

剑桥实境英语 3

Real

阅读 Reading

with answers

Liz Driscoll



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

CAMBRIDGE

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图书在版编目(CIP)数据

剑桥实境英语 = Cambridge Real English Skills. 阅读. 3 / (英)德利斯科(Driscoll, L.)编著. —西安: 西安交通大学出版社, 2009. 6

书名原文: Cambridge English Skills Real Reading 3

ISBN 978-7-5605-3140-3

I. 剑… II. 德… III. 英语—阅读教学—自学参考资料
IV. H31

中国版本图书馆 CIP 数据核字 (2009) 第 094873 号

版权登记: 陕版出图字 25 - 2009 - 0056

This is a reprint edition of the following title published by Cambridge University Press:

ISBN 978-0-521-70573-8 Cambridge English Skills Real Reading 3

© Cambridge University Press 2008

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书 名 剑桥实境英语·阅读 3

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封面设计 王 琳 路丽佳

出版发行 西安交通大学出版社

地 址 西安市兴庆南路 10 号(邮编:710049)

电 话 (029)82668357 82667874(发行部)

(029)82668315 82669096(总编办)

读者信箱 xjtupress@126.com

印 刷 北京画中画印刷有限公司

字 数 157 千

开 本 850×1168 1/16

印 张 6.75

版 次 2009 年 6 月第 1 版 2009 年 6 月第 1 次印刷

书 号 ISBN 978-7-5605-3140-3/H·921

定 价 30.00 元

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Map of the book

Unit number	Title	Topic	How to ...
1	I'll cook something	Cooking and shopping	<ul style="list-style-type: none"> find information in a text without reading every word understand detailed information in a recipe choose products from their labels understand a till receipt
2	We've hired a car	Car hire and driving	<ul style="list-style-type: none"> search a text for abbreviations and particular words find out what car rental payments include understand driving laws and road safety advice
3	Somewhere to live	Finding accommodation	<ul style="list-style-type: none"> put yourself in the position of someone reading advertisements in the real world understand advertisements for rented accommodation work out the meaning of abbreviations understand a tenancy agreement
4	I'll check it in	Taking luggage on a plane	<ul style="list-style-type: none"> skim a webpage to get a general idea of what it is about find out how much checked baggage you can take on a plane fill in a form about delayed luggage
5	I'll be at home	Dealing with mail	<ul style="list-style-type: none"> use a variety of skills when reading texts follow instructions about having your mail redelivered follow instructions about having your water supply interrupted
6	A weekend in Wales	Booking holiday accommodation	<ul style="list-style-type: none"> relate information you already know to what you read in a text understand a description of bed and breakfast accommodation understand a letter of confirmation and the rules about cancelled accommodation
7	I saw an article about it	Magazine articles	<ul style="list-style-type: none"> identify the main point in a paragraph identify a dramatic beginning to an article follow the order of events in a narrative
8	In the newspapers	Newspapers	<ul style="list-style-type: none"> identify newspaper sections and articles from these sections read a newspaper selectively find the main points in a newspaper article

Unit number	Title	Topic	How to ...
9	Safety at work	Fire regulations	<ul style="list-style-type: none"> work out the meaning of unknown words from the context understand a leaflet about preventing a fire follow instructions for a fire drill
10	Lines of communication	Emails and notices at work	<ul style="list-style-type: none"> work out who an email is from and who it is to work out the main purpose of an email understand resignation and appointment notices
11	Any comments?	Questionnaires and feedback	<ul style="list-style-type: none"> interpret a completed questionnaire distinguish between comments and suggested action understand how writers link facts and ideas
12	I'm going to apply	Job applications	<ul style="list-style-type: none"> understand a job advertisement distinguish between formal and informal language understand an offer of employment and confirm acceptance
13	I'm off on a trip	Business travel research	<ul style="list-style-type: none"> interpret statistics interpret charts and graphs find out about business etiquette in another country
14	Look it up!	Using reference materials	<ul style="list-style-type: none"> find information in a reference book use reference books to complete a crossword find answers to questions in a reference book
15	It's on the shelf	Using a library database	<ul style="list-style-type: none"> understand instructions in a library catalogue understand what a novel is about from the blurb read fiction without worrying about difficult language
16	Read about reading	The process of reading	<ul style="list-style-type: none"> skim a text and identify the main points identify the topic of each paragraph within a text relate what you have read to your own experiences

Acknowledgements

I would particularly like to thank Ros Henderson, of Cambridge University Press, for her support and guidance in the writing of this book, as well as for her superb editing. I am also very grateful to Brigit Viney for her wonderful comments and suggestions, to Nóirín Burke, who commissioned the project, and to Linda Matthews for overseeing its production.

My thanks go to Stephanie White and Paul Fellows at Kamae Design for their creative design work.

I am also grateful to Bill Henman, Ian Lees, Marcos Martos Higuera, Jane Read, Marina Rose, Richard Walker and Mary Yoe for their help in finding the texts.

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

Steve Banfield, United Arab Emirates; Ildiko Berke, Hungary; Ian Chisholm, UK; Alper Darici, Turkey; Helen Dixon, UK; Rosie Ganne, UK; Jean Greenwood, UK; Elif Isler, Turkey; Kathy Kolarik, Australia; L. Krishnaveni, Malaysia; Beatriz Martín, Spain; Steve Miller, UK; Ersoy Osman, UK

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'brass', 'lycra', 'metal' from *Cambridge Advanced Learner's Dictionary, 2nd Edition*, 2005; pp. 66–67: entries for 'ground' and 'mental' from *Cambridge Idioms Dictionary, 2nd Edition*, 2006; p. 70: entry for 'fiction' and pp. 92–95: all entries from *Cambridge Learner's Dictionary, 3rd Edition*, 2004, © Cambridge University Press, reproduced with permission; pp. 66–67: entries for 'follower' and 'stare' from *Penguin Reference Pocket Thesaurus*, edited by Rosalind Fergusson, Martin Manser and David Pickering, Penguin Books, 2004, © Penguin Group UK; pp. 66–67: definitions 'Laurel and Hardy', 'Channel Islands' and 'insect' from *Hutchinson Encyclopedia*, 2001, Helicon, RM Education plc; pp. 68–69: extracts from the *Chambers Book of Facts*, © Chambers 2005. Reproduced by permission of Chambers Harrap Publishers Ltd; pp. 70–71: Oxfordshire County Council for adapted text 'Library Catalogue Help', www.libcat.oxfordshire.gov.uk; p. 73: text from *4.50 from Paddington* (1957) by Agatha Christie, and p. 79: extract from *Death on the Nile* (1937) by Agatha Christie. © Agatha Christie Ltd. A Chorian Company, all rights reserved. pp. 74–76: text 'Reading' excerpted from *The World Book Encyclopedia*, © 2007. By permission of the publisher: www.worldbookonline.com; p. 79: extract 'Wanted: a computer, female aged 18–25' from *Much Ado About English: Up and Down the Bizarre Byways of a Fascinating Language* by Richard Watson Todd, Nicholas Brealey Publishing; p. 79: tables 'Watches and clocks: exports 2002–2005' and 'Watches and clocks: imports 2002–2005', © International Trade Centre, 2007; p. 81: Usdaw for texts 'Should first aid be provided in my workplace?' and 'Can my employer stop me putting entries into the accident book?' from www.usdaw.org.uk

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Illustrations:

Kathy Baxendale pp. 29, 30, 40, 62, 63; Mark Duffin pp. 11, 12, 23, 24, 25, 43, 46, 52, 65; Laura Martinez p. 19; Rory Walker p. 22.

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 Reading 3* for?

You can use this book if you are a student at intermediate or upper-intermediate 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 3* help me with my reading?

Real Reading 3 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 3* discourages you from using a dictionary to find out the meaning of every word you do not know.

How is *Real Reading 3* organized?

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

- Units 1–8 – social and travel situations
- Units 9–16 – 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*.
- *Answer key*: gives correct answers and possible answers for exercises that have more than one answer.

How can I use *Real Reading 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.
- 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 either with your teacher or with the *Answer Key*.
- 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 3 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 edition.

Level	Book	Author
Elementary CEF: A2 Cambridge ESOL: KET NQF Skills for life: Entry 2	Real Reading 1 with answers	Liz Driscoll
	Real Writing 1 with answers and MP3	Graham Palmer
	Real Listening & Speaking 1 with answers and MP3	Miles Craven
Pre-intermediate CEF: B1 Cambridge ESOL: PET NQF Skills for life: Entry 3	Real Reading 2 with answers	Liz Driscoll
	Real Writing 2 with answers and MP3	Graham Palmer
	Real Listening & Speaking 2 with answers and MP3	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 Writing 3 with answers and MP3	Roger Gower
	Real Listening & Speaking 3 with answers and MP3	Miles Craven
Advanced CEF: C1 Cambridge ESOL: CAE NQF Skills for life: Level 2	Real Reading 4 with answers	Liz Driscoll
	Real Writing 4 with answers and MP3	Simon Haines
	Real Listening & Speaking 4 with answers and MP3	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 Reading 3*?

- 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 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 Reading 3* 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 class
 - *Focus on* exercises which provide contextualized practice in particular language 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 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 3* 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 activities 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.

Unit 1

I'll cook something

Get ready to read

- Circle the words in these sentences so that they are true for you.
I prefer to buy *locally produced* / *organic* / *cheap* food.
I usually buy *fresh* / *ready-made* / *frozen* food.
I usually do my shopping *in a supermarket* / *at a market* / *online*.
I *never* / *hardly ever* / *often* cook for friends.
I like trying new recipes from *my own country* / *my own and one or two other countries* / *all over the world*.
- Match the beginnings and endings of these sentences.
a Bolognese sauce is made from peanut butter, garlic, vinegar and chilli peppers.
b Béchamel sauce is made from sugar, soy sauce and rice vinegar.
c Satay sauce is made from minced beef, carrot and tomato puree.
d Sweet and sour sauce is made from flour, butter and milk.
- Do you know where each of the sauces above comes from?

go to Useful language p. 82

A What should I make?

- 1 You want to cook for some friends and decide to compare some recipes. Look at these three sets of ingredients and find a pasta dish that uses tinned tomatoes, garlic and Parmesan cheese. (You like this combination of flavours.)

Pasta with fresh tomato and olive sauce

(serves 4)

4 large ripe tomatoes

125 g stoned black Greek-style olives, roughly chopped

2 garlic cloves, peeled and finely chopped

4 tbsp fresh basil, chopped

150 ml olive oil

salt and black pepper

400 g pasta

Pasta with aubergine and green pepper sauce

(SERVES 4)

1 large aubergine, diced

1 onion, chopped

2 tbsp olive oil

1 garlic clove, crushed

1 green pepper, de-seeded and chopped

1 tbsp fresh basil

225 g tomatoes, skinned and chopped

salt and black pepper

400 g pasta

4 tbsp freshly grated Parmesan cheese

Pasta with aubergine and mozzarella sauce

(serves 4)

90 ml olive oil

1 onion, peeled and chopped

2 garlic cloves, peeled and crushed

1 medium aubergine, about 400 g, diced

400 g can chopped tomatoes

salt and black pepper

15 g fresh basil leaves, shredded

150 g mozzarella cheese, diced

2 tbsp pine nuts

4 tbsp freshly grated Parmesan cheese

400 g pasta

ml = millilitre g = gram tsp = teaspoon tbsp = tablespoon

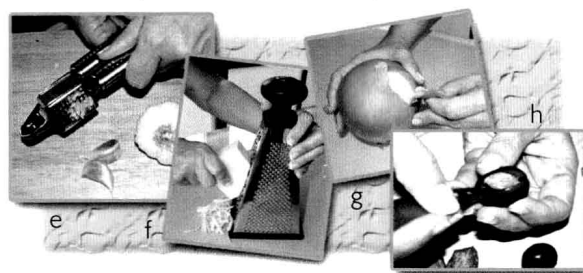
Focus on ... verbs

Look at the pictures. Circle the correct word in each pair.



- a stone / chop c crush / de-seed
b peel / shred d dice / grate

Match these pictures with the verbs you did not use.



- e g
f h

2 You already have olive oil, garlic and pine nuts. What else do you need to make the pasta dish you chose in Exercise 1? Make a list.

.....
.....
.....

3 Read the instructions for making the dish you chose in Exercise 1. Are the statements below true (T) or false (F)?

- 1 Fry the onion, garlic and aubergine for 8-10 minutes in the olive oil.
- 2 Add the tomatoes and seasoning. Bring to the boil, lower the heat and simmer for 15 minutes.
- 3 Meanwhile, cook the pasta in plenty of salted water until *al dente*.
- 4 Drain the pasta, and mix with the tomato and aubergine sauce. Add the basil, mozzarella and pine nuts, and mix well.
- 5 Serve at once, with the Parmesan handed out separately.

- a You fry the aubergine. T
b You cook the pasta at the same time as the sauce.
c You need to use the mozzarella before the tomatoes.
d You add the Parmesan before serving.
e You need to cook the pine nuts before you add them to the pasta.

4 You want to make an Italian dessert to go with your pasta dish. A friend has given you this recipe for tiramisù. Read it and add the ingredients you need to the shopping list.

Tiramisù

- 1 Cover bottom of dish with sponge fingers (about 15). Soak with strong fresh coffee.
- 2 Separate 3 eggs. Beat egg whites until firm.
- 3 Mix 250 g mascarpone into egg whites.
- 4 Add egg yolks and 2 tbsp sugar, and mix. Pour over sponge fingers.
- 5 Sieve 1 tsp cocoa powder over mixture.
- 6 Cover and leave in fridge overnight before serving.

DON'T FORGET TO BUY

sponge fingers (about 15)

.....
.....
.....
.....
.....

Did you know ...?

Tiramisù is an Italian dish and its name means 'pick me up'. The dessert could be a *pick-me-up* – something which will make you feel better. Or perhaps you will need someone to *pick you up* – lift you – after you have eaten it because it is so rich.

B Which one should I buy?

- 1 You are going to make pasta with aubergine and mozzarella sauce and tiramisù for three friends. Look again at the lists of ingredients you made in Exercises 2 and 4 on page 11.
- 2 You are in the supermarket choosing the ingredients you need. Look quickly at the labels on these pages and decide which dish each pair of products is for.

Pasta with aubergine and mozzarella sauce 1a and 1b

Tiramisù 2a and 2b

1a



1b



2a



2b



3a



3b



4a



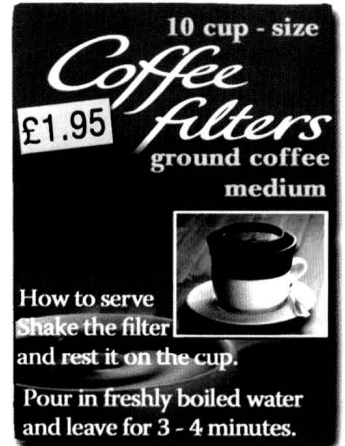
4b



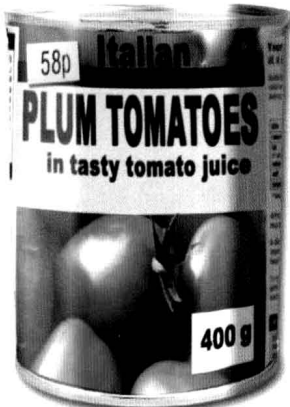
5a



5b



6a



6b



Learning tip

We always read for a purpose. Sometimes this means that we do not need to read everything in front of us in order to find the information we are looking for. We can ignore some of the text.

- 3 Look again at the product labels and think about the advantages and disadvantages of each item in each pair. Use a chart to make notes about cost, quality, preparation time and equipment needed.

	Ingredient	Advantages	Disadvantages
1a	egg penne	cooks in 3 minutes	expensive, packet too small for 4 people
1b	wholewheat penne	healthier, cheaper, bigger packet	takes longer to cook
2a			
2b etc.			

- 4 Now decide which product from each pair you are going to buy. What are your reasons?

Class bonus

Work in small groups. Discuss your choices. Have you chosen the same products?

- 5 Look at the till receipt below. Did you choose the same products as this shopper?

QUAL CHPPD TOM	£0.45
CASTER SUGAR	£0.59
SPONGE FINGER	£0.79
WHOLEWHEAT PENNE	£0.59
MEDIUM EGGS X6	£0.89
GRD B/PEPPR	£1.55
COCOA	£2.29
GRATED PARMESAN	£2.11
ROCKET SALAD	£1.64
DRY BLK OLIVES	£1.05
MOZZARELLA BAG	£1.09
AUBERGINE	£0.99
BUNCH BASIL	£0.75
ONIONS LOOSE 0.3 KG @ 0.73/KG	£0.22
COFFEE FILTER	£1.95
TABLE SALT BOTTLE	£0.30
ORGANIC BREAD	£1.35
FRUIT JUICE 1L	2 @ £1.99
	£3.98
BALANCE DUE	£22.58
CASH	£30.00
CHANGE DUE	£7.42

- 6 What else did this shopper buy in order to make pasta with aubergine and mozzarella sauce and tiramisù? Circle the purchases on the till receipt.

E tra practice

Have a look in your kitchen cupboards at home. Have any of the packets got ingredients or instructions in English? The next time you go shopping, buy something with instructions in English. Try and follow the English instructions when you use the ingredients.

Can-do checklist

Tick what you can do.

- I can find information in a text without reading every word.
- I can understand detailed information in a recipe.
- I can choose products from their labels.
- I can understand a till receipt.

Can do

Need more practice

Unit 2

We've hired a car

Get ready to read

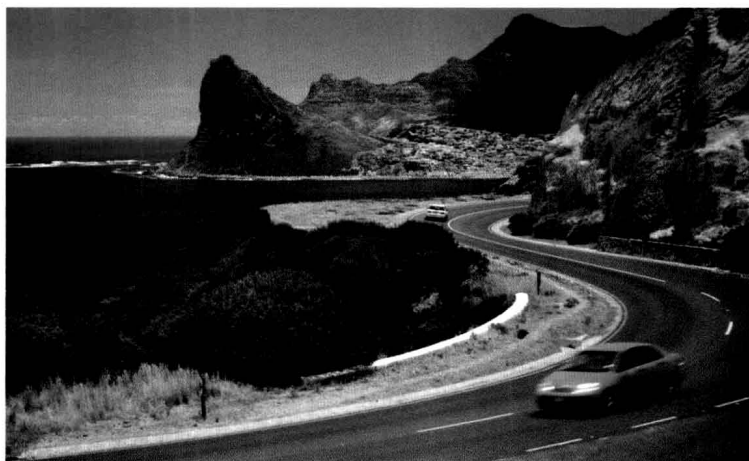
- How do people usually travel around when they visit your country on holiday?
Tick ✓ one or more of the boxes.
boat ☐ bus ☐ car ☐ plane ☐ train ☐
- Add *never* to these sentences where necessary to make them true for you.
I've been abroad on holiday.
I've flown to a holiday destination.
I've driven a hire car on holiday.
I've collected a hire car from the airport.
- In this unit, you are going to read about two people who are going to South Africa on holiday. Which of these cities are in South Africa? Tick ✓ one or more of the boxes.
Abuja ☐ Cape Town ☐ Durban ☐ Johannesburg ☐ Nairobi ☐

go to Useful language p. 82

A Terms and conditions

- 1 Claudio and Flavia Martinuzzo are going on holiday to South Africa. They have arranged car hire with Avis and have received the car rental voucher below. Look at the voucher and circle the cities to make a correct sentence.

They are collecting the car from *Cape Town / Durban / Johannesburg* and they are returning it to *Cape Town / Durban / Johannesburg*.

**AVIS**

CAR RENTAL VOUCHER

ISSUED BY

RENTER'S NAME

MR C MARTINUZZO

VOUCHER NUMBER

3729656-0

DATE ISSUED 11 JUL

RENTAL LOCATION

CPT DOWNTOWN

RESERVATION NUMBER

39073636330

RENTAL DATE

30 AUG

RENTAL LENGTH

20 days

CAR GROUP - CODE

B

BILLING INFORMATION

RETURN LOCATION

JNB AIRPORT

TOUR CODE No

REMARKS

INCL: CDW/PAI/TLW/UM/TAX/SURCHARGE

Learning tip

We sometimes search a text for a specific piece of information – this could be the answer to a question or simply a particular word or words. This type of reading is called scanning. When we scan, we do not read every word. We look quickly to find what we are looking for. Scanning may be the first step in our reading of a text. Once we have found something we are looking for, we might go on to read the text around it.

2 Claudio and Flavia had to pay more because they arranged a one-way rental. Read this part of the Terms and Conditions on the Avis South Africa website. How much more did they have to pay? Tick ✓ one of the boxes.

- a ZAR 123.12 ☐
 b ZAR 264.24 ☐
 c ZAR 406.98 ☐
 d ZAR 615.60 ☐

3 Look again at the *Remarks* section of the rental voucher. How many extras have Claudio and Flavia paid for? Write a list.

4 Claudio and Flavia look for explanations of these extras in this other part of the Terms and Conditions. Scan the webpage on the right and answer these questions.

- a Which extras on the rental voucher are explained?

 b What do the abbreviations stand for?

 c Can you guess the meaning of any abbreviations that are not explained?

5 Look at the **Surcharges and Tax**. Underline the charges that Claudio and Flavia have to pay.

6 Claudio and Flavia have chosen Limited Cover accident insurance (CDW). If they have an accident, will they pay more or less than if they had chosen SCDW?

7 Would you choose Limited Cover or Super Cover for accidents and theft? Why?

http://online.avis.co.za/avisonline/terms.nsf/

One Way

Within Country

One way rentals between Avis cities within South Africa are available.

One way rentals from Eastern Cape to Cape Town are subject to a one way fee of ZAR 615.60.

One way rentals from Johannesburg to Cape Town, Durban, Mpumalanga are subject to a fee of ZAR 615.60.

One way rentals from Durban, Cape Town, Mpumalanga to Johannesburg are subject to a fee of ZAR 406.98.

One way rentals from Johannesburg to/from Sun City and Rustenburg are subject to a fee of ZAR 123.12.

One way rentals from Durban to/from Richards Bay are subject to a fee of ZAR 246.24.

One way rentals between Port Elizabeth and Port Alfred and vice versa are subject to a fee of ZAR 60.00.

All other one way rentals between districts are subject to a one way fee of ZAR 406.98.

One way rentals are available between any city in South Africa and will be subject to a one way fee.

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ZAR = South African Rands

http://online.avis.co.za/avisonline/terms.nsf/

Personal Accident Insurance

The renter who accepts Personal Accident Insurance (PAI) as well as all other passengers in the vehicle will be covered for accidental bodily injury while driving, riding in, getting into or out of the Avis vehicle. Coverage is in effect up to "return date" indicated on the rental agreement. The insurance will apply to any persons up to the age of 75 years.

Surcharges

- 9% Airport surcharge is applicable on all rentals from an airport location.
- 1% Tourism levy is applicable on all rentals at all locations.
- A rental contract fee of ZAR 30.78 is applicable on all rentals.

Tax

14% VAT applicable.

Waivers

COLLISION DAMAGE WAIVER (CDW)

Avis offers you the choice of two optional Collision Damage Waiver Insurances.

Option 1 – Collision Damage Waiver (CDW) Limited Cover

Choosing this option means that in the event of an accident, the renter is responsible for up to a specified amount for damage repair.

Option 2 – Super Cover Collision Damage Waiver (SCDW) Super Cover

This option means that the renter will be liable for a reduced excess which lowers the responsibility of the renter for payment arising from collision damage caused to the vehicle or part thereof.

THEFT LOSS WAIVER

Avis offers you the choice of two optional Theft Loss Waiver Insurances.

Option 1 – Theft Loss Waiver (TLW) Limited Cover

Choosing this option means that in the event of theft of a vehicle or part thereof, the renter is responsible for up to a specified amount for the replacement of the applicable loss by theft. Personal property is not covered.

Option 2 – Super Theft Loss Waiver (STLW) Super Cover

This option means that the renter will be liable for a reduced excess which lowers the responsibility of the renter for payment arising from theft of a vehicle or part thereof. Personal property is not covered.

B Safe driving in South Africa

- 1 Claudio and Flavia arrive in Cape Town and go to Avis to collect their car. The rental agent gives them the envelope on the right which contains the rental agreement. Should they keep the envelope until the end of their trip?

Did you know ...?

In most countries, vehicles are driven on the right-hand side of the road. However, in some countries, such as Australia, India, Indonesia, Ireland, Japan, Malaysia, New Zealand, Thailand, the UK and South Africa, vehicles are driven on the left-hand side.

In most countries, speed and distances are measured in kilometres. In the UK and the USA, however, speed and distances are measured in miles. There are approximately 1.6 kilometres to the mile.

- 2 The agent tells Claudio and Flavia that they always need to carry cash when driving. Read the information on the envelope and find out why. Complete what the rental agent tells them.

You'll need to carry cash because

KINDLY INDICATE YOUR RETURN KM READING, FUEL GAUGE READING, DATE AND TIME, AND RETURN THIS ENVELOPE, WITH YOUR KEYS, TO THE RENTAL COUNTER.

DOCUMENT NUMBER

--	--	--	--	--	--	--	--	--	--

RETURN KM READING

--	--	--	--	--	--	--	--	--	--

RETURN FUEL GAUGE ✓

E	1/8	1/4	3/8	1/2	5/8	3/4	7/8	F
---	-----	-----	-----	-----	-----	-----	-----	---

RETURN DATE

RETURN TIME

Safe Driving in South Africa

DRIVER'S LICENCE

When driving, you must be in possession of your driver's licence at all times.

SEAT BELTS

The law requires that you wear seat belts at all times.

DRIVING

In South Africa, driving is on the left-hand side of the road.

SPEED LIMITS

Generally 60 km/hr in built-up areas, 100 km/hr in rural areas and 120 km/hr on highways.

PETROL

Petrol is available 24 hours per day. Unleaded petrol should be used in Avis cars. Credit cards are not accepted for the payment of petrol.

SAFETY

For your own safety, keep your doors locked while driving.

LOCK UP

Shut windows and lock all doors and the boot when leaving the vehicle unattended.

VALUABLES

Do not leave personal belongings such as cell phones and valuables in your vehicle. They are not covered by our insurance.

TYRES

Avis undertakes that on delivery of the vehicle to the renter, the condition of the tyres will be in compliance with legislation and the tyre pressure in accordance with the vehicle manufacturer's specification for 'normal use'.

It is the responsibility of the renter to ensure that both the condition and inflation of the tyres are appropriate throughout the course of the rental.

It is the responsibility of the renter to inspect the condition of the tyres at commencement of the rental and to make adjustments to the tyre pressure to take into account such factors as the number of passengers, mass of luggage, ambient temperatures, speed and road condition.

IMMOBILISER

Please use the immobiliser when leaving the vehicle unattended.

ROAD MAPS

Maps of Southern Africa, including city and regional maps, can be found in a copy of the Avis Inbound magazine, in each vehicle or at the Avis Customer Service Centre. More extensive area maps are obtainable from the Automobile Association (AA) and South African Tourism.

Avis Careline: +27 (0)800 001 669

24 hour breakdown and medical emergencies

Avis Central Reservations:

National: +27 (0)861 021 111

International: +27 (0)861 034 444

Preferred Service: +27 (0)861 113 333

Website: www.avis.co.za

Avis rents Volkswagen and other fine cars.

