

# Present and Past

UNIT

1

## Present Progressive and Simple Present

DIFFERENT CULTURES

UNIT

2

## Simple Past

POETS

UNIT

3

## Past Progressive and Simple Past

REPORTING EVENTS

UNIT

4

## *Used to* and *Would*

CHANGES

UNIT

5

## *Wh-* Questions

IN COURT



**OUTCOMES**

- Describe actions that are happening now
- Describe actions, states, and situations that happen regularly, and unchanging facts
- Recognize the use of the present progressive and the simple present in reading and listening
- Express opinions about topics related to cross-cultural differences
- Write a description of a new experience

**OUTCOMES**

- Use the simple past with regular and irregular verbs
- Describe events, states, and situations in the past
- Identify the order of events in a reading and listening
- Discuss past events and situations
- Write about some important life events

**OUTCOMES**

- Describe past events or situations
- Use *when* or *while* to link clauses in the simple past and the past progressive
- Identify the order of events in a description of an accident
- Report on events that were interrupted by other events
- Write a description of a past event

**OUTCOMES**

- Describe past habits and situations, using *used to* and *would*
- Evaluate events and situations described in a reading and a listening
- Describe and discuss one's past and present physical appearance and habits
- Write a description of a place and how it has changed

**OUTCOMES**

- Ask questions about the past, using *wh-* words
- Identify important information in an interview transcript
- Identify the main point of a conversation
- Write a series of interview questions to get information about a past event

# Present Progressive and Simple Present

## DIFFERENT CULTURES

## OUTCOMES

- Describe actions that are happening now
- Describe actions, states, and situations that happen regularly, and unchanging facts
- Recognize the use of the present progressive and the simple present in reading and listening
- Express opinions about topics related to cross-cultural differences
- Write a description of a new experience

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Look at the cartoons. Discuss the questions.

1. What are the people doing?
2. How do they feel?

## READ

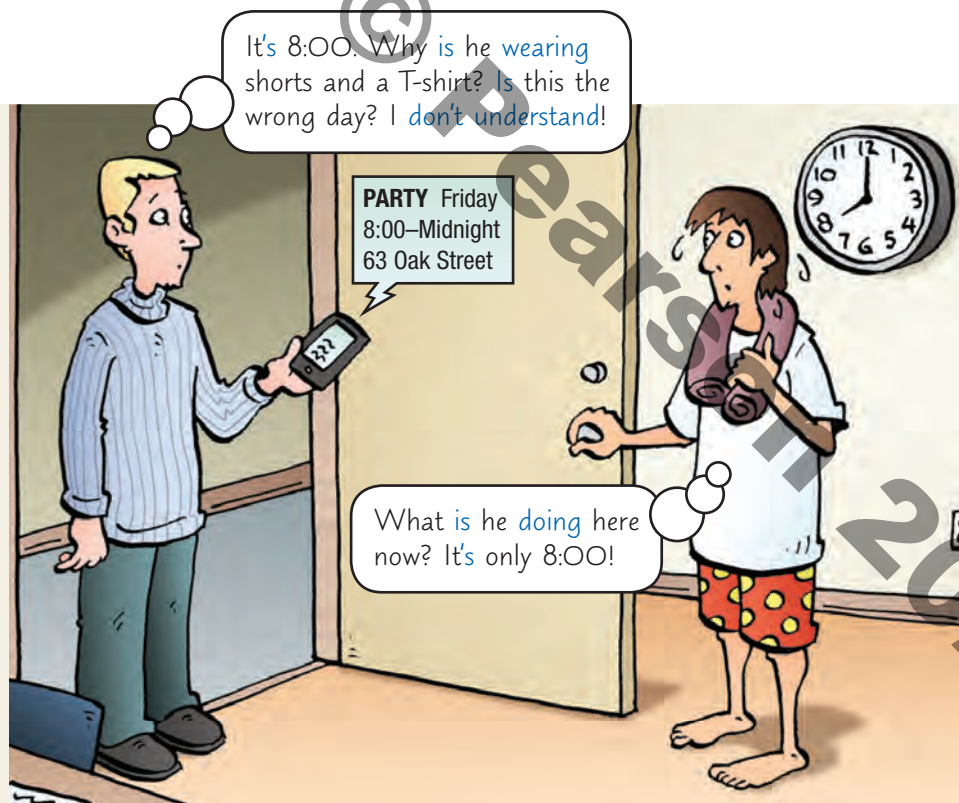
01|01 Read this article about cross-cultural communication.

## What's Your Cross-Cultural IQ?<sup>1</sup>

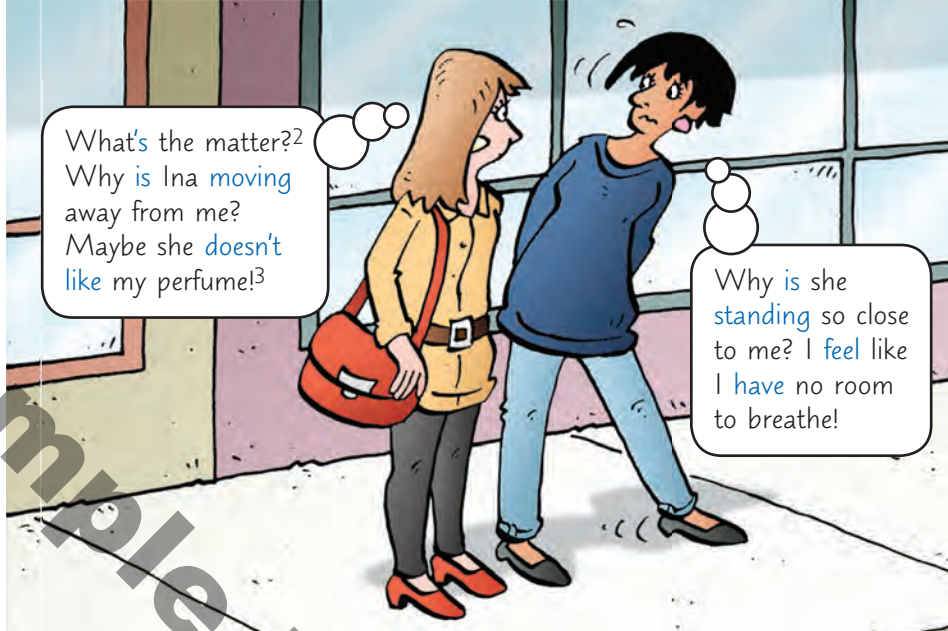
Are you **living** in your native country or in another country? Do you ever **travel** abroad? Do you **understand** the misunderstandings in these two situations?

## Situation 1

Jason **is standing** at Dan's door. He **thinks** he's on time for the party, but he **doesn't see** any guests, and Dan **is wearing** shorts and a T-shirt! Dan **looks** surprised. In his culture, people never **arrive** at the exact start of a social event. They often **come** at least 30 minutes later.



1 What's your cross-cultural IQ?: How much do you know about other people's cultures?



What's the matter?<sup>2</sup>  
 Why is Ina moving away from me?  
 Maybe she **doesn't like** my perfume!<sup>3</sup>

Why is she **standing** so close to me? I **feel** like I **have** no room to breathe!

### Situation 2

Ina and Marty **are talking**. They **are** both **feeling** very uncomfortable. In Marty's culture, people usually **stand** quite close. This **seems** friendly to them. In Ina's culture, people **prefer** to have more distance between them. This **doesn't mean** they are unfriendly.

<sup>2</sup> What's the matter?: What's wrong?

<sup>3</sup> perfume: a liquid with a strong pleasant smell that you put on your skin

### AFTER YOU READ

**A VOCABULARY** Choose the word or phrase that is closest in meaning to the word in **bold**.

1. Are you living in your **native** country?  
 a. first                                      b. new                                      c. favorite
2. Do you ever travel **abroad**?  
 a. by boat                                      b. to foreign countries                      c. on expensive trips
3. What was the **misunderstanding** about?  
 a. fight                                      b. argument                                      c. confusion
4. They come from different **cultures**.  
 a. schools                                      b. climates                                      c. ways of life
5. They prefer to have more **distance** between them.  
 a. streets                                      b. space                                      c. time
6. There are a lot of parties and other **events** at the Students' Club.  
 a. members                                      b. languages                                      c. activities

**B COMPREHENSION** Complete each statement with the correct name.

1. \_\_\_\_\_ doesn't have shoes on.
2. \_\_\_\_\_ isn't expecting people to arrive at 8:00.
3. \_\_\_\_\_ thinks he's on time.
4. \_\_\_\_\_ is wearing perfume.
5. \_\_\_\_\_ wants to stand farther away.
6. \_\_\_\_\_ probably thinks the other person is a little unfriendly.

**C DISCUSSION** Work with a partner. Compare your answers in B. Why did you choose each answer?

**PRESENT PROGRESSIVE**

Affirmative Statements			
Subject	Be	Base Form of Verb + -ing	
I	am	traveling	now.
You	are		
He She It	is		
We You They	are		

Negative Statements			
Subject	Be	Not	Base Form of Verb + -ing
I	am	not	traveling
He	is		
We	are		
			now.

Yes/No Questions			
Be	Subject	Base Form of Verb + -ing	
Is	he	traveling	now?

Short Answers		
Yes,	he	is.
No,		isn't.

Wh- Questions			
Wh-Word	Be	Subject	Base Form of Verb + -ing
Where	are	you	traveling
			now?

**SIMPLE PRESENT**

Affirmative Statements		
Subject		Verb
I	often	travel.
You		travels.
He She It		travel.
We You They		

Negative Statements			
Subject	Do	Not	Base Form of Verb
I	do	not	travel
He	does		
We	do		
			often.

Yes/No Questions			
Do	Subject	Base Form of Verb	
Does	he	travel	often?

Short Answers		
Yes,	he	does.
No,		doesn't.

Wh- Questions				
Wh-Word	Do	Subject		Base Form of Verb
Where	do	you	usually	travel?



# GRAMMAR NOTES

## 1 Present Progressive

Use the present progressive to show that something is **happening now** or in a **longer present time**.

- **happening now**

(*right now, at the moment*)

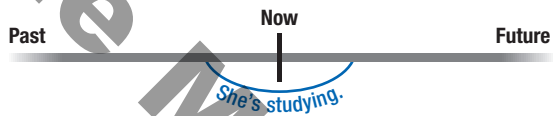


Diego **is speaking** English *now*.

He's **wearing** shorts *at the moment*.

- **happening in a longer present time**

(*this month, this year, these days, nowadays*), even if it's not happening now



We're **studying** U.S. history *this month*.

(*But we aren't studying it now.*)

Laura's **studying** in France *this year*.

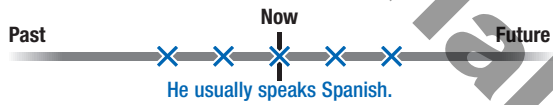
Are you **studying** hard *these days*?

## 2 Simple Present

Use the simple present to show that something **happens regularly** or for **unchanging facts**.

- **happens regularly**

(*usually, often, every day, always*)



Diego **usually speaks** Spanish.

He **wears** jeans *every day*.

- **unchanging facts**

Miguel **comes** from Oaxaca. Oaxaca **is** in Mexico.

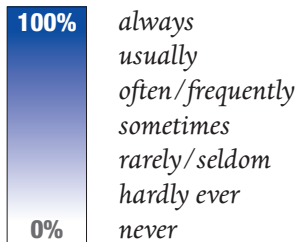
**BE CAREFUL!** Remember to add **-s** or **-es** to third-person-singular (*he, she, it*) verbs. Also, remember to use **does** in questions and **doesn't** in negatives for third-person-singular verbs.

He **wears** jeans. He **doesn't wear** shorts.

**NOT** He ~~wear~~ jeans. He ~~don't~~ wear shorts.

## 3 Simple Present + Adverbs of Frequency

Use the simple present with adverbs of frequency to show **how often something happens**.



Adverbs of frequency usually go **before the verb**. However, *sometimes* and *usually* can also go at the **beginning of the sentence**.

In Spain, women **always kiss** on both cheeks.

In France, women **often kiss** on both cheeks.

We **rarely stand** very close to each other.

In China, children **never call** adults by their first names.

**BE CAREFUL!** Adverbs of frequency usually go **after** the verb *be*.

I **sometimes wear** shorts at home.

or

**Sometimes** I **wear** shorts at home.

They **are never** late.

**NOT** They ~~never are~~ late.

## 4 Non-Action Verbs

Use non-action verbs to describe **states** or **situations**, but not actions.

Non-action verbs describe:

- **emotions**  
(like, love, hate, want, feel, fear, trust)
- **mental states**  
(know, remember, believe, think, mean, understand, wonder)
- **possession**  
(have, own, possess, belong)
- **senses and perceptions**  
(hear, see, smell, taste, feel, notice, seem, look, be, appear, sound)

We **like** Claude a lot.

We **love** the stories he tells.

I **know** a lot of U.S. customs now.

We **think** they're from Spain.

What **do** you **mean**? I **don't understand**.

Cesar **has** two brothers.

Some students **own** cars.

I **hear** the telephone.

Dina **looks** tired.

They both **sound** sick.

**BE CAREFUL!** Use the **simple present** with most **non-action verbs**. Do not use the present progressive—even when the verb describes a situation that exists at the moment of speaking.

Jane **wants** to go home now.

**NOT** Jane ~~is wanting~~ to go home now.

**USAGE NOTE** In **informal conversation**, some people use the **present progressive** with verbs of emotion (especially with *like* and *love*) and with verbs of mental state. This often describes a **temporary feeling** or a change of feelings.

I'm **loving** this book!

She's **liking** him more and more.

He's **understanding** a lot better these days.

## 5 Non-Action and Action Verbs

Some verbs can have both a **non-action** and an **action** meaning.

- **sense and perception verbs**  
(taste, smell, feel, and look)

### NON-ACTION

The soup **tastes** good.  
(It's good.)

His car **looks** great.  
(It's beautiful.)

### ACTION

He's **tasting** the soup.  
(He's trying it.)

I'm **looking** at his car.  
(I'm examining it.)

- **have** and **think**

I **have** a new watch.  
(I own a new watch.)

I **think** he's right.  
(My opinion: He's right.)

I'm **having** fun.  
(I'm experiencing fun.)

I'm **thinking** of going.  
(I'm considering going.)

**USAGE NOTE** We often use *feel* in the progressive form when it expresses an **emotion**. The **meaning is the same** as when we use the simple present form.

I **feel** very happy about this.

or

I'm **feeling** very happy about this.

## PRONUNCIATION NOTE

01/02

### Pronunciation of *What do you* and *What are you*

In informal American English conversation, people often pronounce *What do you . . . ?* and *What are you . . . ?* the same way: “whaddaya.”

A: **What do you** do?

(whaddaya)

B: **What are you** doing?

(whaddaya)

## REFERENCE NOTES

For **spelling rules** on forming the **present progressive**, see Appendix 21 on page 462.

For **spelling rules** on forming the third-person singular of the **simple present**, see Appendix 20 on page 461.

For **pronunciation rules** for the **simple present**, see Appendix 29 on page 466.

For **contractions** of *I am*, *you are*, etc., see Appendix 26 on page 464.

For a list of **non-action verbs**, see Appendix 2 on page 454.

For the **present progressive** and the **simple present** to talk about the **future**, see Unit 6 on page 76.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1 DISCOVER THE GRAMMAR

**GRAMMAR NOTES 1–5** Read the postings by Brian, a Canadian student studying in Argentina. Underline all the verbs that describe what is happening now. Circle the verbs that describe what regularly happens.

**JUNE 30:** 7:30 p.m. My host parents are still working. Carlos, my “father,” works at home. My “little brother,” Ricardo, is cute. He looks (and acts) a lot like Bobby. Right now, he’s looking over my shoulder and trying to read my journal.

**JULY 4:** The weather is cold here in the summer. I usually spend the first weekend of July at the beach. Today, I’m walking around in a heavy sweater.

**JULY 10:** I’m sitting in the school cafeteria with some of my classmates. In Canada, I only drink tea, but at the moment I’m having a cup of strong coffee. It tastes great! The students here come from all over the world. Most of them don’t speak English, so we’re all speaking Spanish. It’s a great way to learn!

**AUGUST 6:** I usually feel great in the evening, but tonight I feel really tired.

**AUGUST 25:** I’m feeling very comfortable here now—but it’s almost time to go home! My host parents usually cook a light dinner, but tonight is a special event. They’re preparing a big party for me to say goodbye. I miss them already!



## EXERCISE 2 PRESENT PROGRESSIVE OR SIMPLE PRESENT

**A GRAMMAR NOTES 1-5** Some students are talking outside of a classroom. Circle the correct words to complete their conversations.



### Conversation 1

TARO: There's Miguel. He talks / He's talking to Luisa.  
1.

MARISA: Yes. They take / They're taking a class together this semester.  
2.

TARO: They stand / They're standing very close to each other.  
3.

Do you think / Are you thinking that they date / they're dating?  
4. 5.

MARISA: No. I don't think / I'm not thinking that it means / it's meaning anything special. I come / I'm coming from Costa Rica, and people usually stand / are standing that close to each other there.  
6. 7. 8. 9.

### Conversation 2

LI-WU: Hi, Paulo. What do you do / are you doing?  
1.

PAULO: Oh, I wait / I'm waiting for class to begin.  
2.

LI-WU: What's the matter? You seem / You're seeming a little down.  
3.

PAULO: I'm just tired. I work / I'm working evenings this semester. Hey, is that your teacher over there?  
4.

LI-WU: Yes. She talks / She's talking to a classmate.  
5.

PAULO: What's wrong? He doesn't look / He's not looking at her. He seems / He's seeming uncomfortable.  
6.

LI-WU: Oh. That doesn't mean / isn't meaning anything. In some countries, it's not polite to look directly at your teacher.  
7. 8.



**0103 B LISTEN AND CHECK** Listen to the conversations and check your answers in A.

## EXERCISE 3 QUESTIONS AND STATEMENTS

**A GRAMMAR NOTES 1-5** Other students are talking outside of a classroom. Complete the conversations. Use the present progressive or the simple present form of the verbs in parentheses.

### Conversation 1

RASHA: There's Hans. Why is he walking so fast?  
1. (walk)

Class starts at 9:00. He still has 10 minutes!  
2. (start) 3. (have)

CLAUDE: He always walks fast. I think Swiss people often appear to be in a hurry.  
4. (walk) 5. (think) 6. (appear)



## Conversation 2

IZUMI: Isn't that Sergio and Luis? Why

\_\_\_\_\_ they \_\_\_\_\_ 1. (shake)

hands? They already \_\_\_\_\_ each other!  
2. (know)

LI-JING: In Brazil, men \_\_\_\_\_ hands every time they  
3. (shake)

\_\_\_\_\_. It's normal in their culture.  
4. (meet)

IZUMI: \_\_\_\_\_ women \_\_\_\_\_ hands, too?  
5. (shake)

01:04

**B LISTEN AND CHECK** Listen to the conversations and check your answers in A.

## EXERCISE 4 AFFIRMATIVE AND NEGATIVE STATEMENTS

**GRAMMAR NOTES 1–2, 5** Look at Brian's schedule in Argentina. He usually has a regular schedule, but today some things are different. Complete the sentences. Use the present progressive or the simple present. Choose between affirmative and negative.

7:00–8:00	<del>run in the park</del>	get ready for a field trip
8:30–12:30	<del>attend class</del>	go on a field trip to the museum
1:00–2:00	eat lunch	
2:00–3:00	<del>study with my classmates</del>	work on the family web page
3:00–5:00	work in the cafeteria	
5:00–6:30	<del>do homework</del>	play tennis
6:30–8:30	<del>play tennis</del>	watch a DVD with Eva
8:30–9:30	have dinner	
9:30–10:00	<del>send emails</del>	take a walk with the family
10:00–10:30	<del>take a shower</del>	do homework

- Brian always runs in the park early in the morning, but today he is getting ready for a field trip.
- Brian usually \_\_\_\_\_ between 8:30 and 12:30, but today he \_\_\_\_\_.
- He always \_\_\_\_\_ between 1:00 and 2:00.
- It's 1:30. He \_\_\_\_\_.
- He normally \_\_\_\_\_ after lunch, but today he \_\_\_\_\_.
- Every day from 3:00 to 5:00, he \_\_\_\_\_.

7. It's 5:15, but he \_\_\_\_\_ now.  
He \_\_\_\_\_ instead.
8. It's 6:45, but he \_\_\_\_\_.  
He \_\_\_\_\_.
9. It's 8:30. Brian \_\_\_\_\_.
10. He always \_\_\_\_\_ at 8:30.
11. After dinner, Brian usually \_\_\_\_\_,  
but tonight he \_\_\_\_\_.
12. It's 10:15, but he \_\_\_\_\_.  
He \_\_\_\_\_.

### EXERCISE 5 WHAT DO YOU, WHAT ARE YOU, OR WHADDAYA

**01:05 PRONUNCIATION NOTE** Listen to the questions and answers. Check (✓) *Formal* if you hear *What do you* or *What are you* in the question. Check (✓) *Informal* if you hear *Whaddaya*.

- |                                       | Formal                   | Informal                            |
|---------------------------------------|--------------------------|-------------------------------------|
| 1. What are you doing?                | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. What do you do after school?       | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. What do you usually eat for lunch? | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. What are you reading these days?   | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. What do you like to read?          | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. What do you like to read?          | <input type="checkbox"/> | <input type="checkbox"/>            |

### EXERCISE 6 EDITING

**GRAMMAR NOTES 1–5** Read this student's blog entry. There are eleven mistakes in the use of the present progressive or simple present. The first mistake is already corrected. Find and correct ten more.

*I'm sitting*  
It's 12:30 and I ~~sit~~ in the library right now.  
My classmates are eating lunch together,  
but I don't feel hungry yet. At home, we eat  
never this early. Today, our journal topic is  
culture shock (the strange feelings you have  
when you visit a foreign country for the first



time). It's a good topic for me right now because I'm being pretty homesick. I miss speaking my native language with my friends. And I miss my old routine. At home, we always are eating a big meal at 2:00 in the afternoon. Then we rest. But here in Toronto, I'm having a 3:00 conversation class. Every day, I almost fall asleep in class, and my teacher ask me, "Are you bored?" Of course I'm not bored. I just need my afternoon nap! This class always is fun. This semester, we work on a project with videos. My team is filming groups of people from different cultures at social events. We are analyze "personal space." That is meaning how close to each other these people stand. According to my new watch, it's 12:55, and I have a 1:00 class. That's all for now. Teachers here really aren't liking lateness!

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 7 LISTENING

01:06

**A** You are going to listen to five short interviews of foreign students studying at a summer language program in the United States. Listen and check (✓) the things the students *Usually* do and the things they are doing *Now or These Days*. Then listen again and check your answers.

	Usually	Now or These Days
<b>1. Ana</b>		
a. speak English	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. speak Spanish	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Mehmet</b>		
a. live in a small town	<input type="checkbox"/>	<input type="checkbox"/>
b. live in a big city	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Eva</b>		
a. walk slowly	<input type="checkbox"/>	<input type="checkbox"/>
b. move quickly	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Paulo</b>		
a. wear a watch	<input type="checkbox"/>	<input type="checkbox"/>
b. ask other people for the time	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Olga</b>		
a. study grammar and pronunciation	<input type="checkbox"/>	<input type="checkbox"/>
b. study English literature	<input type="checkbox"/>	<input type="checkbox"/>

▶01|06 **B** Work with a partner. Listen to each interview again. Discuss the questions.

**Interview 1**

How does Ana feel? Why?  
What does she find most difficult? Why?

EXAMPLE: **A:** Ana feels good.  
**B:** Yes. Things are going well for her. She ...

**Interview 2**

Does Mehmet like living in New York? Why or why not?

**Interview 3**

Is Eva experiencing culture shock?  
What does she think about the “pace of life” in the United States?

**Interview 4**

What does Paulo do at home without a watch?  
Why is Paulo upset?  
Do *you* wear a watch? Why or why not?

**Interview 5**

How does Olga feel about her classes? Why?  
What is she studying now?

**EXERCISE 8 FIND SOMEONE WHO ...**

**A GAME** Walk around your classroom. Ask your classmates questions and fill out the chart. The first person to finish wins.

EXAMPLE: **A:** Tania, are you living in a dormitory?  
**B:** No, I’m not. I’m living with a family.

Find someone who ...	Name
isn't living in a dormitory	_____
likes visiting foreign countries	_____
speaks more than two languages	_____
is studying something in addition to English	_____
doesn't watch sports on TV	_____
is planning to travel abroad this year	_____
_____ (add your own)	_____

**B** Report back to the class.

EXAMPLE: Tania isn't living in a dormitory.

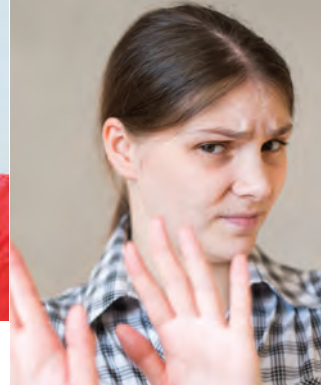
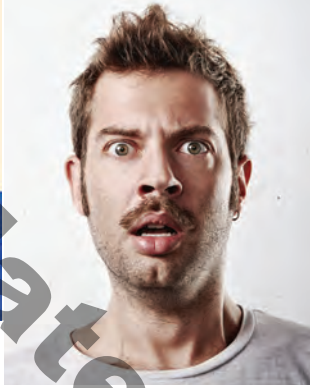


## EXERCISE 9 WHAT'S HAPPENING?

**PICTURE DISCUSSION** Work with a partner. Look at the photos. Describe them. What's happening? How do the people feel? Discuss possible explanations for each situation. Compare your answers with those of your classmates.

EXAMPLE: A: She's pointing and she looks . . .

B: She also has a finger in front of her . . . Maybe she . . .



## EXERCISE 10 IS IT OK IN YOUR CULTURE?

**A CROSS-CULTURAL COMPARISON** Look at the questions. In your culture, which questions are appropriate to ask someone you just met? Check (✓) OK. Which questions are not appropriate? Check (✓) NOT OK.

Questions	OK	NOT OK
1. Are you married?	<input type="checkbox"/>	<input type="checkbox"/>
2. How much rent do you pay?	<input type="checkbox"/>	<input type="checkbox"/>
3. How old are you?	<input type="checkbox"/>	<input type="checkbox"/>
4. What are you studying?	<input type="checkbox"/>	<input type="checkbox"/>
5. What do you do?	<input type="checkbox"/>	<input type="checkbox"/>
6. Where do you live?	<input type="checkbox"/>	<input type="checkbox"/>

**B** Work in a group. Compare your choices with those of your classmates.

EXAMPLE: A: In my culture, it's OK to ask someone the question "Are you married?" What about in your culture?

B: It depends. It's OK for an older person to ask a young person this question. But, it's not OK for a man to ask a strange woman the question. What about in your culture?

**C** What are other examples of inappropriate questions in your culture?

EXAMPLE: A: In my culture, it's not OK to ask someone the questions "How tall are you?" or "What do you weigh?" What about in your culture?

B: . . .

## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Think about a new experience you are having (for example, living in a new country, taking a new class, working at a new job). Complete the outline.

Usually	(New Experience)	Now
_____	_____	_____
_____	_____	_____
_____	_____	_____

**B WRITE** Use your outline to write a paragraph about your new experience. How is it different from what you usually do? How do you feel in the new situation? Use *but* or *however* to contrast your usual experience with your new experience. Try to avoid the common mistakes in the chart.

EXAMPLE: I usually live at home with my parents, but this month I'm living with my aunt and uncle. Everything seems different. My aunt always makes dinner at 6:00. However, at home we never eat before 8:00 p.m. . . .

### Common Mistakes in Using the Present Progressive and Simple Present

Use the **simple present** with most **non-action verbs**. Do not use the present progressive.

I **think** my aunt's dinners are great.

**NOT** I ~~am thinking~~ my aunt's dinners are great.

Put an **adverb of frequency** before the simple present verb. Do not put it after the verb.

We **always eat** at 6:00.

**NOT** We ~~eat always~~ at 6:00.

Put an **adverb of frequency** after the verb *be*. Do not put it before *be*.

She **is always** on time.

**NOT** She ~~always is~~ on time.

**C CHECK YOUR WORK** Read your paragraph. Underline once the present progressive and underline twice the simple present forms. Circle the adverbs of frequency. Use the Editing Checklist to check your work.

### Editing Checklist

Did you use . . . ?

- the present progressive to describe something that is happening right now
- the simple present to describe what regularly happens
- the simple present with non-action verbs such as *be*, *like*, *seem*, and *want*
- adverbs of frequency in the correct position

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your writing? Make changes if necessary. Give your paragraph a title.

# UNIT 1 REVIEW

Test yourself on the grammar of the unit.

**A** Circle the correct words to complete the sentences.

1. What courses are you taking / do you take this semester?
2. I don't / I'm not understand this phrase. What's *culture shock*?
3. At home, we often speak / speak often Spanish.
4. Look! That's my teacher. He's talking / He talks to Andrea, one of my classmates.
5. Are / Do you feel better today?

**B** Complete the conversation with the present progressive or simple present form of the verbs in parentheses.

A: What \_\_\_\_\_ you \_\_\_\_\_ right now?

1. (do)

B: Not much. I \_\_\_\_\_ just \_\_\_\_\_ a video game. Why?

2. (play)

A: \_\_\_\_\_ you \_\_\_\_\_ to get some lunch?

3. (want)

B: Sure. I usually \_\_\_\_\_ this early, but I \_\_\_\_\_ pretty hungry right now.

4. (not eat)

5. (feel)

A: Mmm, mushroom soup. It \_\_\_\_\_ good.

6. (look)

B: It \_\_\_\_\_ good, though. I had it yesterday.

7. (not taste)

A: Hey, there's Costa and Libby. Why \_\_\_\_\_ they \_\_\_\_\_ like that?

8. (shout)

\_\_\_\_\_ they angry?

9. (be)

B: I don't think so. They always \_\_\_\_\_ like that. Let's go sit with them. They're fun.

10. (talk)

**C** Find and correct five mistakes.

I live in Qatar, but right now I stay in Wisconsin. I'm studying English here. I have a good time this summer, but in some ways it's a pretty strange experience. Summer in Wisconsin feel like winter in Qatar! Every weekend, I go to the beach with some classmates, but I go never into the water—it's too cold! I'm enjoy my time here though, and my culture shock is going away fast.

Now check your answers on page 475.