

2

HIGH ENERGY

KEY LANGUAGE

Gerunds and infinitives

Music

Sport

Affixes

PRONUNCIATION

Vowel sounds

EXAM PRACTICE

Reading and Use of English Parts 2, 3, 4 & 6

Writing Part 2

Listening Parts 2 & 4

Speaking Parts 1, 2, 3 & 4

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 When was the last time you played a sport?
- 2 Do you prefer individual or team sports?
- 3 What are the three most popular sports in your country? Why do you think they are popular?
- 4 How important is music in your life?
- 5 Do you like dancing to music?
- 6 What is your least favourite type of music?

Don't forget!

- Develop your answers by giving reasons or examples.

Don't forget!**Student A**

- Do not describe the photographs in detail; talk about the similarities and differences.
- The second part of the task is written as a question above the photographs.

Student B

- Develop your answer fully, giving reasons for your feelings or opinions.

Speaking Part 2 Long turn

1 The photographs below show people listening to music in different situations.

Student A: Compare the photographs and say why you think the people have decided to listen to music in these situations.

Student B: When your partner has finished, say where you like listening to music.

2 Now change roles. Go to the **Additional materials** on page 198 and do the Speaking Part 2 task.

Vocabulary Music

1 All the words in each of the groups below can be used in combination with one of the words in the box. Write an appropriate word from the box in each of the gaps. There is an example at the beginning (0).

guitarist in instrument live (adj) on play (v) playlist rock song

- | | | | | | |
|---|----------------------------------|---|-----------------------------|---|-------------------------------|
| 0 | a <u>rock</u> band musician star | 3 | download a perform a mime a | 6 | album performance music venue |
| 1 | a lead a session a bass | 4 | tour stage the radio | 7 | the charts concert tune |
| 2 | a percussion a wind a stringed | 5 | a track a tune a chord | 8 | create a shuffle a delete a |

2 Complete each gap with an appropriate word combination from Exercise 1. There is an example at the beginning (0).

- 0 Have you been to see a singer or a band perform in a live music venue?
- 1 Who would you most like to see perform live _____?
- 2 Have you ever performed or spoken _____ in front of an audience?
- 3 Can you _____ on any instrument?
- 4 Can you sing _____ or do people cover their ears when they hear you?
- 5 Do you listen to songs that are _____ or do you prefer less commercial music?
- 6 When you _____, how do you decide which songs to include on it?

3 **SPEAK** Work in pairs. Discuss the questions in Exercise 2, giving as much detail as possible.

Why have the people decided to listen to music in these situations?



Listening Part 2 Sentence completion

1 **SPEAK** Work in pairs or small groups. Discuss the questions.

- 1 What type of music do you like listening to?
- 2 How many hours do you think you spend listening to music each day?

2 Read these Listening Part 2 instructions and the What to expect in the exam box.

▶ **2.1** You will hear a man called Jack Suggs talking on the radio about music. For questions 1–10, complete the sentences with a word or short phrase.

What to expect in the exam

- The words you *read* in the question may not be the same as the words you *hear* in the recording. For example, in question 6 **you read** ... *directors of TV series avoid using* *artists to write soundtracks*, but **you hear** ... *directors nowadays tend not to use* *musicians and composers to create the soundtracks for their work*.
- However, the word(s) you need to write are actually heard in the recording.
- For many of the questions, you will hear distractors, information which could fit the gap but does not answer the question.
For question 1 below you will hear more than one number. Listen carefully to ensure you choose the right one.
- You do not need to write more than three words for each answer.
- Minor spelling errors can be made (e.g. *musical*) but the words must be recognisable.

3 **SPEAK** Work in pairs. Read sentences 1–10 and discuss the type of information you might need to write for each one.

1 will be a number, possibly quite a high one.

4 ▶ **2.1** Listen to the recording twice and complete the sentences.

Jack says that people in Britain aged between 18 and 24 listen to an average of over **(1)** songs a year.

Jack says that music is no longer played in many **(2)** for safety reasons.

The findings of one recent study recommend silence when doing work which involves **(3)**

Jack says that sales of **(4)** increased by about 11 per cent in one restaurant, when the right type of music was played.

Scientists at Oxford University discovered that a certain type of music could make some food taste even **(5)**

Jack says that many directors of TV series avoid using **(6)** artists to write soundtracks.

Jack says that many musicians make use of **(7)** when recording soundtracks for TV series.

Eimear Noone, a composer of video game soundtracks, lives in **(8)**

Jack mentions a radio programme called **(9)**, which is dedicated to video game music.

Jack says he is going to play some **(10)** music on his radio programme.

5 **SPEAK** Work in groups. What is your favourite soundtrack from the following? Why?

- a film
- a TV series
- a video game

6 Go to the **Additional materials** on page 199.

Reading and Use of English Part 6 Gapped text

1 SPEAK Work in pairs. Look at the photographs of people doing parkour, and discuss the questions.

- 1 What does parkour involve doing?
- 2 What type of people do it and what skills do you think are required?
- 3 What benefits does it have for participants?

2 You are going to read an article about parkour. Read through the base text (the main text with the gaps). Are any of your ideas from Exercise 1 mentioned?

3 Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

To help you, some words and phrases are written in **bold**. These show connections between the language in the text and the language in the missing sentences. A number of grammatical words such as *he, its, their, this* and *those*, are written in *italics* to show further connections.

Note that these connections are not shown in the *First* examination.

How to go about it

- Check that the whole sentence fits in with the meaning of the text before *and* after the gap.
- When you think you have found the correct missing sentence for a gap, read the whole paragraph again to check that it fits.
- When you have finished the task, check that the sentence which you have not used does not fit into any of the gaps.

4 SPEAK Work in groups. Discuss the questions.

- 1 Do you think parkour should be taught in schools? Why/Why not?
- 2 Are there any high-risk or extreme sports you would like to try?



Inside the daredevil world of PARKOUR



An expression of attitude, exploring boundaries and calculated risk, free running has official status in the UK.

Frazer Meek jumps down from a wooden platform and jogs across the floor of the Fluidity Freerun Academy, a huge warehouse in an industrial estate on the outskirts of Cardiff. It is a wintry Thursday evening and there are only a few people practising their leaps and swings on the purpose-built equipment, designed to imitate the bollards, railings and concrete building blocks of the great urban outdoors.

In early 2017, the UK became the first country in the world to recognise parkour as a sport. **1** *Its participants are capable of leaping to improbable heights* while almost always seeming to land, cat-like, on their feet.

Also known as free running and *art du déplacement*, the sport attracts thousands of mainly young, mainly male participants across the country. **2** *This includes the opening sequence of the James Bond film *Casino Royale*, as well as advertising and music videos.*

'A lot of people from the pedestrian world don't understand parkour,' says Meek. 'It's not just about technique, it's about the attitude. It's about exploring boundaries sensibly, seeing danger and calculating risk.' **3** 'I really hated conventional sports,' he remembers. 'I was a nervous kid who liked playing video games. Then I started to come across it on internet forums, and it seemed to be a lot of people who didn't fit in with more conventional stuff, shy people. That's what appealed to me about it.'

Some years ago, Meek got together with some like-minded spirits and rented a gym to practise parkour. Within weeks, hundreds of kids were turning up. **4** *It is one of a handful of purpose-built parkour centres* in the UK, offering a daily timetable ranging from 'Little Ninjas' for ages two to four, to adult drop-in sessions.

Their business reflects the coming of age of a sport that started in the late 1980s as little more than some friends playing around after school in a Paris suburb. **5** An early ambassador for parkour in the country, he appeared in *Jump London*, the television documentary that introduced the activity to a wider public in 2003 as he and two friends leapt across the capital's rooftops. He also played Mollaka, the bomb-maker chased by Daniel Craig's Bond in the memorable sequence at the start of *Casino Royale*.

Participants point to the minimal equipment requirements as one of parkour's advantages, arguing that now that it is recognised as a sport, parkour can extend its work in schools. This is a view echoed by Parkour UK chief executive Eugene Minogue. **6** It goes back to the core of what PE is about.'

Charlotte Blake is the chair of Free Your Instinct, a charity that brings parkour to the field of mental health. It has, she says, been an effective tool in helping people with anxiety, depression and bipolar disorder to build resilience and overcome the obstacles in their lives. 'Parkour helps you to move naturally within your environment and to develop a new dialogue with your environment, to play with it and to open up a world of opportunity,' says Blake.

- A **Their interest** has been propelled by parkour's high profile on YouTube and in popular culture.
- B Some highlight **the apparent risks** associated with parkour, but the organisation insists that the injury rate is lower than in other sports.
- C **Later**, in 2016, **he set up Fluidity Freerun** with fellow parkour enthusiast Craig Robinson and a £50,000 loan.
- D **Parkour** is defined as the discipline of **moving 'freely** over and through any terrain using only **the abilities of the body'**.
- E Given the lack of outdoor space and the funding challenges, the great thing about parkour is that **all you need is a pair of trainers**.
- F **One of those children, Sebastien Foucan**, became president of Parkour UK, the sport's governing body.
- G **He** started when he was just **twelve years old**.

Language focus Gerunds and infinitives

1 Look at the underlined words in the following extracts from the reading text. For each one, explain why a gerund, an infinitive without *to*, or an infinitive with *to* is used.

- 1 ... the UK became the first country in the world to recognise parkour as a sport.
1 to recognise: the infinitive with to is used in place of a relative clause after 'the first' + noun. Here it means 'the first country ... which recognised parkour'.
- 2 Its participants are capable of leaping to improbable heights ...
- 3 I was a nervous kid who liked playing video games.
- 4 ... it seemed to be a lot of people who didn't fit in with more conventional stuff...
- 5 ... Meek ... rented a gym to practise parkour.
- 6 Parkour can extend its work in schools.

2 Go to **Ready for Grammar** on **page 206** for rules, explanations and further practice.

3 One way of talking about your likes and dislikes is to use verbs such as *love* or *hate*, followed by a gerund. Certain adjectives can also be used, together with a preposition and a gerund.

In 1–6 below, complete the first gap with a word from box a, and the second gap with a preposition from box b. The first one has been done for you.

a absolutely can't don't much quite **really**

b about at in of on with

- 1 I **don't** really **enjoy** going for walks in the countryside; I just can't get **excited** about being in the open air, like some people.
- 2 I _____ **mind** listening to jazz now and again, but I wouldn't be **interested** going to a concert.
- 3 I _____ **love** cooking, and I'm especially **fond** _____ baking cakes.
- 4 I _____ **like** watching basketball, but I'm not very **good** _____ playing it.
- 5 I _____ **prefer** watching films at home; I've never been very **keen** going to the cinema.
- 6 I _____ **stand** playing board games with my family, but I never get **bored** playing games on my phone.

4 **SPEAK** How true are the statements in Exercise 3 for you?

5 Write eight sentences about your likes and dislikes using the verbs and prepositions in Exercises 3. For each sentence, add an extra piece of information.

*I'm very **interested in watching birds**. I can identify over a hundred different species.*

*I really **hate going to shopping centres**. There are too many people and I always seem to get a headache.*

6 **SPEAK** Work in pairs. Compare your sentences from Exercise 5. Ask follow-up questions for more information.

A: *I'm very interested in watching birds. I can identify over a hundred different species.*

B: *How did you learn to identify so many?*

A: *I've got several books about birds and I watch a lot of videos on the internet.*

B: *When did your interest in birds begin?*

A: *When I was about eight, I was on holiday in Scotland with my family and we saw an eagle. It was so close I thought it was going to attack us!*



Speaking Part 3 Collaborative task

1 SPEAK Work in pairs. Here are some things that many people believe are important if we want to feel happy. Talk to each other about how important these things are for our personal happiness.



2 Now decide which two things are most important for our personal happiness.

How to go about it

- Part 3 is an interactive task. As well as giving your own opinions, ask your partner what they think, and respond to their comments by agreeing, disagreeing or adding a further comment. Give reasons for your opinions.
- Do not start to make your decisions for task 2 while you are doing task 1. In the exam you will not know what task 2 is until you have finished task 1.
- In task 2 you do not have to agree with your partner when making your final decision.
- In the exam you will have two minutes for task 1 and then one minute for task 2. However, while practising for the exam, in the early units of *Ready for First*, you can allow yourself more time.

Speaking Part 4 Further discussion

SPEAK In Part 4 of the Speaking test the examiner will ask you questions which are related to the topic in Part 3. Discuss the following questions.

What to expect in the exam

- A particular question may be directed specifically at you or your partner. Alternatively, you may both be asked the same question and encouraged to discuss your ideas together.
 - In either case, you are expected to give full answers to the questions asked, with reasons for your opinions.
- What other things make you feel happy?
 - Do you think having longer holidays would make people feel happier?
 - Some people say that the best way to be happy is to make other people happy. What do you think?
 - If something is making you feel unhappy, is it better to talk about it with your friends or your family?
 - Some people like listening to happy music when they feel happy, and sad music when they feel sad. Why do you think this is?
 - Do you think it is possible to be happy all of the time?

Vocabulary Sport

1 Can you name all the sports in the illustrations in the quiz below? Write the name of each sport next to the verb with which it is used. The first one has been done for you.

do athletics
 go _____
 play _____

2 Write the name of the sport which each group of nouns is associated with. The first one has been done for you.

- | | | | | | |
|---|---------------|--------|-------------|--------|----------|
| 1 | <u>tennis</u> | court | net | racket | backhand |
| 2 | _____ | pitch | referee | corner | foul |
| 3 | _____ | course | green | clubs | hole |
| 4 | _____ | slope | sticks | run | goggles |
| 5 | _____ | track | field event | lane | meeting |
| 6 | _____ | saddle | helmet | pedals | peloton |

3 Add each of these nouns to the appropriate group in Exercise 2.

fairway gears lift red card service triple jump

4 Complete the questions with the verbs in the box.

beat draw hit kick pass take take win

1 Which sports _____ **place** on an ice rink?

2 Which country's football team _____ Croatia to win the 2018 World Cup Final?

3 Which **medal** does a runner-up _____?

4 In which sports do you _____ **the ball** with a racket?

5 How many players from each team can _____ **part** at one time in a game of basketball?

6 If two hockey teams _____ **nil-nil**, how many goals are scored?

7 In football, if you _____ **the ball back** to your own goalkeeper using your chest, can they pick it up?

8 In which international team sport can you score points if you either _____ **the ball** with your feet over one post and between two others, or touch it down over the opponents' line using your hands?

5 **SPEAK** Work in groups. Do the quiz in Exercise 4.

6 **SPEAK** Work in pairs.

Student A: Choose a sport and explain the rules to your partner.

Student B: Imagine that you are not familiar with your partner's sport. Ask your partner any questions that are necessary to help you fully understand the rules.

When you have finished, change roles.

Listening Part 4 Multiple choice

- 1 **SPEAK** Work in pairs. Look at the photographs of unusual sports. What do you think contestants have to do in each one?
- 2 You will hear a man talking on the radio about unusual sports. Read question 1 and the extract from the Audioscript. The underlined sections in the extract contain words which are the same or similar to words in all three of the possible answers A, B and C. Only one of these sections matches an answer; the others are distractors. Choose the best answer (A, B or C) and say why the others are incorrect.

- 1 When Mike saw a chess boxing match, he was surprised by
- how skilled the competitors were at both parts of the sport.
 - how much fun the competitors were having.
 - how aggressive the competitors were.

Sounds like just a bit of fun, but when I watched two men competing on German television recently, I was amazed by their level of skill in each of these two very different disciplines. After all, boxing is such an aggressive, physical sport, whereas chess is all about using the brain.

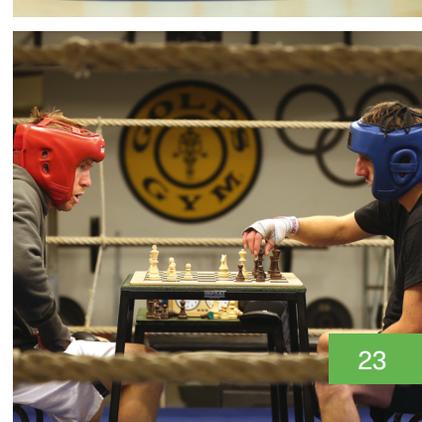
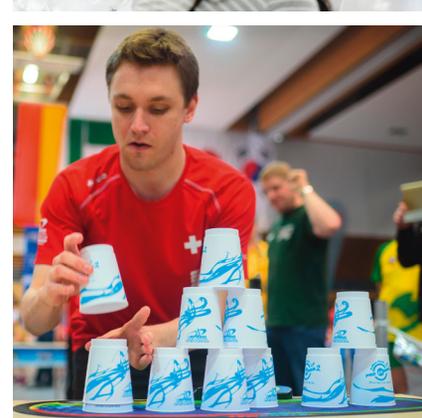
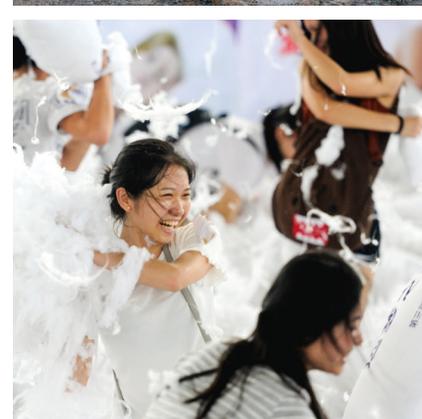
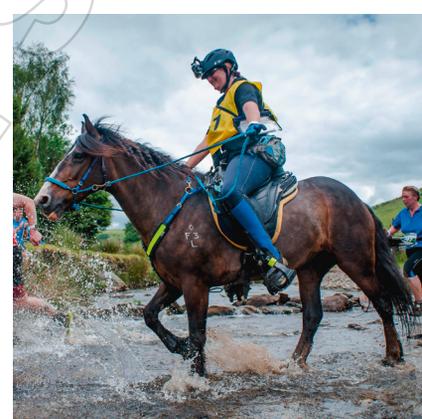
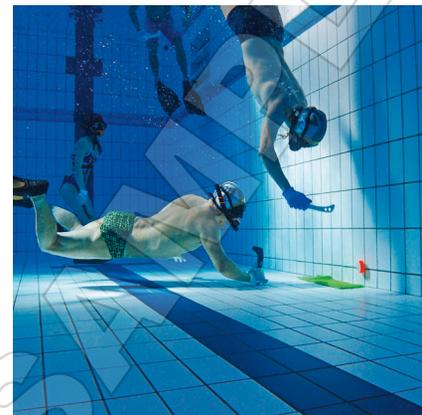
- 3 **2.2** Read questions 2–7. Then listen and choose the best answer (A, B or C).

What to expect in the exam

- As with all parts of the **Listening** paper, you will hear distractors. Listen carefully both times you hear the recording.
- Although a particular option may be true, it may not be the correct answer to the question you are asked.

In question 2, all three statements are true but only one is something that Mike finds it difficult to believe.

- 2 Having read about octopushing, Mike finds it difficult to believe that
- players do not have to hold their breath for long intervals.
 - a high level of fitness is not required to play it.
 - it is an exciting sport to watch.
- 3 What impresses Mike most about the competitors in sport stacking?
- their fitness
 - their speed
 - their age
- 4 What is Mike's criticism of some of the unusual sports?
- They are far too dangerous.
 - They should not be called sports.
 - They are difficult to take seriously.
- 5 What do we learn about the organisers of toe wrestling?
- They apply what they learn from international competitions.
 - They have arranged a number of events in schools.
 - They made a request which was rejected.
- 6 How does Mike feel about the human triumphs in the Man Versus Horse Marathon?
- They are very surprising.
 - They deserve more recognition.
 - They are unlikely to be repeated.
- 7 Why did Mike give up running?
- He was injured.
 - He lost interest.
 - He had no time.
- 4 **SPEAK** Work in groups. Discuss the questions.
- Would you be interested in taking part in or watching any of the sports Mike mentions? Why/Why not?
 - Do you have any strange sports in your country? What do the competitors do?



Word formation Affixes

1 Add an appropriate suffix, *-or*, *-er* or *-ant*, to each of the verbs in the box to form nouns for the people who perform these actions. You may need to make further spelling changes to the verbs.

win – winner

win box play spectate compete participate organise run ride contest

Check your answers in the **Audioscript** on pages 235–236.

2 Add either *-ist*, *-eer*, *-ee* or *-ian* to the pairs of words below to form the nouns for the corresponding people. Use the same suffix for both words in each pair. You may need to make further spelling changes.

employ/train electric/politics mountain/engine novel/science

3 In 1–7, use the same prefix from the box with all three adjectives to make them negative. The first one has been done for you.

dis- il- im- in- ir- un-

Adjectives

- 1 ambitious/likely/reliable
- 2 experienced/decisive/tolerant
- 3 legal/logical/legible
- 4 moral/mature/mortal
- 5 practical/patient/perfect
- 6 regular/responsible/relevant
- 7 honest/obedient/satisfied

Negative

unambitious/unlikely/unreliable

4 What is the meaning of the prefixes in bold?

ex-wife **extra**terrestrial **hyper**market **micro**electronics **miss**pell
oversleep **pre**historic **post**graduate **re**write **under**cook

Writing Part 2 Article

1 **SPEAK** Work in pairs. Read the following Writing Part 2 task. Talk to your partner about what ideas you would include in your answer.

You see this notice in an English-language magazine.

ARTICLES WANTED!

MY FAVOURITE SPORT

Write us an article telling us about your favourite sport. Why do you like it and what advice would you give to someone who wants to take it up?

The best articles will be published in this magazine.

Write your article in 140–190 words.

2 Read the model answer below and match the paragraphs 1–4 to the summaries a–d.

- a Benefits of the sport and reasons for liking it. _____
 b Closing comment. _____
 c What the sport is and what is special about it. _____
 d Advice to people who want to do this sport. _____

A STRANGE WAY TO ENJOY YOURSELF

- 1 Have you ever seen a smile on the face of a long-distance runner? Running ten kilometres or more certainly doesn't sound much fun, but this sport is a powerful addiction and once you've started, you'll find it difficult to give it up.
- 2 So what is the attraction of running? For me, whether I'm working or studying, there is no better way of getting rid of stress. I can think through my problems and at the end of the race I have the answers. And simply completing a half or full marathon increases my confidence and makes me feel on top of the world.
- 3 If you're thinking of taking it up yourself, don't try to do too much at the beginning. You should set yourself realistic targets and always do warm-up exercises before you run. Also, make sure you buy a good pair of running shoes to protect your knees and back from injury.
- 4 And don't be put off by the expressions on the faces of the runners – they're enjoying every minute, and so will you!



3 Who is the article written for (the target reader)? Is it written in a formal or informal style?

4 Find examples of the following in the model answer:

- a Contractions: e.g. *doesn't, you've* c Direct questions
 b Informal linkers: e.g. *So* d Phrasal verbs

5 Match each of the features 1–3 with its purpose a–c.

- 1 The title a to involve the reader
 2 Direct questions b to encourage the reader to take up the sport
 3 The final sentence c to attract the reader's attention

6 Now write your own answer to the task in Exercise 1.

How to go about it

- Decide which sport you are going to write about, then plan your answer.
You could use the same paragraph plan as the model answer in Exercise 2.
- Begin your article with an interesting opening paragraph. You could start with an interesting fact, a surprising statement or a direct question, as in the model answer.
- Aim to hold the target reader's attention. Use a lively, engaging style throughout the article. You could involve the reader by talking to them directly, as in the model answer.
- End with a statement or question which summarises your thoughts and/or leaves the reader something to think about.
- Give your article a title to attract the reader's attention. You could write this when you have finished your article.

For more information on writing articles, see [page 192](#).

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).



The Celebrated Pedestrian

Pedestrianism, an early form of racewalking, was an (0) *EXTREMELY* popular sport in 18th- and 19th-century Britain, attracting huge crowds of (1) Individuals would either aim to walk a certain (2) within a specified period of time or else compete against other pedestrians. Cash prizes were offered but (3) could also earn substantial amounts from the money gambled on events.

Perhaps the most famous (4) was Captain Robert Barclay Allardice, whose (5) achievements earned him the title of 'The Celebrated Pedestrian'. The Scotsman's most memorable (6) took place in 1809, when he walked 1000 miles (1609 kilometres) in 1000 hours for a bet of 1000 guineas. Many considered it (7) that he would complete the challenge, which required him to walk a mile an hour, every hour, for forty-two days and nights. He proved them wrong, though the task was so (8) demanding that by the end of the walk he had lost nearly fifteen kilos in weight.

EXTREME

SPECTATE

DISTANT

PARTICIPATE

WALK

ORDINARY

PERFORM

LIKELY

PHYSICAL

Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

How to go about it

- Look at the title and read the whole text through once before writing your answers.
- Look carefully at the words before and after each gap. You may need to write the plural form of a noun, or the negative form of an adjective.

SUMMER HOLIDAY MUSIC CAMP

If you're aged (0) *BETWEEN* 12 and 18 and you're interested (1) music, come along to the One Music school in August and (2) part in our school holiday music camp. There's a wide range of activities on offer and you'll have the chance (3) learn from professionals, improve your musical skills and discover your true potential. You're guaranteed to make lots of new friends (4) well!

You'll get to try out a variety of instruments and then play them (5) stage in front of your family and friends at the end-of-camp concert. And if you feel (6) having a go at singing, there are classes to suit all types of voices and singing styles. Or maybe you (7) rather learn how to write songs, in which case our songwriting workshops will be perfect for you. Whatever your musical interests, join us this summer – it's impossible (8) to have fun on a One Music holiday camp!

Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 Elisa said it wasn't a problem if she had to work an extra hour on Saturday.

MIND

Elisa said she work an extra hour on Saturday.

- 2 Rob thinks he's always right, so it's pointless to argue with him.

POINT

There's with Rob, because he thinks he's always right.

- 3 I would prefer it if nobody gave me money for my birthday.

WANT

I don't me money for my birthday.

- 4 It wasn't difficult for Alison to find work when she left school.

DIFFICULTY

Alison had job when she left school.

- 5 Try not to get into trouble on your first day back at school.

AVOID

Try into trouble on your first day back at school.

- 6 The lead singer was not in favour of recording a live album.

IDEA

The lead singer didn't think it was a a live album.

Vocabulary Sport

Complete each gap with a suitable word.

- We stayed in a hotel next to the golf _____, and our room overlooked the fairway of the eighteenth _____.
- When the _____ blew the final whistle, several fans ran onto the football _____.
- I'm useless at tennis: I can't even _____ the ball over the net with the _____.
- The _____ taking us to the top of the steepest ski _____ broke down halfway up and we were left hanging in the air for over an hour.
- Last night, Liverpool _____ Chelsea 2–0, and Everton _____ 1–1 with Arsenal.

Writing Part 2 Informal letter

You have received a letter from your English-speaking friend, Suzy:

Hi!

My brother's 21 next month and I want to do something special for him. He's a big rock music fan so I was thinking of either buying him a decent speaker so he can play his music really loud, or getting him a three-day ticket for next summer's rock festival here. What do you think I should do?

Write your letter in 140–190 words.

For more information on writing informal letters, see [page 193](#).

Pronunciation Vowel sounds

1 Underline the word with the different vowel sound in each group.

- | | | | | | |
|----------|-------|-------|---------|-------|-------|
| 1 caught | cart | court | 4 live | leaf | leave |
| 2 fool | pool | wool | 5 third | heard | where |
| 3 cough | front | some | | | |

2  2.3 Listen to check your answers to Exercise 1.

3 For each pair of words, underline the one whose vowel sound is the same as the word in bold on the left. The first one has been done for you.

1 stop /ɒ/	<u>not</u>	want	come	watch	rough
	note	plant	gone	catch	cough
2 more /ɔː/	work	warm	four	flour	though
	worn	harm	hour	floor	thought
3 you /uː/	boot	good	chose	group	suite
	book	food	lose	ground	fruit
4 see /iː/	great	heat	sweet	pies	theme
	treat	head	suit	piece	them
5 bird /ɜː/	horse	were	heart	word	pure
	worse	here	learn	sword	purse
6 bus /ʌ/	put	done	move	push	tough
	cut	bone	love	brush	through

4 Write down a sequence of numbers that is important to you, e.g. a phone number or date of birth.

5 **SPEAK** Work in pairs. Use the code below to communicate your number sequence from Exercise 4 to your partner. Make sure you pronounce the words as clearly as possible.

- | | | | | |
|--------|---------|-------|--------|---------|
| 0 seat | 1 sit | 2 saw | 3 ship | 4 salt |
| 5 surf | 6 sheep | 7 sat | 8 sort | 9 sheet |

Student A: My number is ...seat, sheet, sit, saw, sort, salt.

Student B: Is your number 091284?