

Language in Action



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
 - not interested.
 - interested.
- 2 "You're crazy" means
 - what you're saying doesn't make any sense.
 - what you're saying makes sense.
- 3 The expression "yeah, yeah, yeah" means
 - I like what you say.
 - I don't believe that you'll do what you say.



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?



Unit 1 5

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



8:45 PM

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



2:00 AM

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



8:15 AM

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.

6 Unit 1

How did I do?



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

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



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.

Things to do:

- 1 Make posters for art fair at 4:00
- 2 Start book report at 5:30
- 3 Finish 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?



Unit 1 7

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: _____

