



Good Morning!

ESOL Online AM

Week 15 - Day 43 - TUESDAY - 12-20-2022 FA



Worcester
Adult Learning Center

THINGS YOU WILL DO IN CLASS

Write



Read



Speak



Listen



CLASS VALUES

- Be respectful 
- Be kind 
- Be on time 
- Be helpful 

SCHOOL RULES

Attendance

No more than 2 unexcused missed classes a month

2 late arrivals of 15 minutes or more will equal 1 absence

Send a message to the teacher if you can not come to class.

Participation

*Please keep your video on during class.
Cameras must be on for Conversation Practice.

[Worcester Public Schools calendar](#)

(Holidays and Vacation weeks are the same)

WHEN DO WE MEET AS A CLASS?

But... we do have class on Delayed Start or Snow Days, because we are on zoom.



Tuesday, Wednesday, Thursday

September 6 - December 22 / January 3 - 2nd week in June

- Class start time: 9:00 AM
 - BREAK: 10:00 - 10:20 AM
- Class end time: 11:30 AM

Homework: 11:30 - 12:00 NOON

COMMUNITY



STANDARDS – FOR THIS WEEK

Listening and Speaking

- L/S 1A.4b Carry out speaking tasks that require presentation of information. - paraphrasing researched information in a short oral presentation
- L/S 1C.3b Report on a topic, tell a story, or recount an experience with relevant facts and descriptive details.
- L/S5.1b. With support, use provided media to extend practice of oral English

Reading

- R1B.4f. Read aloud connected text composed primarily of simple and compound sentences with sufficient accuracy, and appropriate intonation and phrasing.
- R 5.2a Use information gained from visuals (e.g., images, illustrated maps, cartoons) to support comprehension
- R 5.4b Identify, gather, and use information from multiple print or digital sources to locate an answer to a question or solve a problem.

Writing

- Writing 4 (Use of effective strategies): Use a variety of writing strategies appropriate to the writing purpose and type of text.
- W 4A.3b Use questions (e.g., the five Ws) to generate ideas.
- W 5.3a Following models, craft simple text in relevant technology media (e.g., PowerPoint, email, apps, text messaging).
- W 5.3b Use key features of relevant technologies (e.g., typing in Word or PowerPoint)
- W5.4a. With guidance and support, select and use relevant technology to produce and publish short texts (e.g., typing in Word or PowerPoint).

OBJECTIVES – AT THE COMPLETION OF THIS WEEK'S LESSONS STUDENTS WILL BE ABLE TO:

Journal Writing

- Write a descriptive paragraph (adjectives)
- Write an informal letter to a friend or classmate
- Write a formal letter addressed to an organization or business

Lessons

- Demonstrate the use of word processing application features (spell-check, copy and paste, etc.)
- Identify the parts of a letter
- Describe the difference between an informal and formal letter
- Send and receive letters as email attachments
- Identify adjectives patterns and types
- Apply appropriate order of adjectives in writing
- Apply correct use of conjunctions in simple and compound sentences

Conversation Practice

- Use descriptive adjectives to compare-contrast
- Give and receive feedback about your journal, adjective use, and letters

MATERIALS – FOR THIS WEEK

- Journals
- Google Docs / job aids
- Adjectives (Ellii)
- Ordering Adjectives (Online English, video)
- Conjunctions (MyEnglishTeacher)

- Slides

*See Resources slide for links

RESOURCES

Adjectives and Conjunctions

- Adjectives (ellii) <https://ellii.com/lessons/fun-grammar-lessons/2496-adjectives>
- Ordering Adjectives - OSASCOMP (Online English, video, 6:40 min.) <https://www.youtube.com/watch?v=fz2tV1zn8uc>
- Ordering Adjectives Mini-Lesson British Council (video, 3:09 min) <https://m.facebook.com/TeachingEnglish.BritishCouncil/videos/340406500267709/>
- Adjective Order in English, English with Em) <https://www.youtube.com/watch?v=27rieWGfwgc>
- LiveWorksheets - Quizzes (See Slides #28)
- FANBOYS and The WABBITS (MyEnglishTeacher) <https://www.ius.edu/writing-center/files/fanboys-and-wabbits.pdf>
- Coordinating Conjunctions (MyEnglishTeacher) <https://www.myenglishteacher.eu/blog/coordinating-conjunctions/>
- Conjunctions (ellii)
- Descriptive Paragraphs (ellii)
- Google Docs - basics (job aid) https://www.worc-alc.org/web/sites/default/files/2022-12/basics_of_google_doc.pdf
- Google Docs (SABES) <https://acrobat.adobe.com/link/review?uri=urn%3Aaid%3Aascds%3AUS%3Afe0a5fc8-49d8-3fe0-b248-eaf94b9c1a81>

Video

- This Land is Your Land (video, 3:24 min.) "Bruce Springsteen version of the original Woodie Guthrie song" <https://www.youtube.com/watch?v=LkQzsDav-ol>
- [America the Beautiful](#) (video with lyrics, 49 sec.)
- America the Beautiful - Beyonce - Washington, D.C (2208) <https://www.youtube.com/watch?v=vAmydqJmDtY&t=196s>
- America the Beautiful - HER - Super Bowl LV (2021) <https://www.youtube.com/watch?v=qTrYd6o-OR8>
- [America the Beautiful - National Geographic - Disney +](#) (video)
- Star-Spangled Banner (video with lyrics, 1:27 min.) <https://www.youtube.com/watch?v=vPKp29Luryc>

Other links

- America the Beautiful - Katherine Lee Bates - Original Lyrics - Wikipedia https://en.wikipedia.org/wiki/America_the_Beautiful
- National Anthem - Star-Spangled Banner - Lyrics https://amhistory.si.edu/starspangledbanner/pdf/ssb_lyrics.pdf
- Star-Spangled Banner - History (Smithsonian, National Museum of American History) <https://amhistory.si.edu/starspangledbanner/>
- Pledge of Allegiance - History (Smithsonian, NMAH) <https://www.smithsonianmag.com/history/pledge-allegiance-pr-gimmick-patriotic-vow-180956332/>

AGENDA (WHAT WE WILL DO THIS WEEK)

- ❑ Community: Civil and Civic Society
 - ❑ News & Housekeeping
 - ❑ Journal Writing
 - ❑ Adjectives (ellii)- review
 - ❑ Conjunctions (mini-lessons and mnemonics)
 - ❑ Conversation Practice

* Click on the link in your Remind message to rejoin our Zoom class.



QUESTIONS?



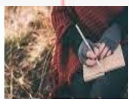
Worcester
Adult Learning Center

NEWS





QUESTIONS?



JOURNAL WRITING

Write a paragraph about your favorite trip.

Describe how you felt and what you did.

Include at least 10 adjectives.

Participial Adjectives

- excited / exciting
- bored / boring
- fascinated / fascinating
- tired / tiring
- embarrassed / embarrassing
- interested / interesting
- confused / confusing
- terrified / terrifying
- relaxed / relaxing
- disappointed / disappointing
- surprised / surprising
- thrilled / thrilling

Adjectives

common	hot
big	cold
small	green

Suffix	Example
-able	lovable
-al	logical
-ant	important
-ed	excited
-ent	independent
-ful	careful
-ible	sensible
-ic	energetic
-ing	exciting
-ive	attractive
-less	careless
-ous	dangerous
-y	healthy





QUESTIONS?

ADJECTIVES

Adjectives have two sentence patterns in English.

#	Pattern	Adjective Placement	Examples
1	adjective + noun	Adjectives can be placed <u>before</u> the noun they describe.	<ul style="list-style-type: none">• She has a red car. (<i>red</i> describes the noun car)• The lazy student didn't do his homework. (<i>lazy</i> describes the noun student)
2	be + adjective	Adjectives can be placed <u>after the verb "to be"</u> (<i>is, am, are, was, were, will be, etc.</i>) The noun that the adjective is describing comes <i>before</i> the "be" verb.	<ul style="list-style-type: none">• My brother is happy. (<i>happy</i> describes the noun brother)• Those jeans were expensive. (<i>expensive</i> describes the noun jeans)

ADJECTIVES

In English, we add a suffix (ending) to a noun or a verb to make an adjective.

In English, many adjectives are formed by adding a common adjective suffix to a noun.

Noun	Adjective
danger	dangerous
logic	logical

Other adjectives are formed by adding *-ed* or *-ing* to a verb. These are called **participial adjectives**.

Verb	Adjective
excite	excited, exciting
inspire	inspired, inspiring

Some adjectives have no suffixes, usually because they don't come from nouns or verbs.

- common
- big
- small
- hot
- cold
- green

ADJECTIVES

In English, we add a suffix (ending) to a noun or a verb to make an adjective.

Suffix	Example
-able	lovable
-al	logical
-ant	important
-ed	excited
-ent	independent
-ful	careful
-ible	sensible
-ic	energetic
-ing	exciting
-ive	attractive
-less	careless
-ous	dangerous
-y	healthy

Note #1:

Not all adjectives have a suffix.

- big
- small
- common
- hot
- cold
- soft
- good
- bad
- green

Note #2:

The *-ly* suffix is usually for adverbs (words that describe verbs), but there are a few adjectives that end in *-ly*.

- friendly
- costly
- lonely
- daily
- weekly
- monthly
- yearly
- hourly
- early

Note #3:

Some words are the same as an adjective or an adverb.

- He is a **fast** learner. (*adjective*, describes the noun *learner*)
- She runs **fast**. (*adverb*, describes the verb *runs*)
- She is a **hard** worker. (*adjective*, describes the noun *worker*)
- He studies **hard**. (*adverb*, describes the verb *studies*)

ADJECTIVES – PARTICIPIAL ADJECTIVES

Some adjectives have more than one ending.

Adjectives that describe **how people feel** often end in **-ed** or **-ing**.

Suffix	Use	Examples
-ing	<p>Use <i>-ing</i> if the noun is the reason or the cause of the feeling adjective.</p> <p>In other words, <i>-ing</i> adjectives show <i>why</i> a person is feeling a certain way.</p> <p>These <i>-ing</i> adjectives are commonly used with nouns that are things.</p>	<ul style="list-style-type: none">• This movie is boring. (The noun <i>movie</i> is the <i>reason/cause</i> of the feeling of boredom.)• I have an exciting life. (The noun <i>life</i> is the <i>reason/cause</i> of the feeling of excitement.)
-ed	<p>Use <i>-ed</i> to show the result or the effect of the feeling adjective.</p> <p>In other words, <i>-ed</i> adjectives describe <i>how</i> a person is feeling.</p> <p>These <i>-ed</i> adjectives are commonly used with nouns that are people.</p>	<ul style="list-style-type: none">• She is bored. (The adjective <i>bored</i> describes how <i>she</i> is feeling.)• My friend is excited. (The adjective <i>excited</i> describes how <i>my friend</i> is feeling.)

ADJECTIVES

When an adjective consists of more than one word, there are a few simple rules about when to use hyphens (-).

1. USE HYPHENS BEFORE NOUNS.

If the multiple-word adjective comes before a noun, use hyphens.

- She gave me an **up-to-date** report.
- We used **computer-generated** images in our presentation.
- After the reading exercise, answer these **follow-up** questions.

This rule is especially common with *time*, *money*, and *distance*. Note that adjectives must never end in “s.”

- We have a **five-minute** break in our morning class. (*NOT five-minutes break*)
- The clerk handed me a **100-dollar** bill.
- I went for a **20-kilometer** run this morning.

What about using adverbs and adjectives together? Be careful. Most adverb/adjective combinations will NOT be hyphenated. One common exception is with the adverb *well*.

- Lady Gaga is a **very famous** singer. (*NOT very-famous singer*)
- The second presenter was a **less interesting** speaker. (*NOT less-interesting*)
- J.R.R. Tolkien is a **well-known** author. (*This is the exception.*)

ADJECTIVES

When an adjective consists of more than one word, there are a few simple rules about when to use hyphens (-).

2. DON'T USE HYPHENS AFTER VERBS.

When the multiple-word adjective (or adjective + noun) comes after the main verb (or *is* the main verb), do NOT use hyphens. Let's take a look at the previous examples:

- Her report was **up to date**.
- The images in our presentation were **computer generated**.
- We **followed up** the reading exercise with comprehension questions.
- Our morning class break is **five minutes**.
(Now that we don't need a hyphen, we must follow the normal rules for forming the plural, so we need to use an "s.")
- The clerk handed me **100 dollars**.
- I ran for **20 kilometers** this morning.
- J.R.R. Tolkien is **well known**.



ADJECTIVES - ORDER OF ADJECTIVES

OPINION	SIZE	AGE	SHAPE	COLOUR	ORIGIN	MATERIAL	PURPOSE
What do you think about something?	How big or small is it?	How old or young someone or something is?	What is the shape?	What color is it?	Where is it from?	What is it made of?	What is it used for?
pretty, ugly, silly, smart, easy, fun...	small, tiny, large, enormous, big...	old, young,, new, middle-aged	square, triangular, flat, round...	red, blue, orange, pinkish...	Chinese, French, Brazilian, western,	paper, plastic, gold, wood, cotton...	racing (car), football (field)

ADJECTIVES - ORDER OF ADJECTIVES

O S A S C O M P

OPINION	SIZE	AGE	SHAPE	COLOUR	ORIGIN	MATERIAL	PURPOSE
What do you think about something?	How big or small is it?	How old or young someone or something is?	What is the shape?	What color is it?	Where is it from?	What is it made of?	What is it used for?
pretty, ugly, silly, smart, easy, fun...	small, tiny, large, enormous, big...	old, young,, new, middle-aged	square, triangular, flat, round...	red, blue, orange, pinkish...	Chinese, French, Brazilian, western,	paper, plastic, gold, wood, cotton...	racing (car), football (field)

ADJECTIVES - ORDER OF ADJECTIVES

O

S

A

S

C

O

M

P

OPINION

SIZE

AGE

SHAPE

COLOUR

ORIGIN

MATERIAL

PURPOSE

ADJECTIVES - ORDER OF ADJECTIVES

O S A S C O M P

ADJECTIVES – ORDER OF ADJECTIVES

O S A S C O M P

An easier way to remember the order

Use an **acronym**

**Orange skies and shady clouds over
my pillow**

Opinion **S**ize **A**ge **S**hape **C**olour **O**rigin
Material **P**urpose

ADJECTIVES -ORDER OF ADJECTIVES -TWO SIMPLE RULES



Adjective Order

Rule 1:

Opinion before fact

Rule 2:

General before specific

ADJECTIVES – EXTRA QUIZZES

Adjective suffixes (-able, -al, -ant, -ent, -ful, -ible, -ic, -ive, -less, -ous, -y, and sometimes -ly)

- [https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Suffixes/Adjective_suffixes_vs2991426at](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Suffixes/Adjective_suffixes_vs2991426at)
- <https://www.liveworksheets.com/ml2360797pn>

Order of Adjectives (Article Number Opinion Size Age Shape Color Origin Material Purpose)

- [https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Order_of_adjectives/Order_of_adjectives_ld2628610bq](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Order_of_adjectives/Order_of_adjectives_ld2628610bq)
- [https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Order_of_adjectives/U7-NC1-OrderOfAdjectives_yo113782ky](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Order_of_adjectives/U7-NC1-OrderOfAdjectives_yo113782ky)

Participial Adjectives (-ed To say how people feel / -ing To describe the people or things that cause the feelings)

- <https://www.liveworksheets.com/lo1433115po>
- [https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Adjectives/Adjectives_with_ed_and_ing_fz1916292ix](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Adjectives/Adjectives_with_ed_and_ing_fz1916292ix)

Mix of Adjectives (suffixes, order of adjectives, and participial adjectives)

- https://www.liveworksheets.com/worksheets/en/English_language/Grammar/Adjective-suffixes-grammar-drills-grammar-quiz-tests-133688_hj2771312go



QUESTIONS?



Conversation Practice

Take turns practicing a conversation

Student A

Practice talking about songs or poems with **adjectives**

Student B

Small talk.

1. Read your song or poem.
2. Offer suggestions and adjectives to improve the song or poem.

Small talk.

1. Read your song or poem.
2. Offer suggestions and adjectives to improve the song or poem.



Conversation Practice

Take turns practicing a conversation

Student A

Practice talking about **adjectives**

Student B

Small talk.

1. Read your descriptive paragraph.
2. Offer suggestions and adjectives to improve the paragraph.

Small talk.

1. Read your descriptive paragraph.
2. Offer suggestions and adjectives to improve the paragraph.

HOMEWORK

- Download a **language app** (practice English 20 minutes every day).
 - Send your **journal responses** to the teacher (text, email, Remind).
 - Check **ellii** for assignments.
-

- **New Students**
 - Complete an **Intake Form**, a **Consent Form**, and **Pre-Testing**
 - Review student **orientation slides** (Class Page)
 - Review **worc-alc.org** (Student Resources)

DOWNLOAD A LANGUAGE APP

<u>Awabe</u>	<u>Hello Talk</u>	<u>Memrise</u>
<u>Busuu</u>	<u>Lingbe</u>	YouTube <ul style="list-style-type: none">• <u>English with Anna</u>• <u>Teacher Alisha</u>• <u>Teacher Keith</u>• <u>Teacher Rebecca</u>• <u>Teacher Tiffany</u>• <u>Films in English</u>
<u>Duolingo</u>	<u>Learn English Daily</u>	
<u>FluentU</u> (online/\$)	<u>Lyrics Training</u> (songs)	
<u>Hello English</u>	<u>Mango</u>	

What app are you using?

Practice speaking English 20 minutes every day.

Practice speaking English every day!

See you NEXT CLASS!

Click on

Leave Meeting

EXTRA SLIDES

IMPORTANT INFORMATION



**Worcester
Adult Learning Center**

Phone: 508-799-3090
508-799-3091

Teacher Marianne

Phone & Text: 774-551-6381

Kristin: Career Navigator

Text: 508-556-0713

Email: careers.walc@gmail.com

Zoom

Meeting ID: 496 900 0061

Password: 4sU7GC

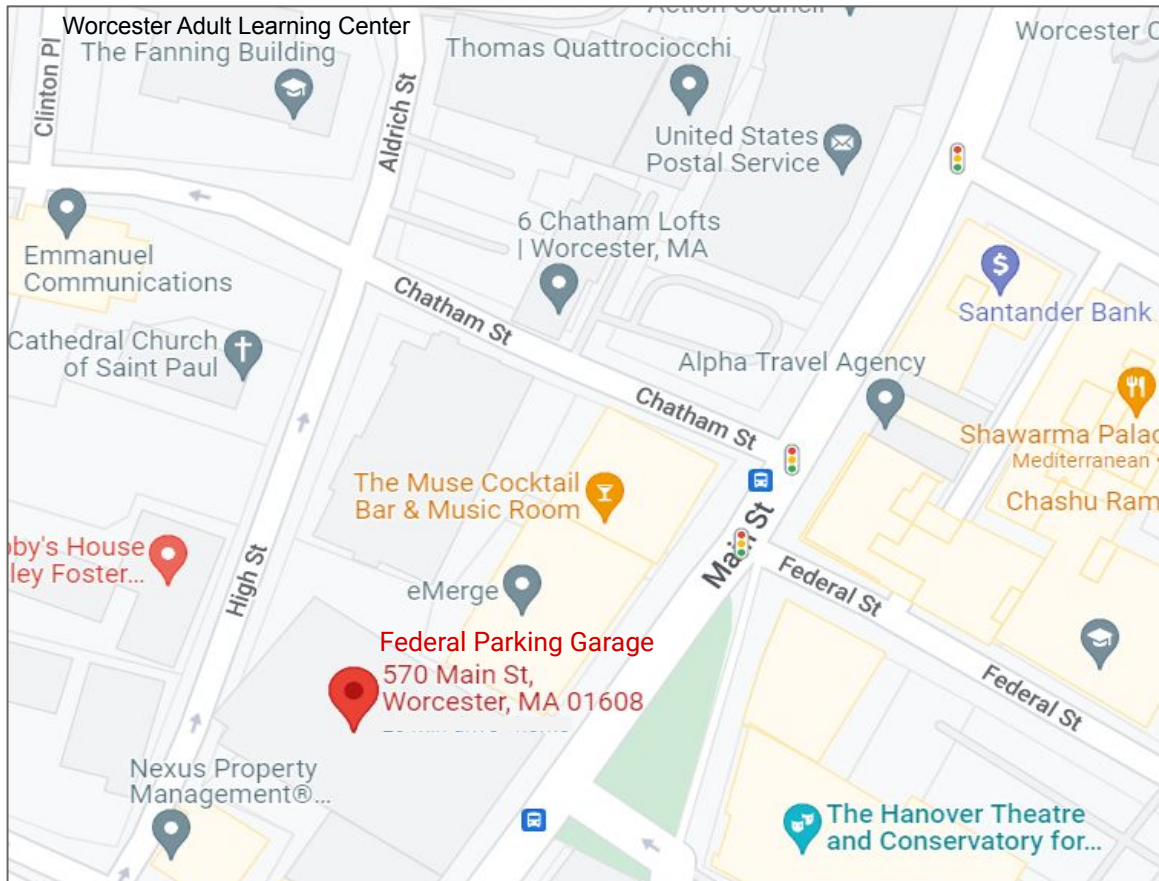
Crystal: Student Advisor

Respond to REMIND.

Office hours:

Tues, Wed, Thurs - 11:30am - 12:30pm

Map of Federal Parking Garage



<https://www.google.com/maps/place/570+Main+St,+Worcester,+MA+01608/@42.2610164,-71.8065509,17z/data=!3m1!1e3!1s0x89e406638f74463d0:97c18941a3ef2e9718m2!3d42.2610164!4d-71.8043622?hl=en>

Free Parking

Students can park for free at the Federal Parking Garage, 570 Main Street, Worcester, MA.

The garage front entrance is on Main Street.

- When you park your car... remember to take your parking ticket from the machine.
- Bring the parking ticket to the school.
- See one of these people who will validate your parking ticket:
 - Beth
 - Fatima
 - Crystal
 - Jen
- Keep the parking ticket.
- Bring the parking ticket back to the garage, so you can put it into the machine and get your car out.

The garage rear exit is on High Street.

CONJUNCTIONS

Three types

- Coordinating
- Correlative
- Subordinating

Mixed

CONJUNCTIONS

Three types

- Coordinating - FANBOYS (for, and, nor, but, or, yet, so)
- Correlative
- Subordinating

Mixed

CONJUNCTIONS

Three types

- Coordinating
- Correlative - *(both, not only) (either, neither, whether) (both/and, either/or)*
- Subordinating

Mixed

CONJUNCTIONS

Three types

- Coordinating
- Correlative
- Subordinating - WABBITS **w**hen, **w**here, **w**hile, **a**fter, **a**lthough, **b**efore, **b**ecause, **i**f, **t**hough, **s**ince

Mixed

CONJUNCTIONS

Three types

- Coordinating - FANBOYS (for, and, nor, but, or, yet, so)
- Correlative - (*both, not only*) (*either, neither, whether*) (*both/and, either/or*)
- Subordinating - WABBITS **w**hen, **w**here, **w**hile, **a**fter, **a**lthough, **b**efore, **b**ecause, **i**f, **t**hough, **s**ince

Mixed

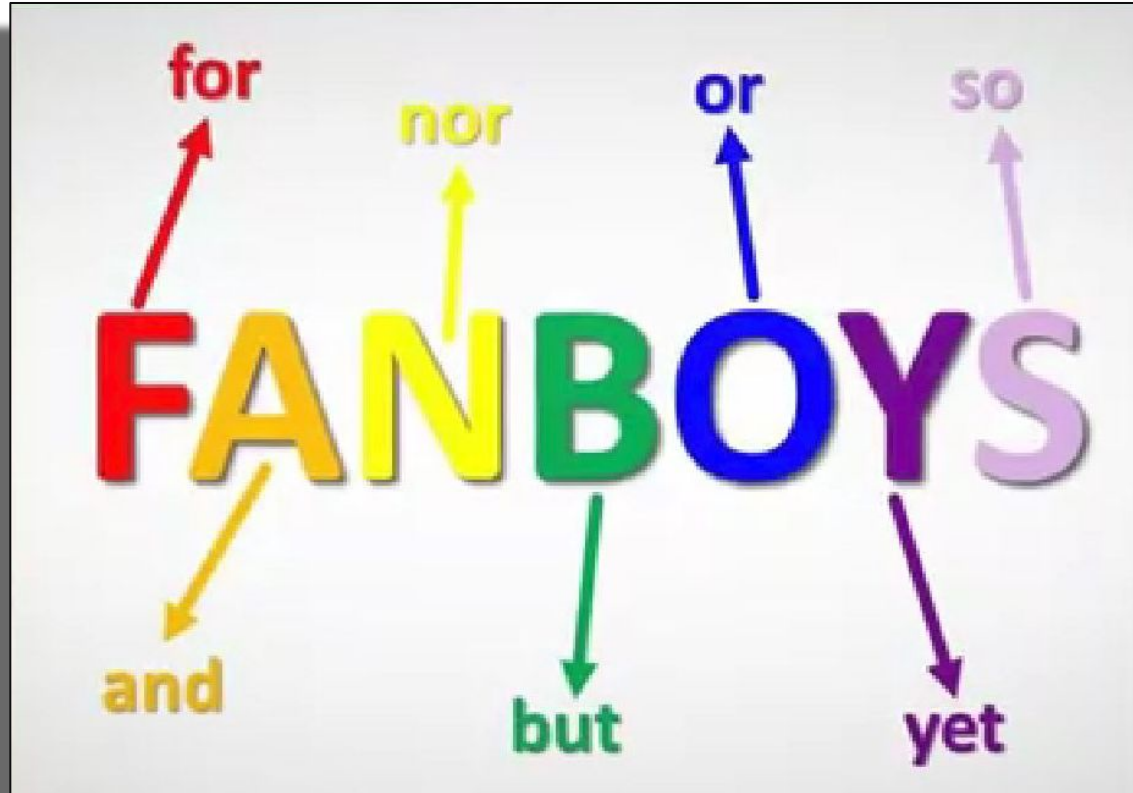


QUESTIONS?

CONJUNCTIONS - COORDINATING CONJUNCTIONS

F **A** **N** **B** **O** **Y** **S**

CONJUNCTIONS -- COORDINATING CONJUNCTIONS





QUESTIONS?

CONJUNCTIONS - SUBORDINATING CONJUNCTIONS

W **A** **B** **B** **I** **T** **S**

CONJUNCTIONS - SUBORDINATING CONJUNCTIONS

W A B B I T S



CONJUNCTIONS - SUBORDINATING CONJUNCTIONS

W

when where while

A

after although

B

before

B

because

I

if

T

though

S

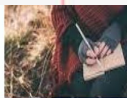
since





QUESTIONS?

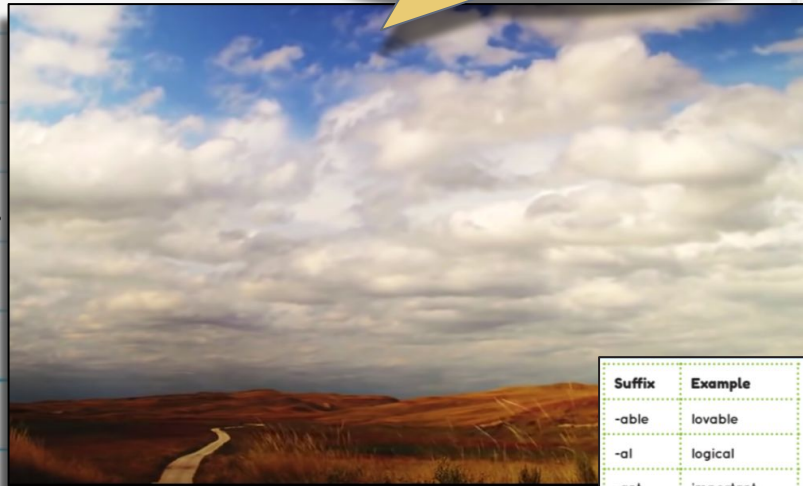
Write



This Land is Your Land

JOURNAL WRITING

1. Write a list of as many adjectives can think of to describe the video.
2. Using your adjectives, write a paragraph describing the video.



Think about...

- ★ 5 W questions
- ★ 5 senses: see, hear, feel, taste, touch
- ★ 2 adjective patterns: adjective + noun | be verb + adjective
- ★ Creating an adjective: noun or verb + suffix or participial

5 "W" Questions

- Who (people)
- What (things)
- When (time)
- Where (place)
- Why (purpose)
- How? (manner)
- Which (choices)
- Whose (possession)

Suffix	Example
-able	lovable
-al	logical
-ant	important
-ed	excited
-ent	independent
-ful	careful
-ible	sensible
-ic	energetic
-ing	exciting
-ive	attractive
-less	careless
-ous	dangerous
-y	healthy

Participial	
-ing	exciting
-ed	excited



1. Find the adjectives in the lyrics of the song "This Land is Your Land".

Well I rode that ribbon highway
I saw above me the endless skyway
I saw below me a golden valley
This land was made for you and me

I've roamed and rambled and I followed my footsteps
Through the sparkling sands of her diamond deserts
And all around me a voice was calling, it said
This land was made for you and me

This land is your land
This land is my land
From California
To the New York island
From the Redwood Forest
To the Gulf Stream waters
This land was made for you and me

Now the sun came shining and I was strolling
Through wheat fields waving and the dust clouds rolling
And the voice was sounding
As the fog was lifting
Saying this land was made for you and me

This land is your land
This land is my land
From California
To the New York island
From the Redwood Forest
To the Gulf Stream waters
This land was made for you and me



JOURNAL WRITING

1. Find the adjectives in the lyrics of the song "America the Beautiful".
2. Write a short poem or song about your home country or your new country, America.

America the Beautiful
O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!

America! America!
God shed His grace on thee
And crown thy good with
brotherhood
From sea to shining sea!



America the Beautiful - Beyonce - Washington D.C. (2008)

America the Beautiful - HER - Super Bowl LV (2021)



JOURNAL WRITING

1. Find the adjectives in the lyrics of the song and National Anthem, the "Star Spangled Banner".



History about the song
Lyrics only

Star Spangled Banner

O say can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight
O'er the ramparts we watched were so gallantly streaming?
And the rocket's red glare, the bomb bursting in air,
Gave proof through the night that our flag was still there,
O say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

Vocabulary

anthem
spangled
banner
hail
twilight
gleam
broad
perilous
o'er
ramparts
gallant
streaming
rocket's red glare
brave



Pledge of Allegiance

I pledge allegiance to the flag
Of the United States of America
And to the republic, for which it stands.
One nation, under God, indivisible,
With liberty and justice for all.

Vocabulary

pledge
allegiance

united

republic
for which it stands

indivisible

liberty
justice

History about the pledge



JOURNAL WRITING

1. What does the Pledge of Allegiance mean to you?
2. What words in the pledge stand out to you? Why?

I pledge allegiance to the flag
Of the United States of America
And to the republic, for which it stands.
One nation, under God, indivisible,
With liberty and justice for all.

History about the pledge

Changes and controversy about the pledge



JOURNAL WRITING

After 100 years a published song (book, image) is considered to be in the public domain.

What is your opinion about different forms of media using the Star Spangled Banner (our National Anthem) or the "America the Beautiful" songs?

For example:

- A Presidential Inauguration - special musical artist
- Super Bowl - football halftime musical entertainment
- WWE - wrestling matches
- National Geographic - television program
- Auto sales promotions

Adjectives	
common	hot
big	cold
small	green
Suffix	Example
-able	lovable
-al	logical
-ant	important
-ed	excited
-ent	independent
-ful	careful
-ible	sensible
-ic	energetic
-ing	exciting
-ive	attractive
-less	careless
-ous	dangerous
-y	healthy
Participial	
-ing	exciting
-ed	excited



JOURNAL WRITING

What is your favorite symbol of America? ... and why?

Examples of American symbols

- American Flag
- American Bald Eagle
- Statue of Liberty
- The White House
- The United States Capitol Building
- George Washington
- Jefferson Memorial
- Lincoln Memorial
- Mount Rushmore
- Liberty Bell
- The Scales of Justice
- Uncle Sam
- Apple Pie

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GOOGLE DOCS

Google Docs gives users the ability to create and store documents and files using any web browser (in “the cloud”), access them from any device, and give multiple people simultaneous access.

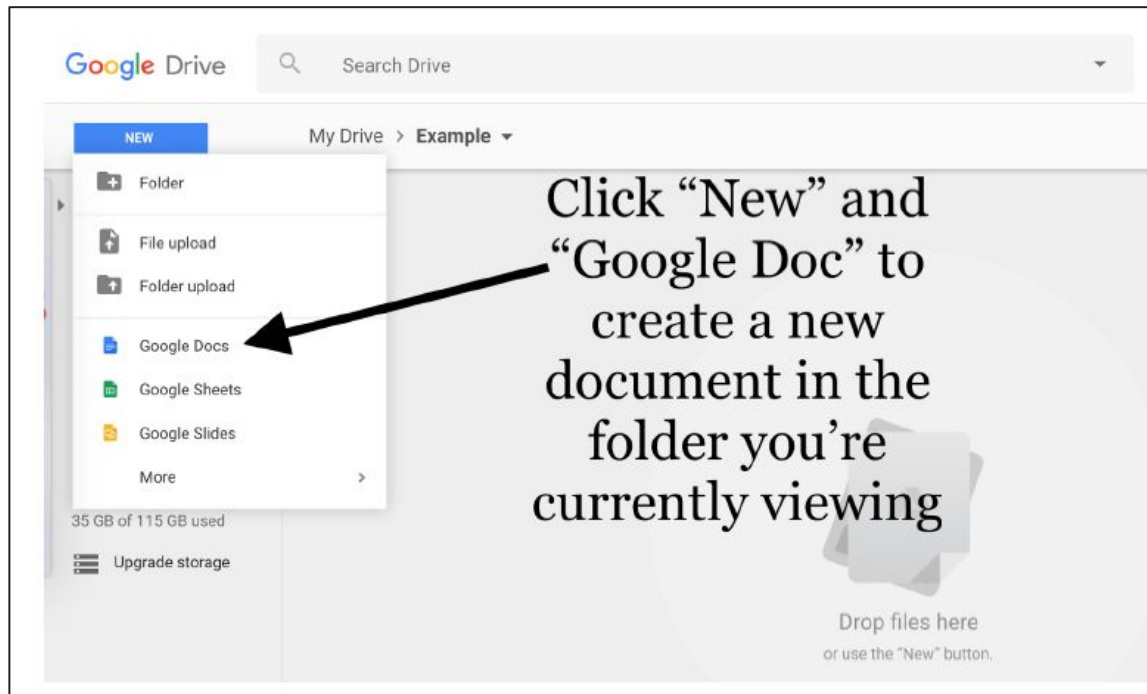
“The Cloud” is a phrase that means being able to access information through a web browser that are stored on a company’s computers. This gives you the ability to access them anywhere and share them with others.

**Google Docs works best in Google Chrome, but you can usually use it in any web browser (Safari, Internet Explorer, Firefox).*

To get started...

- Go to drive.google.com and log in to a Google account OR login to a Gmail account.
- Click on the little grid in the upper-right of the screen (looks like ) and choose ‘Drive’

CREATE A GOOGLE DOC



Click “New” and
“Google Doc” to
create a new
document in the
folder you’re
currently viewing

Once you’re in your
Google Drive account,
click on the ‘New’ button
and click on ‘Google Docs’
to create a new Google
Doc.



Conversation Practice

Take turns practicing a conversation

Student A

Practice sharing a **Google Doc**

Student B

Small talk.

1. Share a Google Doc with your partner (with your journal response or just "Hello").

Small talk.

1. Help share a Google Doc. Support your partner.