

Jenny Dooley

Student's Book

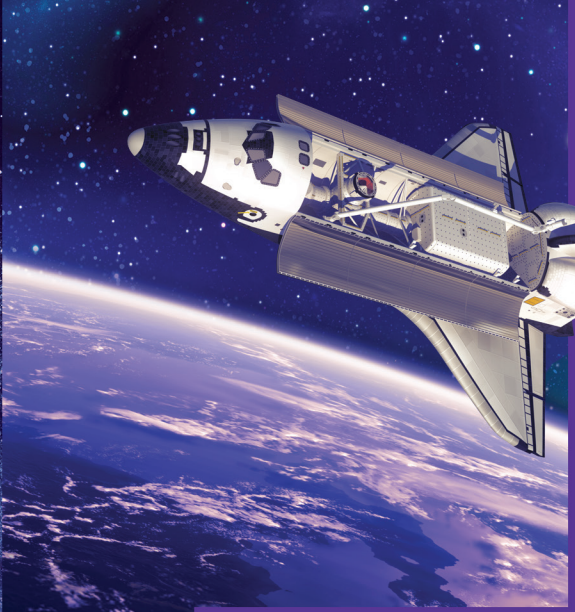
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Express Publishing

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Dream big



Vocabulary Inspiration

1 Fill in: *project, fulfil, achieve, inspire, live, find, chase, grab*. Read through the text to check your answers.

- 1 confidence
- 2 your potential
- 3 goals
- 4 a full life
- 5 people to be better
- 6 your calling
- 7 your dreams
- 8 opportunities

2 **THINK** Which of the phrases in Ex. 1 do you think relate to a good role model?

Check these words

devoted, take into consideration, genetic disorder, teasing, caretaker, resist, persist, calculate

The ultimate role model?



Meet Nick Vujicic from Melbourne, Australia, an active, adventurous man who projects confidence. In common with many Australians, he has a deep **connection** with the sea, and swims, surfs, sails and goes scuba diving. He also adores skydiving. He and his wife Kanae have four children, and they live in southern California now, where this laughter-loving and devoted father likes nothing more than to hang out, play football and paint with his kids in the backyard. All of this probably doesn't sound all that unusual, until you take one important fact into consideration: Nick has tetra-amelia syndrome, meaning he has neither arms nor legs.

Nick was born this way because of a very rare genetic disorder that **occurs** in no more than four in every 100,000 births. Many sufferers do not live for long after birth. But Nick did, and with the help of his parents, he learned to live with his condition. They even fought for his right to attend an ordinary school instead of one for children with special needs. But it was there that the trouble began. By the age of eight, teasing and bullying had become bad, and Nick had grown depressed. Then, one day, his mother showed him an article about a man with **severe** disabilities who was achieving his goals despite them and living a full life. Not only that, but he had dedicated his life to helping others. He inspired Nick to be better and he made the decision from that day on to **focus on** what he could do, not what he couldn't.

Nick has no legs but he does have two small feet, and one has two toes on it. He needed a painful operation to **gain** the use of them, but once he did, there was no stopping him. He has learned to drive himself around in a special wheelchair and type on a computer. He can walk and swim. He can play the drums, get himself a glass of water, comb his own hair and brush his own teeth. His parents had always told him that while there were a great number of jobs he couldn't do, there were plenty he could: giving financial advice, for example, or accounting. But until he was 17, he really had no idea what he wanted to do with his life.

Then, one day, the caretaker of his school **approached** him and told him that he should become a speaker. When Nick asked him what he had to speak about, the caretaker told him to tell his story to the world. Nick resisted, but the caretaker persisted. Not only that – he arranged for Nick's first speech three months later, in front of a small group of students. Nick has said that when he saw the light shining in the eyes of a girl in that audience – a light that had not been there before he spoke – he knew he had found his calling.

Today, Nick is a **motivational** speaker who travels all over the world telling people to fulfil their potential, grab opportunities and chase their dreams. He is the author of a number of self-improvement books. He has given over 2,000 speeches in countries all over the world, and has reached **countless** more people giving talks over the Internet. He once calculated that a total of two billion people had heard him speak. For each one, he has the same message: "You don't know what's impossible until you know what's possible." In other words, you don't know what you are **capable** of until you start trying. And if you fail, keep on trying. And if you fall, get back up. After all, if Nick can do it, can't we all?



Reading & Listening

Study Skills

Reading for gist

Scan the text quickly to decide on its genre and the main message. This helps you familiarise yourself with the text.

3 Read the text quickly. What is the main message?

- A No pain, no gain.
- B Be inspired by this story.
- C Terrible things happen to good people.

4 Listen to and read the text and for questions 1-5 choose the best answer, A, B, C or D. Then explain the words in bold.

- 1 In the first paragraph, what is the author's point about Nick?
 - A He has come a long way both literally and metaphorically.
 - B If you saw him, you wouldn't believe what he does.
 - C In many ways, he is just like any other person.
 - D He is similar to any person with a disability.
- 2 When Nick went to school,
 - A there were no facilities for people like him.
 - B some children made his life a misery.
 - C he didn't have a positive attitude.
 - D he decided he wanted to find a career taking care of people.
- 3 Which job did Nick never consider doing?
 - A financial advisor
 - B school caretaker
 - C accountant
 - D speaker
- 4 In paragraph 4, Nick's finding of his life's work
 - A came about somewhat by chance.
 - B is described with great humour.
 - C occurred before he had met the caretaker.
 - D happened during his first speech.
- 5 Nick's message as a motivational speaker is
 - A work as hard as you can.
 - B work out what you can do.
 - C if I can do it, anyone can.
 - D a disability won't stop you.

5 COLLOCATIONS Find and complete the words in the text that describe the following. Then use the phrases to make sentences.

- | | |
|------------------|----------------------|
| 1 father | 4 disabilities |
| 2 disorder | 5 speaker |
| 3 needs | 6 book |

6 PREPOSITIONS Choose the correct preposition to complete these quotes from Nick Vujicic. Check in your dictionary.

- 1 "Everybody loves winning, but we should not linger on the difference **from/between** winning and losing."
- 2 "To move to the next rung, you must give up your grip and reach **for/at** the next one."
- 3 "There's no point **in/to** being complete on the outside when you're broken in the inside."
- 4 "Don't put your life **in/on** hold so that you can dwell on the unfairness of past hurts."
- 5 "You'll find contentment when your talents and passion are completely engaged, **in/on** full force."

7 WORDS EASILY CONFUSED Choose the correct word. Check in your dictionary. Make sentences with the other options.

- 1 Many young people **adore/prize/idolise/honour** top athletes and are inspired by them.
- 2 Scott **managed/achieved/succeeded/fulfilled** to make his dreams come true in his twenties.
- 3 I'm taking action to get out of a bad **condition/situation/position/state** in my life.
- 4 This young woman has the **possibility/potential/probability/prospect** to lead the country one day.

8 PHRASAL VERBS Choose the correct particle. Check in your dictionary.

- 1 You'll never achieve anything if you just give **out/up** at the first obstacle.
- 2 Things are difficult but I'm hanging **out/in**.
- 3 Just keep **up/on** trying and success will come eventually.
- 4 My grandfather started me **off/on** in my engineering business.
- 5 Her lectures always stir **in/up** a lot of interest.
- 6 Jia Li is working **out/on** her English so she can study in Canada next year.

Speaking

9 How can Nick perform all the tasks he does without arms? Discuss.

Writing

10 **ICT** Collect information about other people who have overcome physical disabilities to achieve their goals and inspire others. Prepare and give a presentation.

Grammar in Use

Present tenses ▶ pp. GR1-2

- 1 Read the post and put the verbs in brackets into the correct tense. Justify their use.

Question_of_the_day.org

Simple as that! Today's question...

Who's your inspiration?




Great question, guys! My inspiration

1) (come) from a person I
2) (not/meet), but who I
3) (hear) about all my life. My great-great grandmother got on a boat and came to the USA in 1924 from Italy, and was one of the last of the 12 million immigrants who had entered the USA through the Ellis Island processing centre in New York Harbour. Maria Corleone had been living in a small village in Sicily for 18 years before she arrived in America with just two dollars in her pocket to start a new life. She was working long shifts during the day and hitting the books at night with the goal of going to nursing college. She used to work hard. She became a dedicated nurse as well as a wife and mother and even served overseas during WWII. My grandmother 4) (often/show) me pictures of this woman, her grandmother, and in every one she 5) (smile). Grandma tells me that she had such a positive attitude, and now that I 6) (go) back Italy to do my PhD in Rome, I 7) (decide) to be the same!



- 2 How do the sentences in each pair differ in meaning?

- 1 a I **am looking** for a solution to the problem.
b I **have been looking** for a solution to the problem.
- 2 a Joan's sister **has read** a self-improvement book.
b Joan's sister **is reading** a self-improvement book.
- 3 a They **have been** to a seminar by a famous motivational speaker.
b They **have gone** to a seminar by a famous motivational speaker.
- 4 a Joey **has been reading** a book about mindfulness.
b Joey **has read** a book about mindfulness.

Stative verbs ▶ pp. GR1-2

- 3 Put the verbs in brackets into the present simple or the present continuous. How do the verbs differ in meaning?

- 1 a This candidate isn't as smart as the last one, but he (have) more confidence.
b Can you wait outside for a moment? I (have) a private conversation on the phone.
- 2 a Fatima's not here right now – she (see) her new life coach in the city centre.
b I really (not/see) why you are so negative about your future.
- 3 a You need to step back and examine your life – you really (not/look) well these days.
b The manager (look) at employee performance at the moment to decide on bonuses.
- 4 a Why (you/be) so critical of the way I live my life?
b Most people's expectations (be) too high for them ever to feel satisfied.
- 5 a Jenny and Roy (think) of making some pretty big changes to their situation.
b You're making some progress, but I really (not/think) it's enough.

- 4 Choose the correct option. Give reasons.

- 1 We the first part of the weekend retreat – now let's move on to Sunday.
A plan C 've planned
B 're planning D 've been planning
- 2 The new job is hard work, but Dan it.
A really enjoys C has really enjoyed
B is really enjoying D has really been enjoying
- 3 And Williams an ace to win the trophy!
A serves C has served
B is serving D has been serving
- 4 What areas of your life to change lately?
A do you try C have you tried
B are you trying D have you been trying
- 5 I harder in my life than these past two weeks.
A never study C have never studied
B am never studying D have never been studying
- 6 As a teacher, I have noticed that the students very anxious during exams.
A become C have become
B are becoming D have been becoming

- 5 SPEAKING** Imagine you are a famous and successful person. Talk about yourself using present tenses. The class guesses who you are.



I live in Los Angeles with my six children. I'm a Goodwill Ambassador for the UN Refugee Agency. I've played in many films. I think my most famous role is Lara Croft. Who am I?

Past tenses ► p. GR3

- 6 Match the underlined past tenses in the blog on p. 6 to the uses.**

- two or more actions which were happening at the same time in the past
- an action which happened at a specific time in the past
- an action which had finished before another past action
- to emphasise the duration of an action which started and ended in the past
- a stative verb in the past
- past actions which happened one immediately after the other
- a habit or routine in the past

- 7 Complete the gaps with the correct past form of the verbs in brackets.**

- A: Oh, hi, Jason! When (you/get) back into town?
B: Two days ago. I (not/call) you then because I was busy.
- A: Why (you/work) when I called last night?
B: Because my manager (give) me some urgent last-minute work.
- A: I (see) Jill yesterday. She has changed so much!
B: She told me she decided that she (make) excuses for too long and it was time to get fit.
- A: How (be) your summer? (you/travel) abroad?
B: No, we didn't. We (spend) a nice quiet summer at home this year.
- A: Kelly (look) so proud of herself at the degree ceremony yesterday!
B: Remember, she (chase) that dream for five long years.
- A: (you/meet) James at the event?
B: No, he (leave) before we (arrive).

used to – be/get used to – would


► p. GR3

- 8 Choose the correct item. In which sentences can we use the past simple as well?**

- Jimmy **used to create/was used to creating** a lot of conflict at work, but he's better now.
- Why **wouldn't you share/weren't you used to sharing** your feelings with others?
- She **used to help/is used to helping** people – she does it every day.
- Sheryl **wouldn't be/didn't use to be** very proud of her accomplishments, but now she is.
- My sister **would read/got used to reading** one self-help book after another in her twenties.
- The first few years after university were difficult, but I **used to/got used to** the hard work.

- 9 Complete the second sentence so that it means the same as the first sentence. Use two to five words, including the word in bold.**

- Joel only started his dream job a week ago and look at the smile on his face! **HAS**
Joel in his dream job for a week and look at the smile on his face!
- I admired him because he would never make excuses. **USE**
I admired him because he excuses.
- Kevin found out what he wanted in life during a round-the-world trip. **TRAVELLING**
Kevin found out what he wanted in life around the world.
- How are you always such a positive person? **SEE**
How the bright side of things?

- 10 SPEAKING**  Use the time expressions to make sentences using the past simple or the present perfect. Your partner explains how the two sentences differ in meaning.

- since • this month • after • for
- in the last few weeks • until

*He **has been working** here since last May.*

(He started working here since last May and he is still working here.)

*He **worked** here until last May. (He worked here until last May but he doesn't work here anymore.)*

Skills in Action

Vocabulary


Character qualities

- 1 a) Choose the correct adjective. Check in your dictionary. Then do the quiz.

HOME | About us | Blog
SEARCH
BLOG POST
GO

Tick the statements that apply to you.
Is this you?

- I'm a(n) **composed/indifferent** person and I don't let stressful situations get to me.
- I'm **assertive/ruthless** and don't let other people walk all over me.
- I'm **self-confident/impudent** because I have the knowledge and skills to do my job well.
- I'm **enthusiastic/reserved** with new people at first, but I soon warm up.
- I prefer not to boast and remain **insecure/modest**.
- I'm deeply **determined/stubborn** to achieve my goals.
- I'm extremely **emotional/passionate** about my work, and insist on doing it perfectly.
- When working, I'm always very **narrow-minded/focused** on the task at hand.
- I'm **cunning/quick-witted**, which means I can make the right decisions in fast-moving situations.
- I'm **generous/wasteful** with my time when helping a less experienced colleague.


- b)  Think of two more qualities that describe you. Give reasons.

Similes related to character

- 2 Fill in: *fox, brass, cucumber, nails, mustard, ice*. Which of the adjectives in Ex. 1 do they refer to?

- | | |
|--------------------|----------------------|
| 1 as cold as | 4 as cool as a |
| 2 as bold as | 5 as sly as a |
| 3 as hard as | 6 as keen as |

Listening

- 3  Listen to a dialogue and for questions 1 and 2 choose the answer (A, B or C) that fits best.

- Who had the greatest influence on the woman?
 - her parents
 - her foster parents
 - her coach
- The woman feels that her upbringing
 - made her strong.
 - wasn't fair on her.
 - showed how lucky she was.

Everyday English

A personal interview


- 4 Complete the dialogue with the sentences. Two sentences do not match.



- I'm assertive when it comes to my job.
- My mother, who found success despite disability.
- People who don't take responsibility.
- The richness of experience that life gives you.
- I can be stubborn if I think I'm right.
- I'm kind of independent, so alone.
- I missed my end-of-school exams due to illness.
- The desire to create something new.
- I had a deadline coming, so I was really anxious.
- I'm rather reserved and insecure.

- Who has had the greatest influence in your life?
- 1)
- How would you describe yourself?
- 2)
- What motivates you?
- 3)
- What are you passionate about?
- 4)
- What is your greatest weakness?
- 5)
- What has been your greatest disappointment?
- 6)
- Do you prefer to work independently or in a team?
- 7)
- What is your pet peeve?
- 8)

- 5  Listen and check.


- 6  You have applied for the post in the advert. Use questions from Ex. 4 to act out a personal interview.

Wanted – mentors for teens from disadvantaged backgrounds. You should be positive, understanding and generous. You will be working at our youth centre in the city centre during the evenings and at weekends. Apply [here](#).

Reading & Writing

7 Read the announcement. Find the key words. Answer the questions.

You see this announcement on an English-language website.



Articles Wanted!

Who is your role model? What did you learn from them? What makes them important to you? Write an article answering these questions (160-220 words). We will publish the best articles on our website.

- 1 What are you going to write? Who for?
- 2 What are you going to write about?
- 3 What style should you write in?

8 Read the article and complete the gaps with a word derived from the word in brackets.

The Baltimore BULLET

A A role model is 1) (usual) someone you know well, like one of your parents or 2) (profess). As a swimmer, however, I've always been inspired by Michael Phelps, the Baltimore Bullet.

B With 23 Olympic Gold Medals, Phelps is the greatest swimmer who has ever swum in 3) (compete). But do you think it came easily to him? His parents divorced when he was eight, just a year after he had started swimming. He was also struggling with ADHD, where a child has great 4) (difficult) concentrating. Instead of letting these things 5) (weak) him, Phelps became more determined to win. Before every race, he stayed focused on that one goal and nothing else.

C Phelps once said, "If you want to be the best, you have to do things that other people aren't 6) (will) to do." Do you know where I've put this quote? Above my mirror so I can see it every day before I go to swimming practice. It's the only way to become a champion, which is what I want.

D Michael Phelps is my role model because he represents the ideal athlete: dedicated and ruthless in the pool, generous and 7) (think) outside. He is an Olympian in the true spirit of the word.



Writing Tip

Articles

Descriptions, examples and colourful language as well as the use of direct and indirect questions attract the reader. A catchy title is equally important.

9 How successful is the article in Ex 8? Does it have: a catchy title, descriptions, examples, colourful language, questions?

10 Rewrite the direct questions as indirect ones. Use these phrases:

I was wondering ...
Do you know ...?
Have you heard ...?
The question is, ...?

- 1 Who did I turn to when times got tough?
.....
- 2 How many people are really close to their grandfather?
.....
- 3 Why didn't he give up on me?
.....
- 4 How important is it to have a role model?
.....

Writing (an article)

11 BRAINSTORMING Think of a person who has been influential on you. Make notes under the headings: name & relation if any – personality – influence – your attitude to him/her.

12 Use your notes to write your article for the announcement in Ex. 7. Give it a catchy title. Follow the plan.

Plan

- Para 1:** introduce topic; state who the person is
Para 2: qualities/personality/success of the person
Para 3: how they have influenced you
Para 4: your personal attitude towards the person; reason you admire them

VALUES

Inspiration
If you can't get a miracle, become one.
Nick Vujicic



culture

Reading & Listening

1 **THINK** What is your favourite novel? Do you think a main character in a novel can be a role model? Why?/Why not?

2 Look at the names of the characters in the article. What do you know about them? Which character appears in a series of books?

Listen and read to find out.

3 Read the text and match the characters to what each says. Then explain the words in bold.

A "I don't want to make somebody else. I want to make myself."

B "I am a free human being with an independent will."

C "But I'm not a lady. I never have been. That's not me."

D "I intend to make my own way in this world."

Speaking & Writing

4 **THINK** Why did the writer of the article begin it with the quote from Vashti Harrison?

5 **ICT** Collect information about male role models in literature from your country or other countries. Prepare a presentation.



Check these words

life-changing, achievable, empowering, flesh-and-blood, fiery, conform, guardian, lord, justice



Inspiring characters

To be able to see yourself in someone else's story can be life-changing. To know a goal is achievable can be empowering.

Vashti Harrison,
author and film-maker

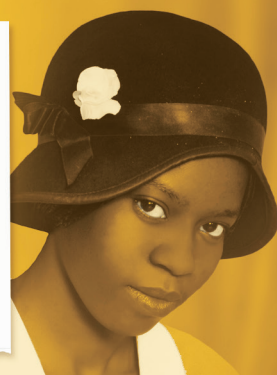
Hollywood actresses often complain about the lack of strong female characters in film, but in books they are plentiful. As far back as Grendel's mother in *Beowulf*, there have been powerful women taking an active role in English literature. And characters in books can be as powerful an influence as any flesh-and-blood person. So let's take a look at some of these heroines, and what they can teach us.

Jo March is one of the main characters in Louisa May Alcott's *Little Women*. She is a bold and **bright** young woman who is fiery and independent. She refuses to conform to the **conventional** ideal of what a woman should be in Civil War era New England. She follows her dream of becoming a writer, **achieves** literary success and finds someone who loves and **supports** her without trying to change her.



Jane Eyre is the main character of the novel of the same name by Charlotte Brontë. Brontë wrote it in the 19th century, a time when women had very little power and didn't usually work. Jane is different, though, and after a difficult childhood, she is determined to live **on her own terms**. When she gets a job teaching a little girl, however, she falls in love with the girl's guardian. Even so, Jane never loses her free spirit and **strength** of character.

Sula Peace is the African-American heroine of *Sula* by Toni Morrison. She grows up in a small town in Ohio, USA, but **refuses** to live in the way people are expected to there. Unlike many women, she has no desire to get married and become a mother, and this **confuses** her friend Nel, the other main character in the story. After Sula's death, however, Nel realises that living this way had required great personal bravery.



Arya Stark is one of the major characters in *A Song of Ice and Fire*, the series of books by George R R Martin that became the hit TV series *Game of Thrones*. She is the daughter of Lord Stark, but she doesn't want to wear dresses and play the part of the **typical** daughter of a lord. Instead, she learns to fight with a sword and, when her father is killed, she **devotes** her life to bringing the person responsible to justice.

Vocabulary

1 Choose the correct word.

- I've told her **countless/ruthless/wasteful** times to put her talents to better use.
- He's **determined/devoted/composed** to succeed.
- Bringing up a child with **special/severe/focused** needs is very difficult.
- What a(n) **arrogant/self-confident/indifferent** person! He thinks he's better than everyone else!
- She won't ask for a promotion because she's **passionate/insecure/modest**.
- He **fulfilled/inspired/created** his potential.
- You should try new things and stop being so **reserved/motivational/narrow-minded**!
- What a(n) **cunning/impudent/quick-witted** person! She was so rude to her professor!
- He's as cold as **nails/ice/brass**.

(9 x 2 = 18)

2 Complete the gaps with *project, fulfil, achieve, find, chase, grab*.

- Opportunities don't come along very often, so them when they do.
- You will only your potential with hard work.
- A life coach can help you your goals in life.
- I was lucky to my calling at an early age.
- Always your dreams.
- Try to confidence when you walk into a job interview.

(6 x 3 = 18)

3 Fill in the correct preposition or particle.

- What's the point doing a course of study you dislike?
- Justin kept applying until he got into art college.
- Reach the stars and you might just catch one!
- Maintain your strengths and work your weaknesses.
- A little extra effort could be the difference success and failure in these exams.

(5 x 2 = 10)

Grammar

4 Put the verbs in brackets into the correct tense.

- You (**not/talk**) to her since May.
- As long as I've known Keith, he (**always/do**) the right thing.
- She (**overcome**) all the difficulties in her life so far.
- She (**travel**) the world when she realised what she wanted to do in life.
- Why (**you/try**) to fulfil your parents' ambitions instead of your own?
- He (**apply**) for the post yesterday.
- I (**not/always/live**) my life to the full, and that saddens me.
- Dean (**get**) into trouble for years before he decided to change his life.

(8 x 3 = 24)

5 Choose the correct item.

- I **used/was used/would** to work late.
- He isn't **used/use/get used** to this.
- Fran **didn't used/wouldn't/wasn't used** always admit her mistakes in the past, but that's changed.
- My cousin **wouldn't/didn't use/wasn't used** to see the bright side in things.
- I **used/used to/was used to** living life on my own.

(5 x 2 = 10)

Everyday English

6 Match the exchanges.

- | | |
|---|-----------------------------|
| 1 <input type="checkbox"/> Who has had the greatest influence in your life? | a My old science teacher. |
| 2 <input type="checkbox"/> How would you describe yourself? | b Caring too much. |
| 3 <input type="checkbox"/> What motivates you? | c Focused and hard-working. |
| 4 <input type="checkbox"/> What is your greatest weakness? | d Getting something right. |
| 5 <input type="checkbox"/> What is your pet peeve? | e People being late. |

(5 x 4 = 20)

Total 100

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Lexical

Competence

understand words/phrases related to:

- inspiration
- character
- character similes

Reading Competence

- understand texts related to inspiration and character (read for specific information, reference and implication – multiple choice; read for key information – multiple matching)

Listening Competence

- listen to and understand dialogues related to inspiration and character (listen for specific information – multiple choice)

Speaking Competence

- give a presentation
- a personal interview

Writing Competence

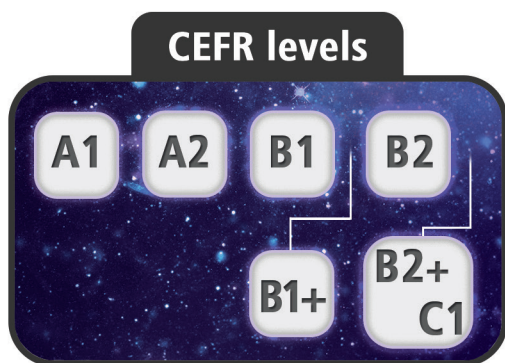
- write about an inspirational figure
- write an article about a role model

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	leave /li:v/	left /left/	left /left/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	lend /lend/	lent /lent/	lent /lent/
become /br'kʌm/	became /br'keɪm/	become /br'kʌm/	let /let/	let /let/	let /let/
begin /br'gɪn/	began /br'gæn/	begun /br'gʌn/	lie /lai/	lay /lei/	lain /leɪn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	light /laɪt/	lit /lɪt/	lit /lɪt/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	lose /lu:z/	lost /lɒst/	lost /lɒst/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	make /meɪk/	made /meɪd/	made /meɪd/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	mean /mi:n/	meant /ment/	meant /ment/
build /bɪld/	built /bɪlt/	built /bɪlt/	meet /mi:t/	met /met/	met /met/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	put /pʊt/	put /pʊt/	put /pʊt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	read /ri:d/	read /red/	read /red/
can /kæn/	could /kʊd/	(been able to) /bɪn 'eɪbəl tə/	ride /raɪd/	rode /rəʊd/	ridden /rɪdən/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	rise /raɪz/	rose /rəʊz/	risen /rɪzən/
come /kʌm/	came /keɪm/	come /kʌm/	run /rʌn/	ran /ræn/	run /rʌn/
cost /kɒst/	cost /kɒst/	cost /kɒst/	say /seɪ/	said /sed/	said /sed/
cut /kʌt/	cut /kʌt/	cut /kʌt/	see /si:/	saw /sɔ:/	seen /si:n/
deal /di:l/	dealt /delt/	dealt /delt/	sell /sel/	sold /səʊld/	sold /səʊld/
dig /dɪg/	dug /dʌg/	dug /dʌg/	send /send/	sent /sent/	sent /sent/
do /du:/	did /dɪd/	done /dʌn/	set /set/	set /set/	set /set/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
dream /dri:m/	dreamt (dreamed) /dreɪmt (dri:md)/	dreamt (dreamed) /dreɪmt (dri:md)/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
drink /drɪŋk/	drank /draɪŋk/	drunk /draɪŋk/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/	shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
eat /i:t/	ate /eɪt/	eaten /i:tən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
feed /fi:d/	fed /fed/	fed /fed/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feel /fi:l/	felt /felt/	felt /felt/	sit /sɪt/	sat /sæt/	sat /sæt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	sleep /sli:p/	slept /slept/	slept /slept/
find /faɪnd/	found /faʊnd/	found /faʊnd/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
forbid /fə'bɪd/	forbade /fə'beɪd/	forbidden /fə'bɪdən/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	spend /spend/	spent /spent/	spent /spent/
forgive /fə'grɪv/	forgave /fə'geɪv/	forgiven /fə'grɪvən/	stand /stænd/	stood /stʊd/	stood /stʊd/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/	steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
get /get/	got /gɒt/	got /gɒt/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
give /gɪv/	gave /geɪv/	given /'gɪvən/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
go /gəʊ/	went /went/	gone /gɒn/	swear /sweə/	swore /swɔ:/	sworn /swɔ:n/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	sweep /swi:p/	swept /swept/	swept /swept/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	swim /swɪm/	swam /swæm/	swum /swʌm/
have /hæv/	had /hæd/	had /hæd/	take /teɪk/	took /tʊk/	taken /teɪkən/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hide /haɪd/	hid /hɪd/	hidden /'hɪdən/	tear /teə/	tore /tɔ:/	torn /tɔ:n/
hit /hɪt/	hit /hɪt/	hit /hɪt/	tell /tel/	told /təʊld/	told /təʊld/
hold /həʊld/	held /held/	held /held/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
keep /ki:p/	kept /kept/	kept /kept/	understand /,ʌndə'stænd/	understood /,ʌndə'stʊd/	understood /,ʌndə'stʊd/
know /nəʊ/	knew /nju:/	known /nəʊn/	wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
lay /lei/	laid /leɪd/	laid /leɪd/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lead /li:d/	led /led/	led /led/	win /wɪn/	won /wɒn/	won /wɒn/
			write /raɪt/	wrote /rəʊt/	written /'rɪtən/

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