Language in Action

12 **7** **Listen and read. Circle the correct answers.**

Jim: Hey, Ollie. Have you met the new exchange student yet?
Ollie: No. Why?
Jim: She's from Finland and she's really nice!
Ollie: Nice, huh? Is she smart, too?
Jim: Very smart. I've talked to her in English. But maybe I'll start learning Finnish now.
Ollie: You're crazy. You haven't even learned English yet and you *are* English.
Jim: Finnish is different. I'm sure I'll learn it fast. I'm motivated!
Ollie: Yeah, yeah, yeah.

1 Ollie **has seen** / **hasn't seen** the exchange student.

2 Jim **has already talked** / **hasn't talked** to the exchange student.

3 The exchange student **speaks** / **doesn't speak** English.

8 **Look at 7. Circle the correct answers.**

1 When Ollie says, "Nice, huh?", "huh" means that he's

a not interested. **b** interested.

2 "You're crazy" means

a what you're saying doesn't make any sense. **b** what you're saying makes sense.

3 The expression "yeah, yeah, yeah" means

a I like what you say. **b** I don't believe that you'll do what you say.

13 **9** **Circle the correct expression. Then listen and check.**

1 **A:** I'm going to stop playing video games forever!

B: **Huh?** / **You're crazy!** You've played video games ever since I met you.

2 **A:** Jeffrey hasn't asked anyone to the dance yet.

B: He hasn't, **yeah, yeah, yeah.** / **huh?** I wonder who he'll ask.

3 **A:** This time I'm going to hand in my project on time.

B: **You're crazy!** / **Yeah, yeah, yeah.** That's what you always say!

How did I do? ☆☆☆☆☆

LIVEWORKSHEETS

Grammar

Has she **done** her solo yet?	Yes, she **has**. She **has** already **done** it. No, she **hasn't**. She **hasn't done** it yet.
Have they ever **won** an award?	Yes, they **have**. No, they **haven't**.

10 **Read about Michael and Ted. Then write the answers or questions.**

Michael and Ted's Social Studies Project

Michael and Ted are playing video games. They haven't started their social studies project.

Michael has finished making the model pyramid, but Ted hasn't finished his research yet.

Michael and Ted have finished their project. Ted has fallen asleep.

1 It's 8:45 p.m. Have Michael and Ted gotten supplies for their project yet?

Yes, they have. They've already gotten supplies for their project.

2 It's 8:45 p.m. Has Michael completed the model of the pyramid yet?

_____

3 It's 2:00 a.m. Has Ted started doing research on the computer yet?

_____

4 It's 8:15 a.m. _____

Yes, they have. Michael and Ted have already arrived in class.

5 It's 8:30 a.m. _____

Yes, they have. Michael and Ted have handed in their project.

How did I do? ☆☆☆☆☆

LIVEWORKSHEETS

He **has** already **finished** the project.
He **hasn't finished** the project yet.

He **finished** it yesterday.
He **didn't finish** it yesterday.

Things to do:

1 Make posters for art fair at 4:00 ✓
2 Start book report at 5:30 ✓
3 Finish science project tonight ☐

11 **Look at Sarita's to-do list. Then complete the sentences.**

1 Sarita ___made___ posters for the art fair at 4:00.
2 She ___has___ already ___made___ posters for the art fair.
3 Sarita _____ her book report at 5:30.
4 She _____ already _____ her book report.
5 Sarita _____ her science project yet.
6 Sarita _____ her science project tonight.

12 **Complete the dialogs. Use the correct form of the verbs in parentheses.**

1 **A:** Has Manuel _____ (do) the laundry yet?
B: No, he _____ the laundry yet.
2 **A:** Has Trudie _____ (hand in) her homework yet?
B: No, she _____ her homework yet.
3 **A:** Has Sean _____ (eat) dinner yet?
B: Yes, he _____ dinner at 6:00.

13 **Circle the correct form of the verb.**

1 I **have finished** / **finished** my assignment last night, but I **haven't handed** / **didn't hand** it in yet.
2 Jan **has already taken** / **took** the test yesterday, but she **has studied** / **didn't study** for it. She forgot there was a test.
3 We **haven't started** / **didn't start** our project yet. We **haven't had** / **didn't have** time yesterday.

How did I do? ☆☆☆☆☆

LIVEWORKSHEETS

Extra Grammar Practice

1 **Read Julia's plan for her science report. Write questions and answers. Use yet and already.**

The Importance of the Monarch Butterfly
by Julia Black

Monday	Tuesday	Wednesday	Thursday	Friday
Morning: go to Museum of Natural History, draw Monarch Butterflies Afternoon: write questions about the butterflies	Morning: do research on Monarch Butterflies and answer my questions	Morning: write my report on Monarch Butterflies	Morning: create my presentation	Morning: hand in my report and give presentation

1 It's Monday afternoon.

Q: (Julia / go to the museum) _____

A: _____

2 It's Tuesday.

Q: (she / write her report) _____

A: _____

3 It's Tuesday afternoon.

Q: (she / do her research) _____

A: _____

4 It's Thursday afternoon.

Q: (she / create her presentation) _____

A: _____

5 It's Thursday afternoon.

Q: (she / give her presentation) _____

A: _____

How did I do? ☆ ☆ ☆ ☆ ☆

LIVEWORKSHEETS