

7 MY GRAMMAR REFERENCE AND PRACTICE

should / shouldn't, must / mustn't

should / shouldn't

- We use **should / shouldn't** to give advice and ask for advice.

*Your cough sounds bad. You should see a doctor.
You shouldn't study for too long without a break.
'Should I invite Julio to the cinema?'
'Yes, you should.' / 'No, you shouldn't.'*

- We use an infinitive without **to** after **should / shouldn't**.
You should do more exercise. (NOT: You should to do more exercise.)

Affirmative and negative

Subject	should	Infinitive without to	
I / He / She / It / You / We / They	should	go	home.
	shouldn't	wear	a coat.

- To form yes/no questions, we change the order of **should** and the subject.

Should she exercise more?

- We often use short answers with questions that begin with **should**.

'Should I go now?' 'Yes, you should.' / 'No, you shouldn't.'

- We can also form questions with a question word:

Question word + **should** + subject + infinitive without **to** + ?

What should we wear to the party?

must / mustn't

- We use **must** to talk about what is necessary to do (obligation).

You must finish all your homework.

- We use **must not** or **mustn't** to talk about what is prohibited or against the rules.

Students must not use mobile phones in class.

You mustn't tell Sarah – it's a secret.

- We usually form questions with **have to** rather than **must**.
'Do I have to do all the exercises?' 'Yes, you do.'

- We use an infinitive without **to** after **must**.

I must eat more fruit. (NOT: I must to eat more fruit.)

- The form of **must** is the same for every subject (**I, you, it, they**, etc.).

- To form the negative, we use **must not** (**mustn't**):

Subject + **must not** (**mustn't**) + infinitive without **to**

Affirmative and negative

Subject	must	Infinitive without to	
I / He / She / It / You / We / They	must	finish	all your homework.
	must not / mustn't	tell	Sarah.

have (got) to + infinitive without to

- We use **have (got) to** to talk about what is necessary.

All students have to study a foreign language.

He has got to call his sister.

- We use **don't / doesn't have to** or **haven't / hasn't got to** when there is a choice (it isn't necessary).

I don't have to / haven't got to get up early tomorrow.

Affirmative and negative

Subject	have to	Infinitive without to	
I / He / She / It / You / We / They	have to / have got to	get up	early.
	don't have to / haven't got to	leave	yet.

REMEMBER! We don't use short forms with **have to**:

I've to call my dad. X

I have to call my dad. ✓

But we can use short forms with **have got to**:

I've got to call my dad. ✓

- We use **do / does** to form **have to** questions.

Do / Does + subject + have to + infinitive without to + ?

Does he have to do this exercise?

- Or we use **have / has** to form **have got to** questions.

Have / Has + subject + got to + infinitive without to + ?

Have we got to leave now?

- We often give short answers to questions with **have to** or **have got to**.

'Do I have to go to London tomorrow?' 'No, you don't.'

'Has he got to wait for them?' 'Yes, he has.'

1 Complete the sentences with *should* or *shouldn't*.

- 1 You shouldn't eat a lot of fast food.
- 2 You walk to work.
- 3 You look at a computer all day.
- 4 You brush your teeth every day.
- 5 You eat fruit and vegetables.
- 6 You sit at a desk all day.
- 7 You drink a lot of coffee.
- 8 You get eight hours of sleep.

2 Complete the second line of text so that it means the same as the first. Use *should* or *shouldn't* in your answer.

- 1 We're bored! It would be good fun to go to the beach!
We should go to the beach.
- 2 You spend so much money on clothes. It's not good.
You so much money on clothes.
- 3 I'm thinking of painting the walls. What colour do you think?
What colour ?
- 4 In my opinion, joining the tennis club would be really good for you. Do it!
You club.
- 5 It's Elena's birthday today. How about we make a cake for her?
..... a cake for Elena's birthday?
- 6 In my opinion, sitting on the teacher's chair isn't a good idea. Don't do it!
You on the teacher's chair.
- 7 I could stay or I could go. What do you think?
..... go?

3 Match instructions 1–8 to people A–H.

- 1 E You must have lights on your bike at night.
- 2 You must tidy your bedroom.
- 3 You must eat more fruit and vegetables.
- 4 You must try to run faster.
- 5 You must sit down in your seat when we're moving.
- 6 You mustn't take photos in here.
- 7 You mustn't touch these chemicals.
- 8 You mustn't eat so many sweets.

- A sports teacher
- B parent
- C museum guide
- D dentist
- E police officer
- F doctor
- G bus driver
- H science teacher

4 Write rules for the library and the swimming pool. Use *must* / *mustn't* and the words in the box.

be quiet bring pets eat or drink have a shower
jump return books run wear

The library



The swimming pool



1 You must be quiet in the library.

2
3
4

1
2
3
4

5 Complete the sentences with *have* / *has (got)* to and the verbs in brackets.

- 1 Tim can't come out this evening. He has to finish his project. (finish)
- 2 I can't stay. I in half an hour. (go)
- 3 You to visit museums in the UK – they're free. (pay)
- 4 Kate glasses. She can see very well. (wear)
- 5 You me with my homework. I've finished it. (help)
- 6 Does your mum at the weekend? (work)
- 7 You about the party now. Let me know tomorrow. (decide)
- 8 What do we for our homework? (do)

6 Write sentences with the correct form of *have (got) to*.

- 1 I / not / go to bed early / at the weekend
I don't have to/haven't got to go to bed early at the weekend.
- 2 Kay / practise / the piano /every day
- 3 they / see / the head teacher / at lunchtime
- 4 you / do / homework / every night?
- 5 we / not / wear / a uniform for school
- 6 he / work / at the weekend?

7 Complete the sentences for you.

Give yourself two pieces of advice:

I should
I shouldn't

Write what you must and mustn't do today:

I must
I mustn't

Write what you have to and don't have to do this week:

I have to
I don't have to

8 MY GRAMMAR REFERENCE AND PRACTICE

Reflexive pronouns

- Reflexive pronouns all end in *-self* or *-selves*. We use them when the subject is also the object of the verb in a sentence.

Martin is teaching himself Chinese. (= Martin is teaching Martin (himself) Chinese.)

Subject	Verb	Reflexive pronoun
I	hurt	myself.
You		yourself.
He		himself.
She		herself.
It		itself.
We		ourselves.
You		yourselves.
They		themselves.

- Reflexive pronouns often appear after these verbs:
admire behave cut dry enjoy hate
help hurt introduce love prepare teach
- Some verb + reflexive pronoun combinations have a particular meaning:
The children always behave themselves. (= They always behave well.)
I really enjoyed myself. (= I had a good time.)
Help yourself to some more cake. (= Take some more cake if you want some.)
- Reflexive pronouns don't always follow a verb. They can also be the object of a preposition.
Sam made a sandwich for himself.
- We can use reflexive pronouns *yourself / yourselves* with the imperative form (without a subject) to wish good things for people.
Look after yourself!
Enjoy yourselves at the party!
- We can also use reflexive pronouns to mean 'without help'.
I did it (all by) myself. (= I did it without help.)

Indefinite pronouns

- We use *somebody / someone, something or somewhere* in affirmative sentences to talk about a person, thing or place when we can't (or don't want to) be specific about what we are talking about.
- We use *somebody / someone, something or somewhere* in affirmative sentences.

Somebody sent you a birthday card.
(= I don't know who sent it.)

- We can also use *some- indefinite pronouns* in questions that are offers or requests.

Would you like something to drink?

Will somebody come with me?

- We usually use *anybody / anyone, anything and anywhere* in negative sentences and questions.

I don't know anyone in my class.

Is there anywhere to buy a sandwich near here?

	One	None (negatives / questions)
People	somebody / someone	anybody / anyone
Things	something	anything
Places	somewhere	anywhere

- The endings *-body* and *-one* have the same meaning.

Question tags

- We use question tags to check information or to find out if someone agrees with us. A statement with a question tag often seems more polite than a direct question or plain statement.

This is the quickest way to your house, isn't it?

(checking information)

The film was awful, wasn't it? (asking for agreement)

- When the main verb is affirmative, the question tag is negative and when the main verb is negative, the question tag is affirmative.

You were on holiday, weren't you?

You weren't happy, were you?

- When the statement contains an auxiliary verb (*be, have, do*) or a modal verb (e.g. *can, will, should*), repeat it in the question tag.

We aren't going to be late, are we?

You can skateboard, can't you?

- When there isn't an auxiliary or modal verb in the statement, we use the correct form of *do* in the question tag.

You moved here from Spain, didn't you?

	Statement	Question tag
Present simple	You like walking,	don't you?
Present perfect	You haven't seen my bag,	have you?
Past simple	It was your last day yesterday,	wasn't it?
<i>will</i>	You'll find me,	won't you?
<i>can</i>	We can't meet,	can we?
<i>should</i>	We shouldn't do this,	should we?

1 Match sentence halves 1–7 to A–G.

- 1 I'd like to have a car that drives B
- 2 It's OK. I haven't hurt _____
- 3 We didn't get any help. We did it all by _____
- 4 Jack! Are you talking to _____
- 5 She bought a coffee for _____
- 6 The girls baked the cake _____
- 7 Did you two paint the room _____

- A yourself?
- B itself.
- C ourselves.
- D yourselves?
- E myself.
- F themselves.
- G herself.

2 Complete the sentences with the words in the box.

her herself himself myself ourselves
themselves us **yourself**

- 1 Did you teach **yourself** the guitar?
- 2 My grandmother looks after _____ – she's very fit and healthy.
- 3 The restaurant manager is a friend, so he gives _____ a discount when we eat there. It's very nice of him.
- 4 It's true, they're cycling across Europe. They told me _____.
- 5 She fell and broke _____ leg.
- 6 He isn't enjoying _____ today.
- 7 I bought _____ a new bike yesterday.
- 8 We enjoyed _____ at the party.

3 Choose the correct option.

- 1 I didn't break **something / anything**.
- 2 Shall we go **somewhere / anywhere** nice on your birthday?
- 3 Waiter, there's **something / someone** in my soup. I think it's an insect.
- 4 We didn't do **something / anything** yesterday.
- 5 'I'm texting **someone / anyone** from school.' 'Oh, who? Do I know them?'
- 6 Put the money **somewhere / anywhere** safe.
- 7 We heard a noise from the garden, but we can't see **somebody / anybody** out there.
- 8 I'm not going **somewhere / anywhere** in a plane. I'm scared of flying!

4 Complete the sentences with the correct indefinite pronouns.

- 1 I'd like to go **somewhere** hot and sunny.
- 2 Let's do _____ educational in the holidays.
- 3 We didn't do _____ except lie on the beach all day.
- 4 Has _____ seen my sunglasses?
- 5 I don't want to go to the usual tourist sites. I want to go _____ completely different.
- 6 I like holidays with my family, but I prefer going with _____ else.

5 Complete the text with the correct reflexive or indefinite pronouns.

The first time that I went on holiday by ¹**myself** (at least, without my parents) abroad was when I was 18. My friend, Nicola, and I wanted to enjoy ² _____ somewhere fun, warm and sunny. So, we went to the Greek island of Rhodes. It was amazing! ³ _____ can borrow a motorbike for a few days, so we travelled ⁴ _____ on that little bike. We visited some very busy towns, but also some small quiet villages where there was ⁵ _____ around – maybe just a cat or dog. We also went on a boat trip. Nicola enjoyed ⁶ _____ swimming in the beautiful deep blue water, but I was happy doing ⁷ _____ except relaxing on the boat. The Greek Islands are magical, so what are you waiting for? Buy ⁸ _____ a ticket and go!

6 Match question halves 1–8 to A–H.

- | | |
|--|-----------------|
| 1 It's been a long hard day, <u>C</u> | A can you? |
| 2 They didn't receive your email, <u>_____</u> | B won't she? |
| 3 Mia will be at the party, <u>_____</u> | C hasn't it? |
| 4 Filip doesn't enjoy camping, <u>_____</u> | D shouldn't we? |
| 5 You can't repair that, <u>_____</u> | E did they? |
| 6 She won't agree with us, <u>_____</u> | F has it? |
| 7 It hasn't rained all day, <u>_____</u> | G does he? |
| 8 We should organize a party, <u>_____</u> | H will she? |

7 Complete the questions with question tags.

- 1 You won't tell anyone, **will you?**
- 2 You can drive, _____?
- 3 I've really improved, _____?
- 4 We didn't spend enough time on the beach, _____?
- 5 Ben can borrow your phone, _____?
- 6 We should go back to France next year, _____?
- 7 She'll work hard, _____?
- 8 You felt OK, _____?

AN EGYPTIAN TOMB

LESSON OBJECTIVES

- Learn about communication in Ancient Egypt
- Talk about historical tombs



THINK

- 1 Look at the photo of Ramses the Sixth's tomb in Egypt. What can you see?

EXPLORE

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- 2 Look at the timeline of Ancient Egypt and answer the questions.

- 1 Which three things or people below came from Egypt?

Rulers	Cleopatra	Julius Caesar	King Arthur
Writing systems	Cuneiform	Hieroglyphics	Sanskrit
Buildings	The Colosseum	The Parthenon	The pyramids of Giza

- 2 Did Cleopatra rule Egypt before or after Ramses the Sixth?

- 3 Read about Ramses the Sixth's tomb. Match the words 1–4 to their meanings A–D.

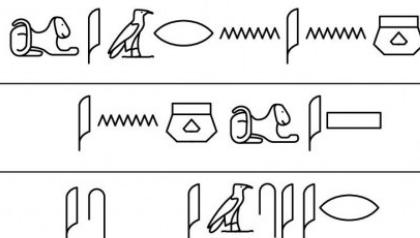
- 1 pharaoh
2 valley
3 sarcophagus
4 treasure

- A a low area of land between mountains or hills
B a decorated stone coffin
C a king
D valuable items, e.g. gold coins or jewellery

- 4 Listen to an expert talking about hieroglyphics. Answer the questions.

- What did the symbols represent?
- Which direction did they write hieroglyphics in?
- Where did the Egyptians write hieroglyphics?
- When did scribes start to learn how to write hieroglyphics?

- 5 Look at the hieroglyphic alphabet. Then translate the hieroglyphic message below into English, from left to right. Watch out! Some different letters have the same symbol.



REFLECT ON CULTURE



- 6 Discuss the questions in pairs.

- Can you think of any famous historical tombs in your country?
- Do you think historical tombs should be opened or kept closed?



Look online and find out:
Which animal did the Egyptians think was special and brought good luck?

LESSON OBJECTIVES

- Learn about life as a street artist
- Talk about street art



THINK

1 Look at the photo of a street in London. Answer the questions.

- 1 What can you see in the photo?
- 2 Are there any examples of street art near you?
- 3 Do you think street art is important? Why / Why not?

EXPLORE

Access the interactive 360° content now!

2 ★ Watch the video. Are the sentences true (T) or false (F)?

- 1 It's easy to find walls to paint. _____
- 2 Street artists haven't got a lot of free time. _____
- 3 Street artists often become famous quickly. _____

3 ○ Watch the video. Which adjective describes the artist's feelings when someone paints over his work?

disappointed excited scared surprised

4 ○ Read the social media posts. Answer the questions about street artists.

- 1 Why did Roa change his painting from a crane to a heron?
- 2 Why does Dingo think street artists shouldn't show their work on social media?
- 3 How can social media help street artists?

5 How is life as a street artist different to other artists?

Think about:

- finding places to work
- their social life
- protecting their work
- the law
- making money



REFLECT ON CULTURE



6 What skills or personal qualities do you think make a good street artist?



Look online and find out about Roa, the street artist:

Where is he from?

What does he paint?

Where can you see his art?

3

CULTURE
360°

GAMES CAFÉ

LESSON OBJECTIVES

- Discover what we can learn from games
- Talk about games in your country



THINK

- 1 Look at the photo of a games café. What games can you see on the tables? Would you like to visit this place?
Why / Why not?

EXPLORE

① Access the interactive 360° content now!

- 2 Watch the video of Gemma and Leo. Complete the texts.

THE PLAYERS



Gemma often meets her friends in the café on ¹ She ² plays Jenga or Taboo. She can't stand ³ games because she thinks they're ⁴

Leo is ⁵ about Uno because he always wins. He ⁶ plays Catan. He's very good at planning. He ⁷ often play Taboo because his friends don't like it.



- 3 Watch the video about the games below. What skills do they need? Match the games 1–4 to skills A–D.

GAMES		SKILLS	
	1 Catan	A Matching	
	2 Taboo	B Languages	
	3 Jenga	C Hand-eye coordination	
	4 Uno	D Planning	

- 4 Watch the video animation. In pairs, play Taboo.

REFLECT ON CULTURE



- 5 What are the traditional games in your country? Are they an important part of your country's culture?



Look online and find out:
What are the most popular board games or card games in your country?

PROP-MAKER'S WORKSHOP

- Learn about film props
- Talk about working in films



THINK

- 1** Read the description below. How many film, theatre or TV props can you think of that are special and help to tell the story?

Props are objects that actors use in films, theatre or TV programmes. These can be common things, like books or plants, that make the environment look real. Some props are special objects that are important to the story.

EXPLORE

Access the interactive 360° content now!

- 2** Explore the 360° photo of a prop-maker's workshop. Find these props in the workshop.

- a fossil
- a space weapon
- a train
- a trophy
- a uniform
- a white hat
- jewellery
- some old books

- 3** Watch the video. Answer the questions.

- What type of film is the prop-maker working on? Choose from A-F.

A an historical drama	D an action adventure
B a science fiction film	E a war film
C a western	F a superhero film
- What prop is she designing?

- 4** Watch the video. Answer the questions.

- What type of props does the prop-maker design?
- Why do the props need to look real?
- How does he make the props?

- 5** Watch the video. Discuss the questions in pairs.

- Do you think this is a good job? Why / Why not?
- What skills do you think you need to make jewellery for films?
- What other jobs can people do in films?

REFLECT ON CULTURE



- 6** Think about your favourite film.

What props can you remember from the film? Make a list.

Then choose three props from your list and write a sentence about each one. Explain why the prop is important for the film.



Look online and find out:
Were any famous films made in your country?
Are any film props made in your country?

UROS FLOATING ISLANDS, PERU

- Explore a popular tourist destination
- Talk about the effects of tourism



THINK

- 1 Look at the photo of the floating islands of Uros in Peru. What can you see? How do you think tourism affects a place like this?

EXPLORE

④ Access the interactive 360° content now!

- 2 Watch the video. Answer the questions.
- How do tourists get to the islands?
 - Where do the locals get most of their money from?
 - What materials do the locals use to make their souvenirs?
- 3 Listen to the conversation between two tourists on one of the islands. Choose the correct option.
- The man wants to visit the **houses / boats** on the island.
 - The man and woman **agree / disagree**.
 - The man wants to **learn about the culture / take photos** of the island.
- 4 Listen to the tour guide. How is life on the islands different today compared to the past? Do you think this is a positive change for the people who live there?

- 5 Watch the slideshow. According to the online posts, which of these activities can tourists do on Uros?

- Stay in local accommodation
- Make hot water bottles
- Dress up in traditional local clothes
- Make 'totora' grass floors
- Buy local products
- Make souvenir grass boats

REFLECT ON CULTURE



- 6 Think again about your answer to exercise 1. What are the positive and negative effects that tourism can have on a place?



Look online and find out:

Where is Lake Titicaca?

Find two interesting facts about the lake or its islands.

IRREGULAR VERB LIST

Infinitive		Past simple		Past participle	
be	/bi:/	was / were	/wɒz /, /wɜ:(r)/	been	/bi:n/
beat	/bi:t/	beat	/bi:t/	beaten	/bi:tn/
become	/bɪ'kʌm/	became	/bɪ'keɪm/	become	/bɪ'kʌm/
begin	/bɪ'gɪn/	began	/bɪ'gæn/	begun	/bɪ'gʌn/
bite	/baɪt/	bit	/bɪt/	bitten	/bɪtn/
blow	/bləʊ/	blew	/blu:/	blown	/bləʊn/
break	/breɪk/	broke	/brəʊk/	broken	/'brəʊkən/
bring	/brɪŋ/	brought	/brɔ:t/	brought	/brɔ:t/
burn	/bɜ:n/	burnt / burned	/bɜ:nt/, /bɜ:nd/	burnt / burned	/bɜ:nt/, /bɜ:nd/
build	/bɪld/	built	/bɪlt/	built	/bɪlt/
buy	/baɪ/	bought	/bɔ:t/	bought	/bɔ:t/
can	/kæn/	could	/kəd/		
catch	/kætʃ/	caught	/kɔ:t/	caught	/kɔ:t/
choose	/tʃu:z/	chose	/tʃəuz/	chosen	/tʃəuzn/
come	/kʌm/	came	/keɪm/	come	/kʌm/
cost	/kɒst/	cost	/kɒst/	cost	/kɒst/
cut	/kʌt/	cut	/kʌt/	cut	/kʌt/
do	/du:/	did	/dɪd/	done	/dʌn/
draw	/drɔ:/	drew	/dru:/	drawn	/drɔ:n/
dream	/dri:m/	dreamt / dreamed	/dremt/, /dri:md/	dreamt / dreamed	/dremt/, /dri:md/
drink	/drɪŋk/	drank	/dræŋk/	drunk	/drʌŋk/
drive	/draɪv/	drove	/drəʊv/	driven	/'drɪvn/
eat	/i:t/	ate	/eɪt/, /et/	eaten	/i:tn/
fall	/fɔ:l/	fell	/fel/	fallen	/'fɔ:lən/
feed	/fi:d/	fed	/fed/	fed	/fed/
feel	/fi:l/	felt	/felt/	felt	/felt/
fight	/faɪt/	fought	/fɔ:t/	fought	/fɔ:t/
find	/faɪnd/	found	/faʊnd/	found	/faʊnd/
fly	/flaɪ/	flew	/flu:/	flown	/fləʊn/
forget	/fə'get/	forgot	/fə'gɒt/	forgotten	/fə'gɒtn/
forgive	/fə'gɪv/	forgave	/fə'geɪv/	forgiven	/fə'gɪvn/
freeze	/fri:z/	froze	/frəʊz/	frozen	/'frəʊzn/
get	/get/	got	/gɒt/	got	/gɒt/
give	/gɪv/	gave	/geɪv/	given	/'gɪvn/
go	/gəʊ/	went	/wɛnt/	gone / been	/gɒn/, /bi:n/
grow	/grəʊ/	grew	/gru:/	grown	/grəʊn/
hang	/hæŋ/	hung	/hʌŋ/	hung	/hʌŋ/
have	/hæv/	had	/hæd/	had	/hæd/
hear	/hɪə(r)/	heard	/hɜ:d/	heard	/hɜ:d/
hide	/haɪd/	hid	/hɪd/	hidden	/'hɪdn/
hit	/hit/	hit	/hit/	hit	/hit/
hold	/həʊld/	held	/held/	held	/held/
hurt	/hɜ:t/	hurt	/hɜ:t/	hurt	/hɜ:t/
keep	/ki:p/	kept	/kept/	kept	/kept/

IRREGULAR VERB LIST

continued

Infinitive		Past simple		Past participle	
know	/nəʊ/	knew	/nju:/	known	/nəʊn/
lead	/li:d/	led	/led/	led	/led/
learn	/lɜ:n/	learnt / learned	/lɜ:nt /, /lɜ:nd/	learnt / learned	/lɜ:nt /, /lɜ:nd/
leave	/li:v/	left	/left/	left	/left/
lend	/lend/	lent	/lent/	lent	/lent/
let	/let/	let	/let/	let	/let/
lie	/laɪ/	lay	/leɪ/	lain	/leɪn/
lose	/lu:z/	lost	/lɒst/	lost	/lɒst/
make	/meɪk/	made	/meɪd/	made	/meɪd/
meet	/mi:t/	met	/met/	met	/met/
pay	/peɪ/	paid	/peɪd/	paid	/peɪd/
put	/pot/	put	/pot/	put	/pot/
read	/ri:d/	read	/red/	read	/red/
ride	/raɪd/	rode	/rəʊd/	ridden	/'rɪdn/
ring	/rɪŋ/	rang	/ræŋ/	rung	/rʌŋ/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/si:/	saw	/sɔ:/	seen	/sɪ:n/
sell	/sel/	sold	/səʊld/	sold	/səʊld/
send	/send/	sent	/sent/	sent	/sent/
set	/set/	set	/set/	set	/set/
shake	/ʃeɪk/	shook	/ʃuk/	shaken	/ʃeɪkən/
shine	/ʃaɪn/	shone	/ʃən/	shone	/ʃən/
show	/ʃəʊ/	showed	/ʃəʊd/	shown	/ʃəʊn/
shut	/ʃʌt/	shut	/ʃʌt/	shut	/ʃʌt/
sing	/sɪŋ/	sang	/sæŋ/	sung	/sʌŋ/
sit	/sɪt/	sat	/sæt/	sat	/sæt/
sleep	/sli:p/	slept	/slept/	slept	/slept/
speak	/spi:k/	spoke	/spəʊk/	spoken	/'spəʊkən/
spell	/spel/	spelt / spelled	/spelt/, /speld/	spelt / spelled	/spelt/, /speld/
spend	/spend/	spent	/spent/	spent	/spent/
stand	/stænd/	stood	/stʊd/	stood	/stʊd/
steal	/sti:l/	stole	/stəʊl/	stolen	/'stəʊlən/
swim	/swɪm/	swam	/swæm/	swum	/swʌm/
take	/teɪk/	took	/tʊk/	taken	/'teɪkən/
teach	/tɪ:tʃ/	taught	/tɔ:t/	taught	/tɔ:t/
tell	/tel/	told	/təʊld/	told	/təʊld/
think	/θɪŋk/	thought	/θɔ:t/	thought	/θɔ:t/
throw	/θrəʊ/	threw	/θru:/	thrown	/θrəʊn/
understand	/,ʌndə'stænd/	understood	/,ʌndə'stud/	understood	/,ʌndə'stud/
wake	/weɪk/	woke	/wəʊk/	woken	/'wəʊkən/
wear	/weə(r)/	wore	/wə:(r)/	worn	/wɔ:n/
win	/wɪn/	won	/wʌn/	won	/wʌn/
write	/raɪt/	wrote	/rəʊt/	written	/'ritn/

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(brick wall background/Ketmut), 24 (abstract painting background/Svetlana Kononova), (frames/ESB Professional), (hand painting with brush/Africa Studio), 26 (wooden phone case/ja Crispy), (cardboard chair/v74), (pink origami unicorn/Mark Brandon), (black leather boots/Nito), (orange sun glasses/exopixel), (metal bottle/exopixel), (green ski bobble hat/David Franklin), (T shirt/picgiv), 29 (freestyle football, Rome/ColorMaker), 30 (Inukshuk stone statue on agate beach/Jay Thaker), (camera doodle/mju), (frame doodle around car designs), 31 (Woman looking at museum exhibition, and listening audio guide using headphones/frantic00), (fashion sketchbook doodle/Crystal), (pencil and sharpener doodles/dasha), (architectural plan doodle/Pezkore), 32 (flying mallard duck/Potapov Alexander), 33 (tablet with grass field, tree and bench on it/robert_s), 34 (blobbing/Oleg Rudnik), (bubble football/Mauro Rodrigues), (e-mountain biking/Rocksweper), 36 (leafy background/Nina Magradze), 38 (forest background/Mildorie), (food doodle/background/Angelina De Sol), (music festival background/solarseven), (air materials background/Beteleje), 41 (woman with microphone/maroke), 42 (The Botanical Gardens in Copenhagen/Kiev,Victor), (park, Chicago, Illinois, USA/JaySi), (dog walking doodle/Sudowoodo), 43 (children playground in the park/ben bryant), (skatepark/AP Group of Photographers), (picnic meadow in Hazlehead park, Aberdeen, Scotland/anastas_styles), (Saint James Park green foliage and trees in sunny summer with many flowers by pond/Andriy Blokhin), (tree doodle/fourth try), (recycling doodle/Sonic_S), (jogger doodle/wicaksno studio), (park paths background/Incomible), 44 (elderly woman walking across the street/Toa55), (putting disposable glass in garbage bin/Maskot Images), (donating money to charity tin/agefotostock), 45 (Cardboard box with clothes/studiovin), 46 (ex 3 chat 'Daniel/krakenimages.com), (ex 3 chat 'Keya'/Prostock-studio), 48 (teddy bear/lookas.camera), (Checked blanket/RG-vc), (socks/anambp), (video game console with controllers/BallBall14), (glasses/24November), 51 (girl looking aside with happy smile/Cookie Studio), 52 (Stressed schoolboy sitting away from people at school/DGLimages), 54 (condenser microphone in recording studio/PrinceOfLove), (Serving Food In Homeless Shelter Kitchen/Monkey Business Images), (donate board and laptop doodles/Natalya Pankina), 55 (girl holding donation box/BAZA Production), (bin doodle/Lemonade Serenade) (heart hands and cash donation doodles/Natalya Pankina), 56 (Set of red Dungeons & Dragons dice/CIELL), (Monopoly board game/CaseyMartin), (Uno card game/julie deshaies), (crossword puzzle/Drunture Studios), (dominoes/BERMIX STUDIO), (solar system quiz question/HIGOID), 57 (blue dice/canbedone), 58 (sense icons/Sudowoodo), (tongue rolling/sruilk), (spin illusion/Andrey Korshenkov), (blowing bubblegum/D. 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