

Wednesday, 2/3

In class: Study the forms and uses of the simple past and past progressive tenses (handouts and charts 2-1, 2-2, and 2-3).
Go over irregular verbs (chart 2-7). Do over charts 2-8 and 2-9.

Homework for 2/8: 1. Study handouts and charts above.
2. Do ex. 7-9 in the book. Check your work with a dictionary.
3. Do ex. 10, 13, and 16 in the book.
4. Learn the simple form and the simple past of irregular verbs in chart 2-7.
5. Do the handouts "Review of Chapters 1 and 2" and "Fishing Trip." **Turn in these handouts on 2/8.**

Monday, 2/8

In class: Check homework.
Study time clauses (chart 2-10). Do ex. 22 and 23 together.
Study past habits with "used to" (chart 2-11). Do ex. 24-26 together.

Homework for 2/10: 1. Review irregular verbs (chart 2-7).
2. Do ex. 19 and 20 in the book.
3. Do the handout "Sentence Writing." Follow the directions on the handout. **Turn this in on 2/10.**
4. Do the handouts "Editing Practice - Chapters 1-2."

Wednesday, 2/10

In class: Check homework.
Do additional practice exercises to prepare for the test.

Homework for 2/22: 1. Finish practice exercises.
2. Review chapters 1 and 2, all handouts and notes to prepare for the test.

Wednesday, 2/17

In class: Final review of material.
Take the test on chapter 2. (The test will also include some material from chapter 1.)

Simple Past

1. The action occurred at a definite time in the past (stated or not).

Mary *arrived* in the U.S. five years ago. (Stated)

George Washington *was* the first President of the U.S. (Not Stated)

2. The action could have taken place over a short or long period of time, and it could have been a single or repeated action. (It is not so specific about how long the action took or whether it was a single or repeated action.)

She *studied* English before she came to the U.S. (It's unclear whether she studied for a long or short time.)

He *passed* his driver's license test. (Here, it was a single action.)

He *read* books when he was young. (Here, it was a repeated action.)

3. The action is finished. There is no carry over to the present.

You *gave* your friend a present for her birthday. (In the past, no connection with the present)

4. The simple past can be used as a narrative tense. (It can be used to tell a story.)

When I first *came* to the U.S., I *was* afraid because I *didn't know* anyone. I *started* going to school and making friends, and then I *learned* how to drive. After a while, I *felt* more confident and happy in my new country.

Past Progressive

1. The action is in progress and not completed at some specific point in the past time.

I *was doing* my homework all day long. (This describes the action in progress, and the action was not completed at any particular point in the past.)

2. The action could have taken place over a short or long period of time, and it could have been a single or repeated action. (It is not so specific about how long the action took or whether it was a single or repeated action.)

It *was raining* really hard. (It's unclear whether it rained for a long or short period of time.)

He *was talking* to her on the phone about school. (It's unclear whether he talked to her one or more times.)

3. The past progressive often leads into narration. It describes the conditions at the time when the events of the narration begin.

It *was raining* really hard when my umbrella broke. (*It was raining* is the condition, and *my umbrella broke* is the narrative.)

She *was eating* dinner when the phone rang. (*She was eating* is the condition, and *the phone rang* is the narrative.)

SIMPLE PAST

When can you use this verb tense?

Use

To indicate that an action or event took place at a specific time in the past.

To indicate that an action or event occurred over a period of time in the past with the implication that it is no longer true in the present.

Examples

I visited Japan in 1991.
Last night we saw a movie about India.

I lived in Los Angeles for 15 years.
Barbara was on the volleyball team in college.

How do you form this verb tense?

➤ Regular verbs: base form + -ed

Examples: I walked
you walked
he/she/the student walked
we walked
they/the students walked

Note: Many verbs have irregular past-tense forms. Some common irregular past-tense forms include *took*, *ate*, and *came*. Consult an ESL grammar book for lists of common verbs that have irregular past-tense forms. You can also find irregular past-tense forms in the dictionary under the base form of the verb.

PAST PROGRESSIVE

When can you use this verb tense?

Use

To express that an activity was in progress at a specific point of time in the past.

To show that an activity lasted for a period of time in the past (emphasis on the duration).

Examples

At 8:00 last night, I was studying in the library.
I was cooking when the phone rang.

I was working all day yesterday.
I was cooking while you were sleeping.

How do you form this verb tense?

➤ was/were + present participle (-ing)

Examples: I was reading
you were reading
he/she/the student was reading
we were reading
they/the students were reading

GRAMMAR PRESENTATION

SIMPLE PAST TENSE

PAST PROGRESSIVE

AFFIRMATIVE STATEMENTS

Marie **got** her degree in 1893.
Lois and Clark **married** in June.

NEGATIVE STATEMENTS

Sergei **didn't fall** in love right away.
Lois **didn't like** Clark at first.

YES/NO QUESTIONS

Did he **teach** physics?
Did they **work** together?

SHORT ANSWERS

Yes, he **did**.
Yes, they **did**.

No, he **didn't**.
No, they **didn't**.

WH QUESTIONS

Who **introduced** them?
When **did** they **meet**?

SIMPLE PAST
AND SIMPLE PAST

They **fell** in love when they **met**.

SIMPLE PAST
AND PAST PROGRESSIVE

She **met** him while she **was studying**.

AFFIRMATIVE STATEMENTS

She **was studying** at the Sorbonne in 1892.
They **were writing** for a newspaper.

NEGATIVE STATEMENTS

He **wasn't paying** attention to Katia.
She **wasn't looking** for a husband.

YES/NO QUESTIONS

Was he **teaching** in 1892?
Were they **doing** research?

SHORT ANSWERS

Yes, he **was**.
Yes, they **were**.

No, he **wasn't**.
No, they **weren't**.

WH QUESTIONS

Who **was coaching** them?
When **were** they **attending** sports school?

PAST PROGRESSIVE
AND PAST PROGRESSIVE

She **was doing** research while he **was teaching**.

PAST PROGRESSIVE
AND SIMPLE PAST

She **was studying** when she **met** him.

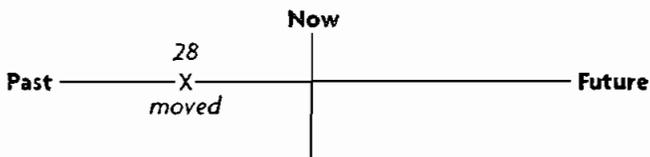
NOTES

EXAMPLES

1. Use the **past progressive** (also called the past continuous) to describe an action that was in progress at a specific time in the past. The action began before the specific time and may or may not continue after the specific time.



Use the **simple past tense** to describe an action or state that was completed at a specific time in the past.



(See Appendix 1 on pages A1–A2 for a list of irregular past tense verbs.)

REMEMBER! Non-action verbs are not usually used in the progressive.

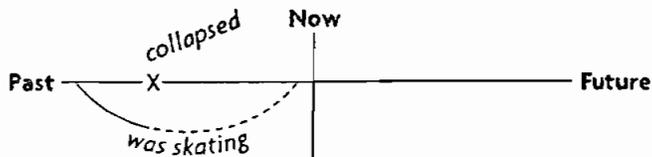
- The Curies **were living** in Paris in 1895.
- She **was expecting** a baby in the fall.

- Marie **moved** to Paris when she was 28.
- They **had** their first child in September.

- Marie **had** a degree in physics. NOT Marie ~~was having~~ a degree in physics.

2. Use the **past progressive** with the **simple past tense** to talk about an action that was interrupted by another action. Use the simple past tense for the interrupting action.

You can use *while* (with the past progressive) or *when* (with the simple past) to connect the two actions.



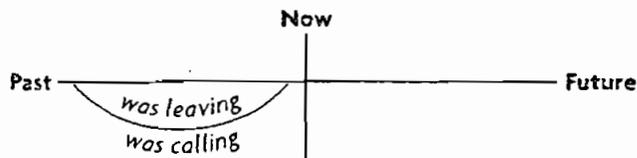
- They **were driving** when the accident **occurred**.

- *While* he **was skating**, he **collapsed**.

OR

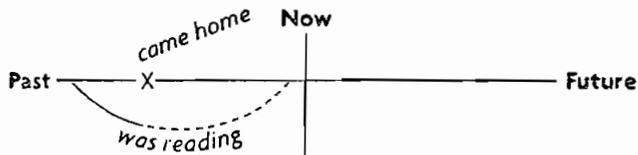
- He **was skating** *when* he **collapsed**.

3. You can use the **past progressive with *while*** (or ***when***) to talk about two actions in progress at the same time in the past. Use the past progressive in both clauses.



- **While** Clark was leaving the newsroom, Lois was calling the police.
- **When** she wasn't looking, he was changing into Superman.

4. **BE CAREFUL!** Sentences with two clauses in the simple past tense have a very different meaning from sentences with one clause in the simple past tense and one clause in the past progressive.



- When he **came** home, she **was reading** the paper.
(First she started reading the paper. Then he came home.)



- When he **came** home, she **read** the paper.
(First he came home. Then she read the paper.)

5. Use ***was*** or ***were going to*** to talk about future plans or expectations that existed in the past. (This structure is also known as *future in the past*.)

Notice that we often use *was* or *were going to* when things we expected to happen did not happen.

- It was 1959. Gloria and her family **were going to leave** Cuba. ☹
- Gloria **was going to be** a psychologist, but she became a performer instead.

Fill in the chart so that you have the correct forms of verbs in the simple present, present progressive, simple past, and past progressive tenses.

<p>Simple Present</p>	<p>Present Progressive</p>	<p>Simple Past</p>	<p>Past Progressive</p>
<p>I do, he does I don't, he doesn't Do I do...? Does he do...? Don't I do...? Doesn't he do...?</p>	<p>I'm doing, he's doing I'm not doing, he's not doing Am I doing...? Is he doing...? Am I not doing...? Isn't he doing...?</p>	<p>I did, he did I didn't, he didn't Did I do...? Did he do...? Didn't I do...? Didn't he do...?</p>	<p>I was doing, he was doing I wasn't doing, he wasn't doing Was I doing...? Was he doing...? Wasn't I doing...? Wasn't he doing...?</p>
<p>I write, he writes I don't write, he doesn't write Do I write...? Does he write...? Don't I write...? Doesn't he write...?</p>	<p>I'm writing, he's writing I'm not writing, he's not writing Am I writing...? Is he writing...? Am I not writing...? Isn't he writing...?</p>	<p>I wrote, he wrote I didn't write, he didn't write Did I write...? Did he write...? Didn't I write...? Didn't he write...?</p>	<p>I was writing, he was writing I wasn't writing, he wasn't writing Was I writing...? Was he writing...? Wasn't I writing...? Wasn't he writing...?</p>
<p>I put, he puts I don't put, he doesn't put Do I put...? Does he put...? Don't I put...? Doesn't he put...?</p>	<p>I'm putting, he's putting I'm not putting, he's not putting Am I putting...? Is he putting...? Am I not putting...? Isn't he putting...?</p>	<p>I put, he put I didn't put, he didn't put Did I put...? Did he put...? Didn't I put...? Didn't he put...?</p>	<p>I was putting, he was putting I wasn't putting, he wasn't putting Was I putting...? Was he putting...? Wasn't I putting...? Wasn't he putting...?</p>

Fill in the blanks with the correct form of the verbs in parentheses. Use the simple present, simple past, present progressive, or past progressive tenses.

Part 1

Bill: Dr. Jones, can you please tell me something about the history of English?

Dr. J.: I'd be happy to, Bill. Before I (begin) _____, though, you (need) _____ to understand that three major groups of people have influenced the language we (speak) _____ . In the sixth century, Germanic people (invade) _____ England from Denmark and northern Germany. They (look) _____ for a new place to live. We (call) _____ their language Anglo-Saxon.

Bill: (people, live) _____ in England at that time?

Dr. J.: Yes, the Celts (live) _____ there, but the Germanic people (push) _____ out the Celts. Today the descendents of the Celts (live) _____ in Ireland, Scotland, and Wales.

Bill: So, (English, come) _____ from Anglo-Saxon?

Dr. J.: Remember that *three* groups have made the English language what it (be) _____ today. The Vikings (decide) _____ to invade England in the ninth century. They (speak) _____ Norse. When the two groups (come) _____ together, they (choose) _____ to call themselves the Saxons, and while life (change) _____ in England, Anglo-Saxon and Norse (mix) _____ English was born from that mixture.

Bill: Okay, so you (say) _____ that English (have) _____ its roots in Anglo-Saxon and Norse.

Dr. J.: Yes, but I (say) _____ that there (be) _____ *three* groups, Bill. In 1066 the Normans from France (fight) _____ the Saxons and (take) _____ control of England. Their language, Norman French, (have) _____ a big influence on English. Now you (know) _____ about the three groups.

Bill: Wow, so English has continued to change for almost 1,000 years?

Dr. J.: Yes, it has, and even today, it (change, still) _____ .

Part 2

Galveston's Killer Hurricane

One of the worst weather disasters in the history of the United States (be) _____ a hurricane that (hit) _____ the city of Galveston on September 8, 1900. Galveston (be) _____ on an island near the Texas coast. At that time it (be) _____ the richest city in Texas, and about 38,000 people (live) _____ there.

On the morning of Tuesday, September 6, 1900, the head of the Galveston weather station, Isaac Cline, (receive) _____ a telegram about a storm. It (move) _____ north over Cuba and (come) _____ toward Galveston. Cline (worry, negative) _____ when he (get) _____ the news. Galveston (have, often) _____ bad storms. However, by the next afternoon, Cline (become) _____ concerned. The wind (get) _____ stronger, the ocean waves (get) _____ larger, and the tide (be) _____ much higher than normal.

On the morning of September 8, Cline (begin) _____ to tell people to leave the island. However, few people (listen) _____. Most of them just (go) _____ to friends' and relatives' houses away from the water. By 4:00 that afternoon, the storm (be) _____ much worse. The tide (get) _____ higher and higher when a four-foot wave (go) _____ through the town. A twenty-foot wave (follow) _____ it.

Cline (be) _____ at his house with a lot of other people. While the storm (go) _____ on, he (make) _____ careful notes of the water's height around his house. Suddenly, a huge wave (hit) _____ the house and it (collapse) _____. Everyone (go) _____ into the water. For the next three hours they (float) _____ on the waves. "While we (drift) _____," he later (write) _____, "we had to protect ourselves from pieces of wood and other objects that were flying around.."

After the storm (end) _____, the city (be) _____ in ruins. More than 7,000 people (die) _____. The storm also (destroy) _____ more than 3,600 buildings. As a result, the people of Galveston (build) _____ a seawall. It (be) _____ 17 feet high and 16 feet thick.

Today the people of Galveston (depend) _____ on weather satellites and other technology to give them hurricane warnings, but they (talk, still) _____ about the great hurricane of 1900.

FILL IT IN

DIRECTIONS: Fill in the blanks in the following story with the SIMPLE PRESENT or PRESENT CONTINUOUS tense.

THE FISHING TRIP

Gordon and his three sons, Mark, Joe, and Leo, (1) _____ [own] a charter fishing boat. Every day when they (2) _____ [sail], they (3) _____ [take] a boat full of would-be fishermen out to sea. Leo, the youngest, (4) _____ [sell] tickets every afternoon for the next day's trip. The passengers (5) _____ [arrive] now with high hopes. Some (6) _____ [carry] their own equipment, and others (7) _____ [rent] it from Gordon.



Usually when everyone (8) _____ [be] aboard, Gordon (9) _____ [stand] at the wheel and (10) _____ [signal] Mark to untie the boat. But today Mark (11) _____ [daydream], so Joe (12) _____ [loosen] the rope and (13) _____ [throw] it on the boat. Gordon always (14) _____ [start] the motor while Joe (15) _____ [prepare] the bait. On the way out, Leo sometimes (16) _____ [give] the fishermen ideas on how to fish. When Gordon (17) _____ [find] a good spot, Leo (18) _____ [drop] anchor and the fishermen (19) _____ [throw] out their lines.

Today, they (20) _____ [fish] in one of Gordon's favorite spots. Gordon (21) _____ [tell] his favorite fish stories. Some of the passengers (22) _____ [eat] their lunch, while others, who (23) _____ [not feel] well, (24) _____ [try] not to look at the food or smell the bait. One of the fishermen (25) _____ [reel] in a fish. His friend (26) _____ [take] his picture.

Leo and Joe (27) _____ [help] some of the passengers bait their hooks. Mark (28) _____ [also try] to help. Poor Mark! He (29) _____ [always try] to be useful, but usually (30) _____ [end up] causing some damage. He (31) _____ [forever trip] over ropes, (32) _____ [fall] over the anchor, or (33) _____ [get] tangled in the fishermen's lines. At this moment, while his brothers (34) _____ [help] the passengers, Mark (35) _____ [lean] out of the boat to catch one of the fishermen's stubborn fish with his net. The fish (36) _____ [jump] in all directions. Oh, oh, it (37) _____ [seem] that the fish (38) _____ [win]. Mark (39) _____ [fall] overboard. He never (40) _____ [know] when to give up.



FILL IT IN

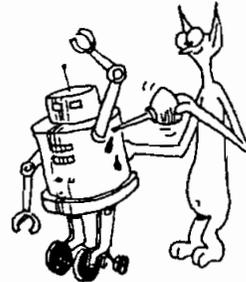
DIRECTIONS: Fill in the blanks in the following story with the SIMPLE PAST or PAST CONTINUOUS. Remember that more than one tense may be possible in some of the blanks.

A STRANGE DAY ON PLANET ZENON

This is XR 101, Planet Zenon News. I'm talking to little TQ005 who has an amazing story to tell. TQ, can you tell us what (1) _____ (happen) yesterday?

We (2) _____ (have) a normal Sunday afternoon when something unbelievable (3) _____ (happen). Dad (4) _____ (dig) craters in the backyard while Mom (5) _____ (punch) our dinner order into the computer. My sister, RQ005, (6) _____ (check) the computer printout to make sure it (7) _____ (match) what Mom (8) _____ (order). My brother, PQ005, (9) _____ (repair) his rocket. My younger sister, VQ005, and her friend (10) _____ (do) experiments in her laboratory when the trouble (11) _____ (begin).

I (12) _____ (oil) my robot when suddenly it (13) _____ (sound) its warning alarm. When the alarm (14) _____ (begin) to ring, everyone (15) _____ (stop) what they (16) _____ (do). We (17) _____ (try) to find out why the alarm (18) _____ (ring) when a strange object (19) _____ (appear) in the sky. It (20) _____ (seem) to be coming directly toward us. And in a few minutes, it (21) _____ (land) right in Dad's newly made crater. We all (22) _____ (hold) our breath. While we (23) _____ (watch), one of the doors slowly (24) _____ (open). Then two of the ugliest creatures I've ever seen (25) _____ (step) into the doorway. I (26) _____ (hide) my eyes from the horrible sight when they (27) _____ (begin) coming closer. The robot (28) _____ (begin) to examine them as they (29) _____ (approach). When the robot's arm (30) _____ (reach) out to grab them, the two creatures (31) _____ (run) back into their ship and (32) _____ (begin) to take off again. As the ship (33) _____ (climb) back up to the sky, I (34) _____ (see) the strange markings on the side that (35) _____ (look) like this: "Planet Earth."



I. Directions: Complete the chart with the correct forms of the verbs.

Every Day	Right Now	Yesterday
1. He <u>is</u> here every day.	He <u>is</u> here now.	He <u>was</u> here yesterday.
2. I <u>think</u> about you every day.	I _____ about you now.	I _____ about you yesterday.
3. We _____ tennis every day.	We <u>are playing</u> tennis now.	We _____ tennis yesterday.
4. I <u>drink</u> tea every day.	I _____ tea now.	I _____ tea yesterday.
5. He _____ every day.	He <u>is teaching</u> now.	He _____ yesterday.
6. She _____ every day.	She _____ now.	She <u>swam</u> yesterday.
7. Sam _____ late every day.	Sam <u>is sleeping</u> now.	Sam _____ yesterday.
8. Sue <u>reads</u> every day.	Sue _____ now.	Sue _____ yesterday.
9. They _____ hard every day.	They _____ hard now.	They <u>tried</u> hard yesterday.
10. We <u>eat</u> dinner at 6:00 every day.	We _____ dinner now.	We _____ dinner at 6:00 yesterday.

II. Directions: Use the correct tense from chapters 1 or 2 to fill in the blanks. Complete the questions with short answers.

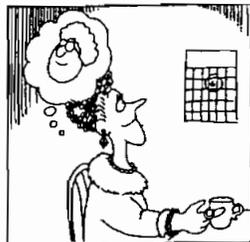
- A: (you, hear) _____ the thunder last night?
 B: No, I _____. I (hear, negative) _____ anything all night. I (be) _____ asleep.
- A: Listen! (you, hear) _____ a siren in the distance?
 B: No, I _____. I (hear, negative) _____ anything at all.
- A: That's a nice bookshelf. (you, build) _____ it?
 B: No, I _____. My uncle (build) _____ it for me.

4. A: I have a question. (a fish, be) _____ slippery to hold?
 B: Yes, _____. It can slip right out of your hand.
 A: How about frogs? (they, be) _____ slippery, too?
 B: Yes, _____.
 A: What about snakes?
 B: I (know, negative) _____. I've never touched a snake.
5. A: I (want) _____ to go to the mall later this afternoon and look for a new bathing suit. (you, want) _____ to go with me?
 B: I can't. I (have) _____ an appointment with the doctor. Besides, I (buy) _____ a new bathing suit last year. I (need, negative) _____ a new one this year.
6. I always (offer) _____ to help my older neighbor carry her groceries into her house every time I see her return from the store. She (be) _____ always very grateful. Yesterday, for example, she (offer) _____ to pay me for helping her, but of course I (accept, negative) _____ the offer.
7. Last Monday night, I (take) _____ my sister and her husband to my favorite restaurant for dinner and (find) _____ the doors locked. I (know, negative) _____ it then, but the restaurant (be, negative) _____ open on Mondays. We (want, negative) _____ to eat anywhere else, so we (go) _____ back to my house. I (make) _____ a salad and (heat) _____ some soup. Everyone (seem) _____ satisfied even though I (be, negative) _____ a good cook.
8. My daughter is twenty-one years old. She (like) _____ to travel. My wife and I (worry) _____ about her when she (be) _____ away from home, but we also (trust) _____ her judgment.
- Last year, after she (graduate) _____ from college, she (go) _____ to Europe with two of her friends. They (travel, negative) _____ by train or by car. Instead, they (rent) _____ motor scooters and (ride) _____ slowly through each country they visited.
- While she (be) _____ away, my wife and I (worry) _____ about her safety. We (be) _____ very happy when we (see) _____ her smiling face at the airport and (know) _____ that she (be) _____ finally safe at home.

ESL G 50

Sentence writing: The pictures below represent a story. Write the story to show the series of events. Use the simple past and past progressive tenses. Use all of the underlined verbs given. Write 10 or 11 sentences. Write four or five time clauses.

rich woman
think
mother
want send
birthday present



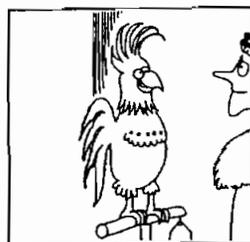
1. _____

go
pet shop



2. _____

see
beautiful bird



3. _____

bird
sing
speak
languages



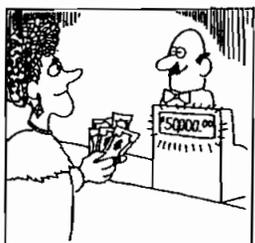
4. _____

cost
fifty thousand dollars



5. _____

buy
bird



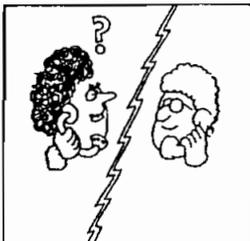
6. _____

send
bird
mother



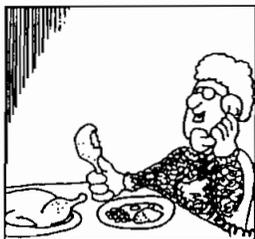
7. _____

next day
call
telephone
ask
like
bird



8. _____

eat now
delicious



9. _____

5 EDITING



Read the conversation between Eun Young and a classmate. There are six mistakes. The first one has been corrected. Find and correct the other five.

EUN YOUNG: Ch' suk is in some ways like the American Thanksgiving. It's the harvest moon festival. We celebrated it about three months ago.

CLASSMATE: Did you ^{enjoy} enjoyed it?

EUN YOUNG: Not this year. This year I was here in Oregon, but last year I celebrated it with my family and it was great.

CLASSMATE: What you did last year?

EUN YOUNG: I went to my hometown, Pusan. As usual, traffic was awful.

CLASSMATE: Oh yeah? How long did the trip took?

EUN YOUNG: It usually takes three hours, but it took six hours. Everyone travels on this holiday.

CLASSMATE: Why you did go there?

EUN YOUNG: My grandparents live there. I always visit them on Ch' suk.

CLASSMATE: What did you there?

EUN YOUNG: My cousins and I played games, exchanged gifts, and ate mooncakes. We also visited the graves of our ancestors.

CLASSMATE: Did you missed it this year?

EUN YOUNG: I certainly did

VERB TENSES AND MEANING

Check (✓) the sentence—(a) or (b)—closest in meaning to each statement.

1. While Mr. Meyer was brushing his teeth, someone entered the room.
(a) Mr. Meyer finished brushing his teeth before someone entered.
(b) Mr. Meyer was alone when he started brushing his teeth.
2. When he got Mrs. Meyer's call, Phil Fork left his office and drove to her house.
(a) Mrs. Meyer called before Phil Fork left his office.
(b) Mrs. Meyer called after Phil Fork left his office.
3. As soon as he got into his car, he took out a cigarette and lit it.
(a) He was smoking when he got into the car.
(b) He started to smoke after he got into his car.
4. While Fork was driving to the Meyers' house, he was listening to his favorite opera on the radio.
(a) He drove his car and listened to the radio at the same time.
(b) He turned on the radio when he reached the Meyers' house.
5. When he got there, a number of police officers were searching the house for clues.
(a) They started when he got there.
(b) They started before he got there.
6. As soon as Fork started to question Mrs. Meyer, she burst into tears
(a) She was crying when he started to question her.
(b) He was questioning her when she started to cry.
7. Phil Fork carefully reviewed all his notes when he went home
(a) He went home first.
(b) He reviewed his notes first

Directions: First read the entire article. Then, look for errors with material covered in chapters 1 and 2. Cross out the errors and write your corrections above the errors. Do not change anything that is already correct.

Michelle Wie

There is almost two million Americans whose ancestors were came from Korea. One of the most famous of these Korean-Americans a young girl from Hawaii named Michelle Sung Wie. Michelle is born on October 11, 1989, and was begin to play golf when she is four years old.

At the age of 10, Wie qualifies for a U.S. Golfing Association's (USGA) Women's Championship for amateurs. She was being the youngest player to qualify for a major USGA championship, male or female. She played the championship using her grandmother's golf clubs.

Wie was winning two tournaments in Hawaii when she is 11, and at the age of 12, she was qualifying for a Ladies Professional Golfing Association (LPGA) event. This was a record, as no girl had ever qualified for an LPGA event at such a young age.

In 2003, Wie was becoming the youngest player ever to qualify for the final in an LPGA event. Later in the same year, she won the Women's Amateur Public Links tournament. This is a historic win for Michelle; she is the youngest person ever, male or female, to win a USGA event for adults.

Wie was wanting more. Playing golf only against women wasnt enough for her. In 2004, Michelle was did played in a professional golf tournament for men—the Sony Open. She was only the fourth female, and the youngest ever, to play in a Professional Golf Association (PGA) tournament. She did played well, and the news of her playing against men at the age of 14 spreaded around the world.

That same year, Michelle was played for the U.S. in an international tournament, and she was be the youngest player. Thanks to her help, her team wonned the event.

As a young teenager, Michelle became famous for her ability to hit a golf ball for very long distances. By the age of 16, she was consistently hitting golf balls a distance of 260 meters. Perhaps her height, 1.85 meters, helped her hit the ball such a long distance.

Michelle continued her exceptional career in 2005. Perhaps the most important event of that year was taking place in October. One week before her 16th birthday, Michelle told the world that she would become a professional golfer when she turned 16. News reports said that Michelle had signed advertising contracts with famous brands for more than 10 million dollars per year. At the same time, Michelle said that she would give 500,000 dollars to help victims of Hurricane Katrina, which was hitting the U.S. in 2005.

While Michelle has millions of fans around the world, there are people who aren't happy with her career. Some weren't like that Michelle wanted to play against men. They were said that she should concentrate on playing against women. They point out that Michelle didn't win any professional golf tournaments for women and that there were women golfers who were better than she were.

Nevertheless, Michelle Wie inspires young people, especially young girls, to play golf. She is one of the most famous young Korean-Americans in the world. Do you want to start playing golf now?

Directions: First read the entire article. Then, look for errors with material covered in chapters 1 and 2. Cross out the errors and write your corrections above the errors. Do not change anything that is already correct.

The History of Chocolate

Chocolate provoke passion. Most people are seeming either to love it or hate it, and just a few are fall somewhere in between. To learn about the evolution of chocolate from a bitter drink to the luxuriously decadent sweet it is today, we did visited Louis Grivetti, a professor emeritus of nutrition at the University of California, Davis.

Grivetti has researched the history of chocolate. The Mars candy company was help him fund the study. Grivetti edited a collection of essays titled "Chocolate: History, Culture and Heritage." This book of essays have 1,000 pages and is published by Wiley & Sons.

What the earliest form of chocolate was? It was probably the use of the sweet white pulp that surround the beans inside the pod of the cacao tree. People probably just hacked off a pod, digged out the pulp, and ate it.

What was the cacao beans used for? The very, very bitter beans were used medicinally. Then, the beans became a beverage that was used only by adult males and then by enemies of the Aztecs who were going to be sacrificed. Women and children wasn't allowed to drink the cacao bean beverage until at least after the year 1519 because men thinked the drink was too stimulating. They think it was like having three to four espressos.

How cacao went from a beverage to a chocolate bar? Most experts are thinking that in about 1833, inventions allow people to extract cocoa butter from the beans. That, in turn, led to the development of chocolate candy.

Where the word "cacao" came from? We think it is coming from the Olmec people of Mexico and Central America. One line of current thinking is that it was transferred from the Olmec to the Mayan-speaking people. However, there is also a controversial view that it rised independently with the Aztecs.

How cacao did become the chocolate that we are knowing today? In Switzerland, there's a lot of cows. There was also people who were grinding chocolate. Therefore, someone probably mix milk with chocolate, and he got milk chocolate! The evolution as a candy began at that point.

Chocolate became a food for the masses when? It was a luxury for a number of reasons: It had to go across the Atlantic to Europe, and the long supply line was interrupted by pirates and wars. It was enjoyed only by the royalty and the very wealthy in Europe. Poor people dranked beer. It isn't until early in the 20th century that chocolate become cheaper.

People use to think that chocolate had medicinal qualities. That is still true? People still think that? The answer to most of the medical claims is "No." Grivetti say that doctors aren't never want to recommend that people eat a lot of chocolate as part of a healthful diet. However, a small piece of dark chocolate can have the same helpful effect as a baby aspirin or a glass of red wine, so chocolate is a part of an overall diet.

What about all the talk about dark chocolate being good for you? Grivetti is calls chocolate a "functional" food. It is having a function beyond the nutrients it contain -- the antioxidants repair cell damage, reduce blood clotting and improve overall blood circulation. As a nutritionist, though, Grivetti is believing people should eat everything in moderation.

How much chocolate Grivetti eats? He is eating one or two bars a week. His favorite chocolate is Galaxy, which is made in the United Kingdom.

Directions: First read the entire article. Then, look for errors with material covered in chapters 1 and 2. Cross out the errors and write your corrections above the errors. Do not change anything that is already correct.

Can "Love at First Sight" Last?

The author, Marion Kaminski, met with Raoul and Emily Martinez at a coffee shop near their home in Tacoma, Washington, and was speak with them about their relationship.

Raoul: "Never I was the lonely type. Even when I was go a long time between girlfriends, it didn't bothered me never at all. Suddenly, though, after a silly chance encounter at an Aromas concert that lasted about five seconds, I was completely in love."

Emily: "At the Aromas concert, I accidentally was stepping on someone's foot, and when I turn to say I sorry my heart stops. He was so handsome! I am remembering telling my friend Sarah about it afterward. She asked if I got his phone number, but of course, I was too shy at that time."

Raoul: "I did not have no way of contacting her, but I couldn't get her off my mind. Finally, I was placing an ad on a website. The website was for people who have lost touch with each other. I was thought that maybe this would allow me to forget about her and get on with my life."

Emily: "A month later, while we having lunch in the office Sarah suddenly starts reading aloud from her computer:

'You step on my foot at the Aromas concert! On August 3, we were stand next to each other a few rows back from the stage. You hop to the beat of the music and land on my foot. When you said you sorry and gave my shoulder a squeeze I fall in love. I can't forget you. Please contact box number 947183.'

Sarah then was saying loudly, 'That must be the guy whose toes you tried to break, Emily!' The whole office grew silent, and everyone stares at me. I'm so embarrassed! Everyone in the office were smiling, though. That night I answer the ad, and six months later, we were get married. It really was love at first sight."

Raoul: "The more we get to know each other, the more we were realize we were soul mates. We've been married for 12 years now."

Emily: "For a while, though, I wasn't think we would make it even a few years. 'Love at first sight' only last so long, you know."

Raoul: "That the truth! There was came a time when we stopped getting along. Too much familiarity is not a healthy thing for a relationship. You have to understand that you always need to appreciate a person. I am mean, never take a person for granted."

Emily: "It was not just the familiarity. There isn't a marriage that exists that don't have its ups and downs. At some point, the independent side of each person come out, and the imperfect side of the other person is starts to bother you."

Raoul: "If you are wanting love to grow, even right at this very moment, you are needing to work through your problems. You move beyond infatuation to true, deep friendship, and that means recognizing and accepting the other person as he or she really is."

Emily: "We are still having our ups and downs, like any couple. However, we realize that we're in this relationship together. We want to share our lives, including the ups and downs. That's what love is really about."

Directions: First read the entire article. Then, look for errors with material covered in chapters 1 and 2. Cross out the errors and write your corrections above the errors. Do not change anything that is already correct.

Need to be creative? Look to blue

Do you trying to improve your performance at work or kick-start that novel you are want to write? Maybe it's time to consider the color of your walls or your screen saver.

If a new study is being any guide, the color red can make people's work more accurate, but blue is make people more creative.

In the study, published online in Science, researchers at the University of British Columbia conduct tests with 600 people to see how cognitive performance vary when people are seeing red or blue. Participants were perform tasks in which words or images were display against red, blue or neutral backgrounds on computer screens.

Red groups were do better on tests of recall and attention to detain, such as remembering words or checking spelling and punctuation. Blue groups were did better on tests requiring invention and imagination, such as coming up with creative uses for a brick or creating toys from collections of shapes.

"If you talking about wanting enhanced memory for something like proofreading skills, then a red color should be used," say Juliet Zhu, an assistant professor at the university. Zhu conduct the studies with Ravi Mehta, a doctoral student.

Anthropologists at Durham University in England finded that athletes in the 2004 Olympics who wear red instead of blue in boxing, tae kwon do, and wrestling win 60 percent of the time. The researchers were suggested that red, for athletes, as for animals, subconsciously symbolize dominance.

Perhaps a similar effect is in effect in a 2008 study at the University of Rochester. In this study, men considered women photographed against red backgrounds or wearing red shirts more attractive, although not necessarily more likable or intelligent.

Another study were the cocktail party study, in which a group of interior designers, architects

and corporate color scientists build bars in red, blue or yellow. They were found that more people were choose the yellow and red rooms over blue, but blue partygoers stayed longer. Red and yellow guests was more social and active. The red guests are report feeling hungry and thirsty, yellow guests are ate twice as much.

If the findings right, the creativity discovery could be a big advance. In cognitive realms, experts say colors may affect performance because of the moods they transmits.

"When things go wrong or when you are feel that the situation you are in is problematic, you more likely to pay attention to detail, which helps you with processing tasks but interferes with creative types of things," said Norbert Schwarz, a psychology professor at the University of Michigan. He continued, "People in a happy mood more creative and less analytic."

Many people are link red to problematic things, like emergencies or incorrect answers on tests. Such "association with red -- stop, fire, alarm, warning -- can be activated without a person's awareness and then influence what they are thinking about or doing," said John Bargh, a psychology professor at Yale. "Blue is seeming to have a weaker effect than red, but blue skies, blue water are calm and positive, and so that effect makes sense, too."

Schwarz insist there is exceptions. "In some contexts red a dangerous thing, and in some contexts red a nice thing," he said. "If you walking across a frozen river, blue is a dangerous thing."

Zhu also tested people's responses to advertising and the colors used in those ads. She found that ads stressing product details or "avoidance" qualities, such as cavity prevention, appealed more on red background. Ads using creative designs or stressing optimistic qualities, such as "tooth whitening," appealed more on blue.

Now, why you don't take a look at some ads and see the colors that are used? How colors are used in those ads? Are the ads convince you to buy the product because of the colors they contain? Do you thinking that colors make a difference in how people are feel?

I understand that talking, looking around, or any other form of cheating will result in my getting an F on the test and in my being told to leave the class for the rest of the day.

Name _____

Fill in the blanks with the simple past or the past progressive forms of the verbs in parentheses.

Yesterday afternoon while I (prepare) _____ dinner, the doorbell (ring) _____. I (put) _____ my work down and (rush) _____ to answer it. I (open) _____ the door and (smile) _____ at the stranger at the door. He (hold) _____ a vacuum cleaner. While he (tell) _____ me about the vacuum cleaner, someone (call) _____ me on the phone. I (excuse) _____ myself and (reach) _____ for the phone. While I (try) _____ to talk on the phone and listen to the salesman at the door, my young daughter (run) _____ up to me to tell me that the cat (look) _____ at the bird in my husband's bird cage. The bird (fly) _____ around inside the cage to escape from the cat's paw. I (say) _____ goodbye to the salesman and (shut) _____ the door, and I (hang) _____ up the phone. I (yell) _____ at the cat and then I (sit) _____ down on the sofa and (catch) _____ my breath. When my daughter (tell) _____ me that dinner (burn) _____, I (jump) _____ up and (shout) _____ "Oh, no!"

II. Sentence Corrections: Circle the errors in the sentences below. Then, correct the errors.

1. She used to played piano when she was little, but now she doesn't.
2. Tom was go to school only on Tuesdays and Thursdays.
3. When I was hearing the noise, I felt afraid.

III. Verb Forms: Give the correct past tense and present participle (-ing) form of each verb below.

<u>Base</u>	<u>Past Tense</u>	<u>Present Participle</u>
drive	_____	_____
spend	_____	_____
take	_____	_____
break	_____	_____
occur	_____	_____

IV. Sentence Completions: Complete each sentence below so that each one has two clauses. You must use a different verb in each clause (4 different verbs total). Use past or past progressive tenses. Punctuate correctly.

1. When we _____

2. _____ while they _____

Directions: Combine the given ideas into one sentence with a form of the past which we have studied.

1. First, Susie played with her dolls. Later, she watched cartoons.
2. John saw some birds in his backyard. Then, he put some stale bread out for the birds to eat.
3. When Betty was little, she didn't have many problems. Now as an adult, she has many problems.
4. Hurricane Ivan was passing over Cuba. At the same time, rescue workers were trying to save people and their homes.
5. Michael never had trouble with his neighbors before. However, now his neighbors are noisy and inconsiderate.
6. Bob got his first paycheck. Then, he decided to go out to dinner and celebrate.
7. Rajesh said "Thank you." Rajesh borrowed my stapler.
8. The sun was shining. A cool breeze was also blowing.
9. Karen finished her biology homework. After that, she began her psychology homework.
10. Two years ago, Karen had lots of time to go out with her friends. Now she stays home to study for her biology and psychology classes.