



# PRONUNCIATION

## UNIT 1

### /s/, /z/, /ɪz/ sounds

**Aim:** Students learn to identify and produce plurals and present simple verbs ending in: -s (e.g. *walks*) and -es (e.g. *buses*), using the appropriate /s/, /z/ or /ɪz/ ending.

- 1  1.18 Students listen to the recording while reading the sentences.
- 2 Students say the words with the /s/ (*Gus, makes, cakes, sweets, works, sleeps*), /z/ (*James, enjoys, kinds, games, plays, friends*) and /ɪz/ (*Liz's, washes, brushes, horses, relaxes*) endings.
- 3  1.19 Students listen and repeat. Then they practise with a partner.



#### EXTRA INFORMATION

- /s/ and /z/ are an unvoiced and voiced consonant pair, that is, the manner of articulation is the same for both phonemes but when producing the /z/ phoneme, the voice is used. You could ask students to put their fingers on their throat when saying the two sounds to feel the vibration when producing the /z/ phoneme.
- The voiced /z/ phoneme occurs when the previous sound is voiced (compare *walks* and *lives*).
- The /z/ endings are most clearly heard when the word that follows it starts with a vowel sound (e.g. *James enjoys...*).
- An extra syllable must be added in order to say plural or verb forms where the final sound is a /s/, /z/, /ʃ/, /tʃ/ or /dʒ/ (e.g. *buses, watches*). The extra syllable is pronounced /ɪz/. The same rule applies to possessives e.g. *Liz's*.

## UNIT 2

### Contractions

**Aim:** Students learn to identify and produce contractions found in the unit (e.g. *I'm, there's, they've*).

- 1  1.27 Students listen to the recording while reading the dialogue.
- 2 Students say the contractions in the dialogue (*here's, that's, don't, they've, haven't, there's, you're, it's*).
- 3  1.28 Students listen and repeat. Then they practise with a partner.



#### EXTRA INFORMATION

- Some students say contractions as though they're two words (e.g. *I'm* is pronounced *I am*) which can sound very unnatural.
- It can be difficult to know how to say contractions (e.g. *they're* rhymes with *hair* but *they've* rhymes with *wave*). Explain to students that a good strategy for remembering the pronunciation is to find a word that rhymes with it.

## UNIT 3

### Vowel sounds: /ɪ/ and /i:/

**Aim:** Students learn to identify and produce short /ɪ/ and long /i:/ vowel sounds in, for example, *milk, drinking, cheese, eat*.

- 1  1.36 Students listen to the recording while reading the tongue twister.
- 2 Students say the words with short /ɪ/ sounds (*Jill, wishes, fish, chips, dinner, eating, with, drink, milk*) and the words with long /i:/ sounds (*Pete, eating, meat, cheese, peas, tea*).
- 3  1.37 Students listen and repeat. Then they practise with a partner.



#### EXTRA INFORMATION

- Learners often find it difficult to hear the difference between these two sounds. Ask students to exaggerate the manner of articulation to help them to hear and say the phonemes. For /ɪ/ the lips are only slightly open, in a 'square' shape. The sound is made at the back of the throat but is short. For /i:/ the lips are spread in a wide smile and the sound is longer.
- The /ɪ/ sound is usually written with the letter *i* but the sound is also found in *es* and *ed* endings (*wishes, wanted*) and in some unstressed words and syllables (e.g. *been* /bi:n/, *chicken* /ˈtʃɪkɪn/).
- The /i:/ sound has two main spelling patterns: *ee* in *see* and *ea* in *eat*, but this phoneme is also found in words such as *machine, email* and *piece*.

## UNIT 4

### -er /ə/ at the end of words

**Aim:** Students learn to identify and produce the schwa /ə/, in words ending in: *er* (e.g. *mother, writer, diver*).

- 1  1.42 Students listen to the recording while reading the tongue twisters.
- 2 Students focus on the schwa by saying the words ending in *er* /ə/ (*Jennifer, father, firefighter, Oliver, mother, writer, Peter, sister, driver, Amber, brother, diver*).
- 3  1.43 Students listen and repeat. Then they practise with a partner.

**EXTRA INFORMATION**

- The schwa /ə/ is an important phoneme in English. It is very common in unstressed syllables within words and in unstressed words within sentences. Students need to practise it regularly. The schwa gives English its characteristic rhythm and when speakers don't use it they tend to sound unnatural and wooden. The best place to start learning to produce this sound is at the end of words ending in *er*.
- The schwa is also found in unstressed syllables which aren't spelled *er* (e.g. *banana, actor, picture*); in weak forms (e.g. *Do you like pizza?*) and as part of connected speech patterns (e.g. *fish and chips*).

**UNIT 5****Regular past tense endings: /d/, /t/ and /ɪd/**

**Aim:** Students learn to identify and produce regular past tense verbs ending in: *-ed* with the /d/, /t/ and /ɪd/ pronunciations. They recognise that if the word ends in a /t/ or /d/ sound, an extra syllable is added (e.g. *wanted, decided*).

- 1 1.48 Students listen to the recording while reading the dialogue.
- 2 Students say the past tense words with /d/ (*happened, cleaned*), /t/ (*cooked*) and /ɪd/ (*started, decided*) endings.
- 3 1.49 Students listen and repeat. Then they practise with a partner.

**EXTRA INFORMATION**

- The final letter of the verb impacts on the way in which the *ed* ending is pronounced. The /ɪd/ ending is only added when absolutely necessary since it involves adding another syllable to the word. This occurs when the word ends in either a /t/ or /d/ sound (e.g. *wanted, needed*).

**UNIT 6****Stressed syllables in words**

**Aim:** Students learn to identify and produce stressed syllables in adjectives of personality and other familiar words with two, three and four syllables.

- 1 1.55 Students listen to the recording while reading the sentences.
- 2 Students say the two (*Sarah's, funny, cheerful, helpful*), three (*Jonathan's, generous, confident, talented*) and four syllable (*Elizabeth's, intelligent, adventurous, easy-going*) words in the text. Note that the stress in the two and three syllable words is on the first syllable, but it moves in the four syllable words.
- 3 1.56 Students listen and repeat. Then they practise with a partner.

**EXTRA INFORMATION**

Ask students to try putting the stress on each syllable in a word (e.g. *generous, generous, generous*) to help them get a sense of what sounds or feels correct.

**UNIT 7****Vowel sounds: /ʊ/ and /u:/**

**Aim:** Students learn to identify and produce the short /ʊ/ and long /u:/ vowel sounds in words, e.g. *book* /bʊk/; *soon* /su:n/ and *put* /pʊt/; *true* /tru:/.

- 1 2.08 Students listen to the recording while reading the dialogue.
- 2 Students say the words containing the /ʊ/ (*look, book, should*) and /u:/ sounds (*room, moon, Sue, cool, boots, school, Luke*) in the dialogue.
- 3 2.09 Students listen and repeat. Then they practise with a partner.

**EXTRA INFORMATION**

- The manner of articulation of the long /u:/ sound can be clearly seen in the small circular shape of the mouth, with lips slightly extended. The /ʊ/ sound is much shorter, with the lower lip extended further than the top lip.
- The *oo* spelling pattern has two main pronunciations (e.g. *book* and *soon*) but there are some words which are pronounced differently (e.g. *blood* /blʌd/).
- The /u:/ phoneme is common in English and occurs with many different spellings (e.g. the stressed forms of *to* and *do, you, move, through*).
- The /ʊ/ phoneme also occurs in *could, would* and *should*.

**UNIT 8****Weak and strong forms of was and were**

**Aim:** Students learn to identify and produce strong and weak forms of the past tense verbs *was* /wɒz/; /wəz/ and *were* /wɜ:/; /wə/.

- 1 2.13 Students listen to the recording while reading the dialogue.
- 2 Students say the words with the /ɒ/ sound (*shopping, stressed was, socks*) and /ɜ:/ sound (*homework, weren't, learning, surf*). The unstressed (weak) forms of *was* and *were* are pronounced /wəz/ and /wə/.
- 3 2.14 Students listen and repeat. Then they practise with a partner.



**EXTRA INFORMATION**

- We use the schwa /ə/ in the weak forms of *was* /wəz/ and *were* /wə/. Explain to students that the /ə/ is the shortened /ɜ:/ and /ɒ/ sounds.
- The strong and weak forms of the negative forms follow the same pattern: *wasn't* /wɒznt/ and /wəznt/; *weren't* /wɜ:nt/ and /wənt/.
- The schwa /ə/ is common in unstressed words in sentences and gives English its characteristic rhythm. When speakers don't use it they tend to sound unnatural and wooden.
- Other verbs with weak and strong forms include *can* and *do*.

## UNIT 9

### Vowel sounds: /ɪ/ and /aɪ/

**Aim:** Students learn to discriminate between short /ɪ/ and long /aɪ/ sounds. Students practise looking for spelling patterns to help them make informed choices as regards pronunciation. They also become aware of some of the most frequent irregular spellings involving these phonemes (e.g. /ɪ/ *live* (verb); /aɪ/ *lion*).

- 1  2.21 Students listen to the recording while reading the dialogue.
- 2 Students say the words with the /ɪ/ (*live, in, city, insect, living, exciting, Jill, it's*) and /aɪ/ sounds (*I, like, wild, Mike, lifestyle, lions, tigers, exciting, frightening*) in the dialogue.
- 3  2.22 Students listen and repeat. Then they practise with a partner.



#### EXTRA INFORMATION

- The short /ɪ/ vowel sound is usually found in consonant-vowel-consonant words (e.g. *pin, kit*). An e is added to the end of these words to indicate the /aɪ/ phoneme (e.g. *pine, kite*). The short sound is maintained by doubling the consonant (e.g. *swim – swimming*). The verbs *live* and *give* are exceptions to this rule. Also, the letter v is never doubled (*living, giving*).
- Common spelling patterns for the /aɪ/ phoneme are found in words such as *like, fly, flies* and *night*. It also occurs in words such as *wild* and *lion*.

## UNIT 10

### Voiced /ð/ and unvoiced /θ/ consonants

**Aim:** Students learn to identify and produce words containing voiced /ð/ and unvoiced /θ/ sounds (e.g. *that* and *theatre*).

- 1  2.27 Listen to the dialogue. Students listen to the recording while reading the dialogue.
- 2 Students say the words with the *th* spelling, identifying which are voiced (*there, the, that, this*) and which are unvoiced sounds (*theatre, Beth, think, fifth, third*).
- 3  2.28 Students listen and repeat. Then they practise with a partner.



#### EXTRA INFORMATION

- /θ/ and /ð/ are an unvoiced and voiced consonant pair. The manner of articulation is the same for both phonemes (the tongue is placed between the teeth, and the breath is pushed through them) but when producing the /ð/ phoneme, the voice is used. Teachers could ask students to put their fingers on their throat when saying the two sounds to feel the vibration when producing the /ð/ phoneme.
- There are no rules dictating when the *th* spelling should be voiced or unvoiced. However, words such as *the, then, them* and *there* are all voiced. Many nouns and verbs are unvoiced (*theatre, think*).
- The *th* spelling is occasionally pronounced with the /t/ phoneme (e.g. *Thames, Thomas, thyme*).

## UNIT 11

### The /h/ consonant sound

**Aim:** Students learn to identify and produce the /h/ consonant sound (e.g. *hello, head, who*).

- 1  2.32 Students listen to the recording while reading the dialogue.
- 2 Students say the words starting with the /h/ consonant sound (*who, hello, Harry, how, help, Harris, head, hot, hurt, here, horrible, hat*).
- 3  2.33 Students listen and repeat. Then they practise with a partner.



#### EXTRA INFORMATION

- This sound can be difficult for some learners; they may either use a stronger sound by overly restricting the throat or may not be able to produce the sound at all.
- Tell students to expel air from the throat with some force but without creating any sound whatsoever. You could ask them to imagine they're breathing on a pair of glasses to clean them.
- There are a few words in English where the *h* is silent (e.g. *hour, honest, honour, heir*).

## UNIT 12

### Sentence stress

**Aim:** Students learn to identify the important words in a phrase and recognise how stressed and unstressed words help create connected speech patterns and give English its rhythm.

- 1  2.41 Students listen to the recording while reading the sentences.
- 2 Students identify the stressed words in each sentence (*car, plane, bike, train*). Ask them what happens to the other words (we use the schwa /ə/). Ask students to clap the strong words in the phrases as they say them, so that they can see how the sentences are almost the same length when spoken regardless of the number of unstressed words.
- 3  2.42 Students listen and repeat. Then they practise with a partner.

#### EXTRA INFORMATION

The schwa /ə/ is common in unstressed words within sentences and should be practised regularly. The schwa gives English its characteristic rhythm and when speakers don't use it they tend to sound unnatural and wooden.

# GET IT RIGHT!

## UNIT 1

### Adverbs of frequency

**Focus:** Students at this level often make word order mistakes when using frequency adverbs. They commonly put the adverb after the main verb or before the auxiliary verb.

Tell students to look at the adverbs in the short texts on page 16 of the Student's Book. Draw their attention to the position of the adverbs *rarely*, *sometimes*, *often*, *always*, *occasionally*, *usually*. Also point out the position of *everyday*, which behaves differently, and usually comes at the beginning or end of the sentence, before students proceed to the exercise.

#### Answers

I **always have** fun on Saturday! In the morning, I usually meet my friends and we play games in the park or they **sometimes come** to my house. In the afternoon, we **often go** swimming or I **sometimes visit** my grandparents. I never do homework on Saturday. In the evening, we **always have** pizza. My mum usually cooks the pizza at home, but we **occasionally go** to a restaurant. I **am always** very tired on Sunday.

### like + -ing

**Focus:** Students at this level often use the base form of the verb after verbs such as *like*, *enjoy* and *hate*, instead of using the *-ing* form.

Ask students to look again at the uses of *like*, *enjoy* and *hate* in the text on page 16 of the Student's Book. Make sure they have understood that we use the *-ing* form of the verb rather than the base form to follow these verbs then work through the exercise as a class.

#### Answers

LUCY What do you like doing, Jim?  
JIM I like playing with my dog, Spud. He loves **playing** in the park.  
LUCY Does he enjoy **swimming**?  
JIM No, he hates **swimming**. But he likes **going** to the beach.  
LUCY I like **playing** on the beach, too!

## UNIT 2

### Verbs of perception

**Focus:** There are two mistakes that students at this level frequently make when using verbs of perception. They frequently use the continuous rather than the simple aspect, and they often use verb of perception + *like* + adjective when we only use *like* + noun with these verbs.

Explain that when we describe an object using *look*, *taste*, *sound* or *smell*, we are describing facts that are true about it now, not an activity that is happening now. We use the present simple for things that are true now and therefore we should use the present simple with verbs of perception and not the present continuous in these instances.

To address confusion between *look*, *taste*, *sound*, and *smell* + adjective, and *look*, *taste*, *sound*, *smell* + *like* + noun, write examples of these two patterns on the board and explain the difference before students attempt the exercise.

#### Answers

1 a 2 a 3 b 4 b

### Present continuous

**Focus:** Students at this level often make mistakes with the position of the auxiliary *be*. They often forget the auxiliary and fail to reverse the order of subject and verb in question forms.

Review the table on page 22 of the Student's Book with your students, drawing particular attention to the position of the auxiliary in question forms then work through the exercise as a class.

#### Answers

1 What are you looking at?  
2 They are going shopping today.  
3 I am looking for a new jacket.  
4 She is wearing a beautiful dress.  
5 Why is he laughing? It's not funny!

## UNIT 3

### much and many

**Focus:** Students at this level often fail to use *much* with uncountable nouns and *many* with countable nouns.

Remind students of the differences between countable and uncountable nouns by reviewing together the first rule on page 32 of the Student's Book. Then work through the exercise as a class.

#### Answers

1 much 2 many 3 many 4 many 5 much 6 many

### too + adjective and (not) + adjective + enough

**Focus:** Students at this level often confuse *too much / enough* + noun and *too* + adjective and adjective + *enough*.

Review the text on page 34 of the Student's Book with your students. Draw students' attention to the difference between *too much / enough* + noun and *too* + adjective / adjective + *enough*. Make sure they understand that *too much / enough* is used to talk about quantity, and *too* + adjective and adjective + *enough* are used to talk about the degree of a particular quality. Also, draw students' attention to the position of *enough* in the example sentence in the box then work through the exercise as a class.

#### Answers

- 1 We didn't go because the weather wasn't good enough.
- 2 correct
- 3 I didn't do my homework. I was too tired.
- 4 The food he eats isn't healthy enough.
- 5 The room wasn't big enough and the price was too expensive.

## UNIT 4

### Possessive adjectives and pronouns

**Focus:** Students at this level often mistakenly use the indefinite and definite articles before possessive adjectives and possessive pronouns.

Make sure that students understand that we don't use *a/an* or *the* before possessive adjectives or possessive pronouns. Highlight examples from the text on page 39 of the Student's Book to illustrate this before proceeding to the exercise.

#### Answers

- CLARA Hi Ben, is that your phone?  
BEN No, it's ~~a~~ my brother's. His is black and ~~the~~ mine's blue. The one on the table is ~~the~~ mine.  
CLARA Oh, it's great! I need a new phone. ~~The~~ Mine is really old!  
BEN When is your birthday? Maybe your mum will give you a new phone?  
CLARA Hmm. But ~~the~~ my birthday is in December! I need a new phone now!

### Possessive 's

**Focus:** Students at this level often use noun + *of* + noun to talk about possession. This is often because their own language uses a similar construction.

Draw students' attention to the example in the box. To elicit the possessive 's construction, hold up items belonging to different students and ask the class *Whose pen / book etc. is this?* Write answers on the board to make sure they have understood how the apostrophe is used then work through the exercise as a class.

#### Answers

- 1 She's my best friend's sister.
- 2 They are my cousin's grandparents.
- 3 Is that your best friend's brother?
- 4 She's my mum's sister.
- 5 That's my brother's phone.

### you, your or yours?

**Focus:** Students at this level often confuse *you, your* and *yours*.

Write *you, your* and *yours* on the board and ask students to find an example of each in the text *TV Families* on page 39 of the Student's Book (they are in the first and last paragraphs). Explore the way they are used in the sentences together before proceeding to the exercise.

*You* is used as the subject of a sentence.

*Your* is used to show possession and is followed by a noun object.

*Yours* is used to replace *your* + noun. It is never followed by a noun.

#### Answers

- 1 yours 2 you 3 your 4 yours 5 you 6 your  
7 you

## UNIT 5

### Modifiers: quite, very, really

**Focus:** Students at this level often make word order mistakes with these modifiers. They also have difficulties with spelling.

Make sure students understand the position of these modifiers when they are used both before a noun, e.g. *very old buildings*, and after *be* when the noun is the subject, e.g. *The buildings are very old*. Draw their attention to the first set of examples in the box.

*Quite, very* and *really* are all frequently spelled wrongly by students at this level. Read through the information in the box with the students and write the three words on the board then work through the exercise as a class.

#### Answers

We went to see our new house on Sunday. My dad wants to live near his office. It's **really** annoying for me because a lot of my friends live near my house now. I was very sad when we went into the house. But when I saw inside it, I was **really amazed!** It looked **quite** small, but inside it was really big. It had a **really big kitchen** and the bedrooms were very big too. But the best thing was the garden. It was **really beautiful**, with a **very big swimming pool** and lots of trees. I think my friends will like visiting my new house!

## UNIT 6

### Past simple (regular and irregular verbs)

**Focus:** Students at this level often fail to understand that the past simple is not used after *didn't* in negative sentences.

Focus students on the last three paragraphs of the text on page 57 of the Student's Book. First, ask students to find the past simple forms of *think, come* and *win* in

these paragraphs. Then draw their attention to the fact that the past simple is not used in negative sentences with the same verbs. Explain that *did* is the past simple of *do* and so the past simple is already marked in negative forms. This means that the base forms of *think*, *come* and *win* are needed and not the past simple. Work through the exercise as a class.

### Answers

1 come 2 go 3 find 4 see 5 spend 6 know

### Double genitive

**Focus:** Students at this level frequently and mistakenly use object pronouns in double genitives.

Make sure students understand that they should use possessive pronouns rather than object pronouns to form the double genitive. Work through the questions together in class, reviewing the rule on page 59 of the Student's Book if necessary.

### Answers

1 mine 2 sister's 3 his 4 Rory's 5 hers 6 yours

## UNIT 7

### have to / don't have to

**Focus:** Students at this level often mistakenly use the past tense or *-ing* form of the verb after *have to* and *don't have to*.

Write *have to* and *don't have to* on the board. Ask students to look again at the first two paragraphs of the text on page 67 of the Student's Book. Tell them to find four uses of *have to* and *don't have to* and identify the verb form used after each example. Write these on the board and make sure that students have understood the rules in the Get it Right! Box before they proceed to the exercise.

### Answers

I have to do a lot of chores at home, but I'm OK about that. I have to **tidy** my room, but I **don't have** to vacuum the floor. My brother has to **do** that. We have to do the washing up, but we don't have **to** do the washing. My dad does that once a week. I **don't have** to do the cooking – my mum likes cooking. She says it helps her to relax. Of course, I have to **do** my homework every day after school. I'm not OK about that!

## UNIT 8

### Past continuous vs. past simple

**Focus:** Confusing past continuous and past simple verb forms is a very frequent mistake for students at this level.

After revisiting the rules in the box, work through the activity together in class. Direct students to think about the actions and events in 1 to 8 in terms of whether they happened at a particular moment (past simple) or continued over a period of time (past continuous). Draw students' attention to the time phrases in the exercise,

for example: *while, at 9 o'clock, suddenly, when, finally*, and encourage students to refer to these for extra clues.

### Answers

1 happened 2 was having 3 were dancing 4 went  
5 closed 6 stopped 7 were laughing 8 opened  
9 arrived

## UNIT 9

### Comparative adjectives

**Focus:** Students at this level frequently make mistakes in the formation of comparative adjectives.

Students at this level have difficulty understanding or remembering the inflection rules for one-syllable adjectives and adjectives with two syllables or more when forming comparatives. Look at the rule and examples in the box as a class and check understanding before students do the exercise.

### Answers

1 b 2 a 3 b 4 a

### can / can't for ability

**Focus:** Students at this level frequently choose the wrong form of the verb after modal auxiliaries such as *can* and *can't*.

Students frequently use past simple and *-ing* forms after *can / can't*. It is also common to include *to* rather than just the bare infinitive. The verbs most frequently used in the wrong form after *can / can't* are *come* and *go*. Make sure students have understood the rule in the Get it Right! box before they proceed to the exercise.

### Answers

1 go 2 do 3 learn 4 drive 5 come

## UNIT 10

### be going to for intentions

**Focus:** Students at this level frequently neglect to use the auxiliary *be* with *going to*.

Refer to the text *Alice's World* on page 93 of the Student's Book and ask students to find and underline examples of *going to* and draw their attention to the fact that a form of *be* always precedes this. Work through the exercise as a class.

### Answers

1 He's going to paint his bedroom on Saturday.  
2 I've bought a new chair. I'm going to put it near the TV.  
3 We are going to visit my cousin because he is ill.  
4 They're going to go to the sports centre by car.  
5 We're going to watch a film tonight.

## Present continuous for arrangements

**Focus:** Word order with questions in the present continuous is a frequent source of mistakes for students at this level. They often put *be* after the subject, instead of before. Students also have difficulties with the use of the present continuous to talk about the future. They may mistakenly use the present simple instead.

Remind students that the present simple is used to talk about things that happen regularly or are always true. Among its many uses, the present continuous is used to talk about arrangements in the future. Practise, using these sentences on the board: *I go to school every day. I'm going to Spain tomorrow.* Check/clarify word order in present continuous questions. Read through the rule in the box as a class before proceeding to the exercise.

### Answers

- LARA Hi Sam, what **are you** doing on Saturday?  
SAM Well, in the morning, **I'm playing** football in the park.  
LARA What are you doing in the afternoon?  
SAM **I'm not doing** anything. What are you doing?  
LARA **I'm painting** my bedroom.  
SAM Cool! What colour **are you using**?  
LARA I'm going to choose the colour when I go to the shop.  
SAM Which shop are you going to?  
LARA **I'm going** to the shop in the high street at 2 o'clock.  
SAM OK. I'll meet you there! I can help you to choose.

## UNIT 11

### will / won't for future predictions

**Focus:** Students at this level frequently confuse *will / won't* and other future forms when talking about the future.

Make sure students understand the difference between something that has been planned or arranged (present continuous) and some future event decided on at the moment of speaking, before they proceed to the exercise.

### Answers

- 1 I'll see 2 We're leaving 3 I'll be 4 I'm going  
5 I won't be 6 I'll need 7 it'll be 8 I'll phone  
9 I'm helping 10 you'll enjoy

## UNIT 12

### Present perfect simple

**Focus:** Students at this level frequently forget to ensure that *have* agrees with the subject in the present perfect simple, possibly because they are too focussed on getting the past participle right.

Go through the rules in the box and make sure students have understood that they must use *have* and that they must use it in the correct form. Remind students that we use the present perfect simple *when* we don't say when something happened. When we say *when* something happened we use the past simple. Work through the exercise as a class.

### Answers

My parents work for international companies, so **I've travelled** a lot. I've **lived** in Europe, Asia and the USA. Two years ago, I lived in Spain for six months. My brother's only three years old, so he **has only been** to Europe and he **has forgotten** that trip! My dad **has travelled** to more places. He **went** to Australia and New Zealand last year. We **have never visited** England.