe food, and circle the negative ones.

tender bland crispy juicy greasy  
tough under-done fresh tasty overcooked

Think of one food that is ...

salty .....  
hot and spicy .....  
sour .....  
sweet .....  
bitter .....  
savoury .....

Write *S* (steak), *P* (potatoes) or *F* (fish) next to each word. Sometimes more than one answer is possible.

rare S steamed ..... sautéed .....  
baked ..... medium ..... roast .....  
fried ..... well-done ..... mashed .....  
boiled ..... grilled ..... (stir / deep)-fried .....

**B Listening – Deciding what to have**

1 13 Imagine you are on holiday in Rome. You go to a small café for lunch. Listen to the waitress and tick ✓ the dishes she describes.

2 13 Write the letter of each expression (a–e) next to the correct dish in the menu. Then listen again and check.

- a very light
- b quite sweet
- c very tasty
- d a little salty
- e very tender



**Antipasti / Starter**

Bruschetta ✓ .....  
Caesar salad .....  
Minestrone soup .....

**Piatti principali / Main course**

Risotto Napolitano .....  
Pollo Toscano .....  
Ravioli Filberto .....  
Salmon al Brodo .....  
Bistecca al Norte .....

**Dolce / Dessert**

Tiramisù .....  
Chocolate tart .....  
Cheesecake .....  
  
Coffee or Tea .....

€23 (service not included)

**Learning tip**

You may sometimes find it hard to understand someone, especially if they have a strong accent. Remember that everyone speaks with an accent, so you need to adjust your listening. Don't stop listening – try to 'tune in' to what they are saying.

**Sound smart**  
**the schwa /ə/**

The schwa is the weak vowel sound in an unstressed syllable and is pronounced /ə/. It is very common in spoken English.

- 1 14 Listen to these words. Notice the schwa.  
tender medium under-done  
wonderful salmon sugar
- 2 15 Now listen to these words. Underline the schwas.  
waiter reservation potato  
pasta starter popular

# Real



B2

INTERMEDIATE –  
UPPER-INTERMEDIATE

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with answers for self-study

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