

# Upload

4

Student's Book  
& Workbook


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**Express Publishing**

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|  <b>Experiences</b> (pp. 5-25) |                            |  |  |
|---|----------------------------|--|--|
| <b>1</b>  | activities & extreme sport | present perfect (affirmative – negative – interrogative/questions) | <ul style="list-style-type: none"> <li>talk about experiences</li> <li>Reading: <i>Mark's blog: Experiences</i></li> </ul> a blog entry about an experience of yours                       |
| <b>2</b>  | wildlife                   | present perfect (questions & short answers)                        | <ul style="list-style-type: none"> <li>using technology to improve English</li> <li>Reading: postcards</li> </ul> describe a person's experience   |
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| <b>4</b>  | embarrassing situations    | present perfect vs past simple                                     | <ul style="list-style-type: none"> <li>express embarrassment &amp; respond</li> <li>Reading: <i>Blogger: embarrassing moments</i></li> </ul> a blog entry about an embarrassing experience |
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| <b>8</b>  | holiday activities         | indirect questions   | <ul style="list-style-type: none"> <li>brainstorming, edit other's piece of writing</li> <li>Reading: an email</li> </ul> an email (informal style)  |
| <b>9</b>  | nasty accidents            | past perfect   | <ul style="list-style-type: none"> <li>summarise a text</li> <li>Reading: <i>Succeeding against all odds</i></li> </ul> an article about a person's achievements                           |
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Self-Check 1 (p. 26)

|  <b>Imaginary situations</b> (pp. 27-47) |                        |  |   |
|---|------------------------|--|---|
| <b>1</b>  | neighbourhood problems | <i>would</i>                                       | <ul style="list-style-type: none"> <li>state problems &amp; suggest solutions</li> <li>Reading: <i>Better Neighbourhoods</i></li> </ul> a short paragraph suggesting ways to make your neighbourhood better |
| <b>2</b>  | global problems        | 2nd Conditional                                    | <ul style="list-style-type: none"> <li>talk about imaginary situations</li> <li>Reading: <i>Global problems</i></li> </ul> write about imaginary situations   |
| <b>3</b>  | family problems        | 2nd Conditional                                    | <ul style="list-style-type: none"> <li>give advice</li> <li>Reading: emails</li> </ul> a letter giving advice   |
| <b>4</b>  | teenage problems       | 1st & 2nd Conditional <i>will</i> , present simple | <ul style="list-style-type: none"> <li>multiple matching listening</li> <li>Reading: <i>Ask Advice</i></li> </ul> complete sentences  |
| <b>5</b>  | situations             | 3rd Conditional                                    | <ul style="list-style-type: none"> <li>narrate an incident</li> <li>Reading: <i>Can you believe it?</i></li> </ul> compare a person's action to what you would do   |
| <b>6</b>  | crime                  | past simple – past continuous                      | <ul style="list-style-type: none"> <li>narrate events</li> <li>Reading: a dialogue</li> </ul> an article about an illegal activity  |
| <b>7</b>  | holiday problems       | <i>so – such a(n)</i>                              | Reading: <i>Roger's blog</i><br>a blog entry about a bad holiday experience   |
| <b>8</b>  | difficult situations   | adjectives/adverbs                                 | <ul style="list-style-type: none"> <li>writing stories</li> <li>Reading: <i>All's well that ends well</i></li> </ul> a story  |
| <b>9</b>  | environmental dangers  | present simple/continuous (revision)               | <ul style="list-style-type: none"> <li>predict missing information</li> <li>Reading: <i>Coral Reefs</i></li> </ul> collect & present information about coral reefs  |
| <b>10</b>   | everyday ethics        | Conditional 1st, 2nd and 3rd Conditional           | <ul style="list-style-type: none"> <li>Reading: <i>Finders Keepers – Losers Weepers?</i></li> </ul> a paragraph about what you would do in an imaginary situation   |

Self-Check 2 (p. 48)

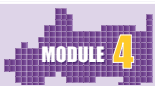
| Vocabulary | Grammar | Skills/Functions | Writing |
|------------|---------|------------------|---------|
|------------|---------|------------------|---------|



### Likes & Dislikes (pp. 49-69)

|    |                      |   |  |   |
|----|----------------------|---|--|---|
| 1  | TV programmes        | <ul style="list-style-type: none"> <li>-ing form (<i>love, like, etc</i>)</li> <li>to-infinitive (<i>would, love, would like, etc</i>)</li> </ul> | <ul style="list-style-type: none"> <li>express specific preference</li> <li>Reading: a dialogue</li> </ul>                     | a dialogue deciding on what to watch on TV      |
| 2  | sports equipment     | (to)-infinitive   | <ul style="list-style-type: none"> <li>improve understanding</li> <li>Reading: <i>Sports with a Twist</i></li> </ul>           | a presentation about a sport                    |
| 3  | types of books       | -ing form   | <ul style="list-style-type: none"> <li>express opinions</li> <li>Reading: <i>Who's the new Harry Potter?</i></li> </ul>        | a short description of your favourite book      |
| 4  | food/drinks          | <ul style="list-style-type: none"> <li>C/U nouns</li> <li>a/an – some/any/a few/ a little</li> </ul>  | <ul style="list-style-type: none"> <li>Reading: <i>From edible to incredible</i></li> </ul>                                    | design & present a piece of artwork using food  |
| 5  | types of buildings   | comparisons <i>very/much/as ... as/too/enough</i>   | <ul style="list-style-type: none"> <li>use mind maps</li> <li>Reading: <i>The Bizarre Blog</i></li> </ul>                      | an article about an unusual building            |
| 6  | types of music       | adverbs of degree   | <ul style="list-style-type: none"> <li>expand information</li> <li>Reading: <i>MP3s – too much of a good thing?</i></li> </ul> | an article about your favourite band            |
| 7  | types of holidays    | verbs taking to-infinitive/ -ing form with difference in meaning  | <ul style="list-style-type: none"> <li>Reading: messages</li> </ul>  | a postcard                                      |
| 8  | films                |   | <ul style="list-style-type: none"> <li>recommend &amp; comment on films</li> <li>Reading: an email</li> </ul>                  | an email reviewing a film you watched           |
| 9  | free-time activities | plural/group nouns  | <ul style="list-style-type: none"> <li>report statistics</li> <li>Reading: <i>A purrfect hobby!</i></li> </ul>                 | a questionnaire & bar graph presenting findings |
| 10 | festive activities   | <i>will – be going to – present continuous</i>  | <ul style="list-style-type: none"> <li>learn synonyms</li> <li>Reading: <i>Amazing blazes</i></li> </ul>                       | an article about a festival in your country     |

Self-Check 3 (p. 70)



### All around us (pp. 71-91)

|    |                          |  |   |   |
|----|--------------------------|--|---|---|
| 1  | people's appearance      | <i>who/that, which/that, whose</i>                 | <ul style="list-style-type: none"> <li>learn prepositions</li> <li>describe appearance</li> <li>Reading: <i>Lucky stars?</i></li> </ul> | descriptions of family and friends            |
| 2  | character                | form negative adjectives                           | <ul style="list-style-type: none"> <li>describe character</li> <li>Reading: <i>The Afghan girl</i></li> </ul>                           | an article describing your best friend        |
| 3  | clothes & accessories    | defining/non defining relative clauses             | <ul style="list-style-type: none"> <li>Reading: <i>All about me</i></li> </ul>  | an article presenting yourself                |
| 4  | personal belongings      | order of adjectives                                | <ul style="list-style-type: none"> <li>describe objects</li> <li>Reading: <i>Hooked on ...?</i></li> </ul>                              | an article about your favourite object        |
| 5  | money                    | reported speech (statements, questions)            | <ul style="list-style-type: none"> <li>buy things; pie charts</li> <li>Reading: <i>Money Matters</i></li> </ul>                         | a survey and a pie chart of the results       |
| 6  | job qualities            | modals   | <ul style="list-style-type: none"> <li>give reasons</li> <li>Reading: <i>Odd jobs</i></li> </ul>  | a short paragraph about an unusual job        |
| 7  | landmarks & attractions  | <i>where</i> (relative adverbs)                    | <ul style="list-style-type: none"> <li>make plans</li> <li>Reading: <i>London City Sights Cruise</i></li> </ul>                         | a sightseeing brochure                        |
| 8  | city life – country life | linkers  | <ul style="list-style-type: none"> <li>topic/supporting sentences</li> <li>Reading: <i>Country living</i></li> </ul>                    | a for-and-against essay                       |
| 9  | weather                  | modal verbs (revision)<br>reported speech (orders) | <ul style="list-style-type: none"> <li>read effectively</li> <li>Reading: <i>Enjoy the sunshine</i></li> </ul>                          | a short article about tanning and its effects |
| 10 | everyday objects         | passive voice                                      | <ul style="list-style-type: none"> <li>add points; express purpose; show contrast</li> <li>Reading: <i>Creative Minds</i></li> </ul>    | an article about the invention of an object   |

Self-Check 4 (p. 92)

Cultural & Curricular Section (pp. 93-101), Workbook: Vocabulary & Grammar Practice (pp. 102-117), Grammar Reference (GR1-GR9), Rules for Punctuation (GR10), Word List (WL1-WL5), American English – British English Guide, Irregular Verbs



## Before you start ...

- Think of a legend from your country. Talk about it.
- Narrate your favourite story to the class. Why do you like it?

## What's in the module?



## Vocabulary

- activities & extreme sport
- activities with animals
- holiday preparation
- travel experiences
- personal changes
- embarrassing situations
- personal achievements
- superstitions
- holiday activities
- accidents
- extreme hobbies

## Grammar

- present perfect
- *yes/no* answers
- present perfect vs past simple
- *already, yet, since, for, just*

- *used to*
- indirect questions
- exclamations
- past perfect

## Skills

- remind and reassure
- express embarrassment & respond
- comment on sb's appearance
- complain and show concern
- ask about health
- brainstorm for ideas
- edit a piece of writing
- informal style in emails
- summarise a text

## Writing

- a short autobiography
- a blog entry about an activity you have tried
- a holiday preparation list
- superstitions in your country
- an email about what you have/haven't done while on holiday
- a blog entry about an embarrassing experience
- describe how family members have changed
- a letter describing an experience you had

## Find the page numbers for ...

- extreme sports
- unusual looking people

# 1.1

## Live the life



2

3

1

4

8

5

7

6

- A** ride on a riverbug
- B** go sandboarding
- C** photograph sharks
- D** climb an icy slope
- E** go skydiving
- F** go base jumping
- G** zipline across a forest/valley
- H** fly in a microlight aircraft

### Vocabulary Activities

- 1 a) Look at the pictures. How do they make you feel?  
b) Match the activities to the pictures.  
🔊 Listen and check, then say. Which of these activities have you done?

#### Check these words

sand dune, at great speed, unforgettable experience, valley, thrilling, amazing, spectacular, landscape, welcoming, steep slope, icy cold, exhausting, breathtaking scenery, experience of a lifetime

### Reading

- 2 Read the first sentence in each blog entry. What do these people have in common?  
🔊 Listen, read and check.
- 3 a) Read the text again and complete the sentences.

- 1 Cerro Blanco is the \_\_\_\_\_.
- 2 Mark thinks sandboarding is \_\_\_\_\_.
- 3 Janet has visited Peru \_\_\_\_\_.
- 4 Janet thinks the Peruvian people are \_\_\_\_\_.
- 5 Harry found climbing the icy slope \_\_\_\_\_.
- 6 What Harry enjoyed the most was \_\_\_\_\_.

#### Mark's blog

## EXPERIENCES

I've always liked snowboarding and when I heard about sandboarding, I knew I had to try it. And what better place for sandboarding than Cerro Blanco in the Peruvian Andes? Standing at about 2,000 metres, it's the world's highest sand dune! I've never had so much fun in my life. Riding the hot sand on my board at great speed is certainly an unforgettable experience!

[Post a comment](#)

I've been to Peru twice, but I haven't tried sandboarding. I went ziplining across the Urubamba Valley, though. I've never experienced anything so thrilling! But that's what Peru is all about: amazing experiences in a spectacular landscape and warm, welcoming people.

*Posted by Janet*

Peru sounds like a really exciting country, but you haven't felt real thrills and excitement until you've gone ice climbing in Canada's Rocky Mountains. Going up the 609 metres high steep slope in icy cold weather was exhausting, but it was certainly worth it when I reached the top and had a chance to truly enjoy the breathtaking scenery. That was the experience of a lifetime!

*Posted by Harry*



b) **Fill in:** *experience, welcoming, scenery, steep, lifetime, unforgettable.*

- 1 They stopped at the lake to admire the beautiful \_\_\_\_\_.
- 2 Mary said her summer break in the Bahamas was the holiday of a(n) \_\_\_\_\_.
- 3 Shark watching in Australia was an amazing \_\_\_\_\_.
- 4 Julian had a(n) \_\_\_\_\_ time riverbugging in Scotland.
- 5 The people at the hotel greeted us with \_\_\_\_\_ smiles.
- 6 It took the climbers two hours to go up the \_\_\_\_\_ slope.

c) **THINK** Which sport would you like to try? Why? Tell the class.

## Grammar

### Present perfect (Affirmative – Negative)

4 Read the table. Find examples of the *present perfect simple* in the text.

| AFFIRMATIVE                               | NEGATIVE                                   |
|---|--|
| I/You <b>have tried</b> snails.           | I/You <b>haven't tried</b> shrimp.         |
| He/She/It <b>has had</b> an accident.     | He/She/It <b>hasn't played</b> well.       |
| We/You/They <b>have flown</b> in a plane. | We/You/They <b>haven't ridden</b> a camel. |

**Form:** *have/has + past participle*

We use the **present perfect** for:

- actions which started in the past and continue to the present. *They **have been** here since 2008.*
- life experiences. (time isn't stated) *I've **tried** Chinese food.*
- actions that happened in the past and we can see their results in the present. *She's **broken** her leg.* (When? We don't know, but we can see that her leg is in a cast.)

**Note:** When we use **never** in the negative we use **have/has**.

*I **have never eaten** papaya.* (NOT: ~~I haven't never eaten papaya.~~)

**Compare:** *He **has gone** to Madrid.* (He's still there.)

*He **has been** to Madrid.* (He's back now.)

**Time expressions with the present perfect:** *since, for, never, ever, yet, already, this week, etc.*

- We form the **past participle** of **regular verbs** by adding **-ed** to the main verb. *work – worked live – lived try – tried*
- **Irregular verbs** form their **past participles** differently. (See *table of Irregular Verbs at the back of the book*)  
*do – done fly – flown see – seen, etc.*

5 a) Write the past participles of the verbs below. Which are R (regular)? Which are I (irregular)?

- 1 climb – *climbed* R
- 2 fly – *flown* I
- 3 be – \_\_\_\_\_
- 4 spend – \_\_\_\_\_
- 5 sleep – \_\_\_\_\_
- 6 sail – \_\_\_\_\_
- 7 travel – \_\_\_\_\_
- 8 complete – \_\_\_\_\_
- 9 drive – \_\_\_\_\_
- 10 try – \_\_\_\_\_
- 11 ride – \_\_\_\_\_
- 12 take – \_\_\_\_\_
- 13 visit – \_\_\_\_\_
- 14 climb – \_\_\_\_\_

b) Use the verbs in Ex. 5a to complete the sentences.

- 1 Nancy *hasn't slept* in an ice hotel in Quebec. (X)
- 2 Robert \_\_\_\_\_ around Jamaica in his jeep. (✓)
- 3 My parents \_\_\_\_\_ Mount Fuji. (✓)
- 4 I \_\_\_\_\_ a bus tour of New York City. (X)
- 5 They \_\_\_\_\_ sushi. (X)
- 6 Julie \_\_\_\_\_ along the Great Barrier Reef in a yacht. (X)
- 7 Oliver \_\_\_\_\_ over Boston in a helicopter. (X)
- 8 Wally \_\_\_\_\_ a camel in Egypt. (✓)

## Writing

6 Imagine you have tried one of the activities in Ex. 1a. Post your comment to Mark's blog. Write: *what you have tried, what it was like, how you felt.* Use the texts in Ex. 2 as models.

# 1.2

## Encounters with nature

### Vocabulary

#### Activities with animals

1 a) Match the phrases to the animals in the pictures.

🔄 Listen and check, then say.

- |                            |                       |                            |                       |
|----------------------------|-----------------------|----------------------------|-----------------------|
| <input type="checkbox"/> 1 | ride a camel          | <input type="checkbox"/> 4 | trek with llamas      |
| <input type="checkbox"/> 2 | nurse a baby kangaroo | <input type="checkbox"/> 5 | see a poisonous snake |
| <input type="checkbox"/> 3 | feed a crocodile      | <input type="checkbox"/> 6 | cuddle a koala        |

b) Have you ever done any of these activities or something similar? Which one would you like to try? Why? Tell the class.

### Reading

2 a) Read the first two sentences in each letter. Where is each person? Which of the activities in Ex. 1a have they done?

🔄 Listen and read to find out.

Hi Grant,

I'm having a brilliant time here in Morocco! We've done a lot of things. But the best so far has been riding a camel. Have you ever tried it? It's amazing. My camel was very tame but my brother's was a bit wild. It kept spitting at him before he got on. Have you ever seen a camel spit? It was very funny but my brother didn't think so. Tomorrow we're going shopping in the market. Have you ever haggled with a tradesman? I haven't and I'm not looking forward to it. You know what a pushover I am.

Well I have to go, we're going trekking with llamas this afternoon and I have to get ready.

See you in a week.

Jamie

Hey Annabel,

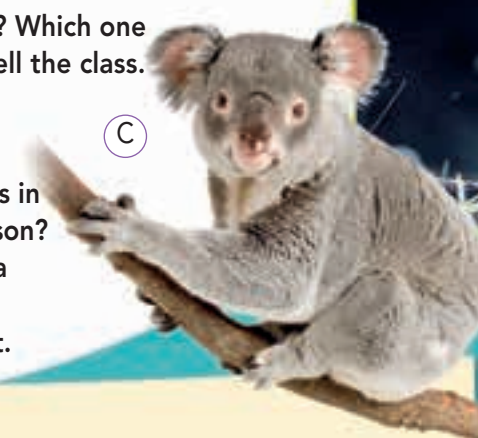
G'day mate as they say here in Australia. Have you ever been here before? I haven't. It's great; we're staying in an animal sanctuary near Brisbane. They take care of injured animals from the country like koalas and kangaroos.

I've already helped with feeding and cleaning the animals and I've cuddled a koala. But the most memorable thing I've done was nursing a baby kangaroo. It was unbelievable. They're called joeys, have you ever seen one? They're so cute and it fell asleep in my arms after I finished feeding it.

Tomorrow I'm going to try feeding the crocodiles. I hope I have all my fingers left at the end of it.

I'll see you when I get back.

Pauline





### Check these words

tame, spitting, haggled, tradesman, pushover, animal sanctuary, injured, have (sth) left

b) Read the text again and mark the sentences **T (true)**, **F (false)** or **DS (doesn't say)**.

- 1 Jamie's camel behaved badly. \_\_\_\_\_
- 2 Jamie usually gives in to other people. \_\_\_\_\_
- 3 Grant has been to Morocco. \_\_\_\_\_
- 4 Pauline has been to an animal sanctuary before. \_\_\_\_\_
- 5 The animals at the centre have been hurt in accidents. \_\_\_\_\_
- 6 The baby kangaroo's name was Joey. \_\_\_\_\_

c) Use words from the **Check these words** box in their correct form to complete the sentences.

- 1 The \_\_\_\_\_ has become home to many different species.
- 2 Mark always \_\_\_\_\_ with shop owners to get a better price.
- 3 The baby Kangaroos are so \_\_\_\_\_ that you can feed them.
- 4 Many Kangaroos are \_\_\_\_\_ on Australia's roads.
- 5 Don't be such a \_\_\_\_\_! You have to stand up for your rights.

d) **THINK** Which place would you like to visit? Why? Tell the class.

## Grammar

### Present perfect (interrogative & short answers)

3 a) Read the theory. Find examples in the text.

#### INTERROGATIVE

Have I/you/we/they ever played tennis?

Has he/she/it left?

#### SHORT ANSWERS

Yes, I/you/we/they have.

No, I/you/we/they haven't.


Yes, he/she/it has. No, he/she/it hasn't.

We use **ever** in questions. *Have you ever seen sea lions?*



b) Use the words to form questions. Answer them.

- 1 you/ever/see a crocodile?  
*Have you ever seen a crocodile?*
- 2 your friend/ever/travel to Asia?
- 3 you/ever/swim with dolphins?
- 4 your parents/ever/be on a safari?
- 5 you/ever/spend a night in a tent?
- 6 your friends/ever/work with animals?

## Listening & Speaking

4 a)  Listen and put a tick (✓) for what Dave has done or a cross (X) for what he hasn't done. Tell the class.

- 1  go to exciting countries
- 2  climb a mountain
- 3  swim in a lake
- 4  sleep under the stars
- 5  go rock climbing
- 6  swim with sharks
- 7  see the waterfalls

b)   What about you? Act out similar dialogues. You can use your own ideas.

A: *Have you ever travelled abroad?*

B: *No, I haven't.*

## STUDY SKILLS

### Using technology


Watch videos and movies in the language you are studying. This will help you improve your English.

5 **ICT** Find videos/movies of people who have experienced any of the activities in Ex. 1a. Talk about their experiences to the class.

# 1.3 Get set, go!


## Vocabulary

### Holiday preparation

- 1 a)  Listen and say. Which of these items (1-10) do you usually need when you travel: in your country? Abroad?
- b) Think of the last time you went on holiday. Where did you go? What did you take with you?

*Last summer I went to ... I took my ...with me ...*

## Reading

- 2 a) Emma is about to go on holiday. Listen to the telephone conversation between her and her friend James. Which of the items in Ex. 1a do they mention?
-  Listen and read to find out.

### Check these words

all set for, just about, sort out, run around like crazy, renew passport, appointment, passport office, last-minute shopping, exchange currency, pick (you) up

James: Hi, Emma! How's it going? Are you all set for your holiday next week?

Emma: Just about. I've already got my ticket and I've packed my first-aid kit. I've still got a few things to sort out, so I'm running around like crazy at the moment.

James: What do you need to do?

Emma: Well, the most important thing I've got to do is renew my passport because it's expired. I have an appointment at the passport office tomorrow.

James: Have you had your vaccinations yet?

Emma: Yes, I had those last week. There's just some last-minute shopping still to do.

James: What do you need to get?

Emma: I need sunscreen, some books to read on the beach, and a guidebook for Thailand.

James: I'll lend you mine. I went there a couple of years ago, remember? Have you exchanged some currency for the trip yet?

Emma: No, I've been too busy to go to the bank. I think I'll do it at the airport.

James: It's more expensive to do it that way, you know. Hey, why don't I come and pick you up? I can drive you into town, so you can do all your tasks and we can have lunch, too. We haven't eaten out for months.

Emma: Oh, that would be great! Can you be here in an hour?

James: No problem. See you soon.

1



insect repellent

2



comfortable shoes

3



map

5



passport

4



first-aid kit

7



compass

8



sunscreen

9



traveller's cheques

10



guidebook

6



camera

b) Read the dialogue again and complete the sentences. What is the main idea of the dialogue?

- 1 Next week Emma has arranged to go \_\_\_\_\_.
- 2 Tomorrow she is going \_\_\_\_\_.
- 3 Emma needs to get \_\_\_\_\_.
- 4 Emma won't need to buy \_\_\_\_\_.
- 5 James suggests they have \_\_\_\_\_.

c) Use words from the *Check these words* box in their correct form to complete the sentences.

- 1 John offered to \_\_\_\_\_ me \_\_\_\_\_ as my car was still at the mechanic's.
- 2 Don't forget to make a(n) \_\_\_\_\_ to have your vaccinations.
- 3 I've done everything, so I'm \_\_\_\_\_ my holiday next week.
- 4 I'm \_\_\_\_\_ to finish; give me two minutes.
- 5 I need to do some \_\_\_\_\_ . I want some insect repellent and a map.

## Grammar

Present perfect: *already, yet, since, for, just*

**3** a) Read the theory. Find examples in the dialogue.

- We use **already** in affirmative sentences to say that something happened sooner than expected.  
*She has **already** packed her suitcase.*
- We use **yet** in negative sentences or interrogatives to show that we expect something to happen.  
*She **hasn't** arrived **yet**. Has he called **yet**?*
- We use **since** to say when something began.  
*I've lived here **since** 2005.*
- We use **for** to say how long something has lasted.  
*He's had this bike **for** two years now.*
- We use **just** in affirmative sentences to say that something happened a very short time ago.  
*He has **just** left.*

b) Underline the correct item.

- 1 Henry hasn't been to Chile **for/since** February.
- 2 Peter has **never/just** booked his flight, but he hasn't booked a hotel **yet/since**.
- 3 I can't wait to go, but my tickets haven't arrived **already/yet**.
- 4 Jake has wanted to travel to India **for/since** he was a child.
- 5 Karen has **yet/already** packed her luggage.
- 6 Sharon hasn't been abroad **for/since** 10 years.

## Everyday English

### Reminding and Reassuring

**4** 🙄🙄 Josh is going on holiday to Hawaii. Use the language in the box and the ideas in the list to act out exchanges, as in the example.

| Reminding   | Reassuring  |
|---|---|
| <ul style="list-style-type: none"> <li>• Have you arranged/booked/bought...?</li> <li>• You haven't forgotten to...?</li> <li>• I hope you haven't forgotten to...</li> <li>• Remember to...</li> <li>• And don't forget to...</li> </ul> | <ul style="list-style-type: none"> <li>• Yes, I have.</li> <li>• No, I've already done that.</li> <li>• Don't worry; it hasn't slipped my mind.</li> <li>• I haven't forgotten.</li> <li>• I know.</li> </ul> |

- buy a new swimsuit • pack diving equipment
- buy sunscreen • pack a camera • take a waterproof jacket
- get comfortable shoes • buy a sun hat and new sunglasses
- pack light clothing
- renew your passport

A: *Have you bought a new swimsuit?*

B: *Yes, I have.*

A: *I hope you haven't forgotten to pack your diving equipment.*

B: *Don't worry. It hasn't slipped my mind. etc.*

## Writing & Speaking

**5** 🙄🙄 Imagine you are going on holiday. Prepare a list of things to do. Swap your lists. Find out what your partner has already done/hasn't done yet. Write sentences.