



*Good Morning!*

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*ESOL Online AM*

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Week 5 - Day 14 - WEDNESDAY - 10-04-2023 FA

Wednesday, October 4, 2023



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 / Breakout Rooms.

# WHEN DO WE MEET AS A CLASS?



Tuesday, Wednesday, Thursday

September 5 - December 21

January 2 - June 12

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

Homework: 11:30 - 12:00 NOON

Worcester Public Schools calendar  
(Holidays and Vacation weeks are the same)

Get the calendar in your language!



-  [English \(PDF\)](#)
-  [Shqipe \(PDF\)](#)
-  [العربية \(PDF\)](#)
-  [नेपाली \(PDF\)](#)
-  [Português \(PDF\)](#)
-  [Español \(PDF\)](#)
-  [Twi \(PDF\)](#)
-  [Tiếng Việt \(PDF\)](#)

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

# 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](mailto: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

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

## Writing

- W2B.4a. Write informative/explanatory texts that examine a topic and convey ideas and information clearly.
- W3B.4b. Use expanded vocabulary that includes...some common idiomatic expressions (e.g., take care of, count on).
- W3B.4d. Use common phrasal verbs (e.g., look for, go away, give in).
- W3C.3a. Show knowledge of basic grammar to construct simple sentences (including negative sentences and questions), such as: verbs to convey a sense of past, present, and future, comparative and superlative adjectives and adverbs.
- W3C.5a. Construct text of coherently linked simple, compound, and complex sentences that include more complex grammar structures, such as: verb tenses to convey times, sequences, states, and conditions
- W3D.2b. Recognize, name, and use basic punctuation, including: end punctuation for sentences, commas in dates and to separate single words in a series

## Reading

- R3C.2a. Understand the differences in meaning between simple present and present continuous tense
- R3B.4b. Interpret high-frequency idioms, expressions, phrasal verbs, and/or collocations (e.g., knock on wood,...).
- R3C.4b. Recognize and use intermediate function words: pronouns, prepositions, conjunctions,....
- R4B.3a. Use sentence-level context as a clue to the meaning of a word or phrase.
- R5.3a. Explain how information presented visually (e.g., arrows, illustrations, thought bubbles) contributes to what is conveyed by words in a text (e.g., to create mood, clarify sequence, emphasize aspects of a character or setting).

## Listening & Speaking

- L/S1A.3b. Carry out speaking tasks that require a short, simple explanation related to expressing ... information in familiar contexts... : explaining basic needs, experiences, or preferences (school, work, etc.)
- L/S3A.4b. Understand and use: descriptive words, phrasal verbs, and collocations (e.g., get ready, sit down, make a mistake) common idiomatic common idiomatic expressions (e.g., ASAP, sounds good, no worries).
- L/S3B.4a. Understand and produce a growing set of grammatical structures (e.g., comparative and superlative, correct pronoun case, simple and continuous verb tenses, most prepositions, simple conjunctions,...).
- L/S3B.5a. Understand and produce a broad set of grammatical structures ex: present and past continuous verb tense.

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

## Unit: Getting to Know You

- Asking and answering Wh Questions
- Make vs. Do (completed)
- Verbs - Regular and Irregular
- Verbs - Regular Verb Pronunciation Rules, Spelling Rules- continued
- Comparison words: Equative, Comparative, Superlative

# MATERIALS – FOR THIS WEEK

- Journals
- Phrasal verbs and Idioms (The Free Dictionary, Education First, IXL Learning)
- Ellii
- Slides

\*See Resources slide for links

# RESOURCES

## Unit: Getting to Know You

Make vs. Do

Make vs. Do (ellii) <https://app.ellii.com/lesson/2310-make-vs-do> Make-Vs-Do\_US.pdf

Practice Quizzes slide with links

Past Tense Verbs

Regular Past Tense Verbs - Pronunciation Rules & Spelling Rules <https://app.ellii.com/lesson/2733-pronunciation-rules-regular-past-verbs>

Pronunciation of -ed ending of regular verbs (SpeakSpeak) <https://speakSpeak.com/resources/pronunciation/pronunciation-of-ed-endings-of-regular-verbs>

Practice Quizzes slide with links

Comparison words

Comparative Adjectives (ellii) <https://app.ellii.com/lesson/2531>

Equative, Comparative, Superlative Adjectives (ellii) <https://app.ellii.com/lesson/1607>

Mini Lessons

Idiom of the Day (IXL Learning) <https://www.ixl.com/ela/grade-2/choose-the-picture-that-matches-the-idiomatic-expression>

Punctuation Rules (ellii) <https://app.ellii.com/lesson/3407-punctuation-chart>

Images

Once Upon A Picture <https://www.onceuponapicture.co.uk/the-collections/the-inference-collection/>

IXL Learning <https://www.ixl.com/ela/grade-3/choose-the-picture-that-matches-the-idiomatic-expression>

iStock <https://www.istockphoto.com/illustrations/busy-park>

# AGENDA (WHAT WE WILL DO THIS WEEK)

## Unit: Getting to Know You

- ❑ News & Housekeeping
  - ❑ Consent forms, ellii, etc.
- ❑ Journal Writing
- ❑ Idioms
- ❑ Verbs – Regular Past Tense Verbs – Pronunciation Rules – review & practice
- ❑ Lesson: Comparison words (ellii lessons)
- ❑ Conversation Practice \*as time permits

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



**QUESTIONS?**



All students complete 2 forms every year: Intake Form and Consent Form.

## INTAKE FORM

Teacher Alys is coming to class today. Students will go individually to the breakout room to complete 2 FORMS.

Please have your Social Security Number available.

BREAKOUT ROOMS

Leave Breakout Room



## Worcester Adult Learning Center

### Adult Education Student Intake Form

FY 2022-2023

 mrmr2500@gmail.com (not shared) [Switch account](#) 

\* Required



All students complete 2 forms every year: Intake Form and Consent Form.

## CONSENT FORM

The image shows a thumbnail of a Google Form titled "Worcester Adult Learning Center". The form header includes the center's logo and name. The main title of the form is "Release of Information". Below the title, there is a paragraph of text: "The Massachusetts Department of Elementary and Secondary Education (DESE) funds your adult education program, the Worcester Adult Learning Center, and almost 100 others like it. In order to continue to support these programs, DESE must report information about students, including student outcomes, to the federal government."

- The teacher will send students the Consent Form in Remind.
- In class we can complete the form together. You will 'digitally' sign the form.
- If you need help the teacher will complete the form with you.

[https://docs.google.com/forms/d/e/1FAIpQLSe065ITyld2W3Vkf\\_arw\\_ALo4hkTUu\\_gLi1AzM9XjBKEMy7ZA/viewform](https://docs.google.com/forms/d/e/1FAIpQLSe065ITyld2W3Vkf_arw_ALo4hkTUu_gLi1AzM9XjBKEMy7ZA/viewform)



## TESTING

The school tests each student's progress in English each semester.

Pre-Test (after 60 hours of classes)

Post-Test (end of semester)

Teacher Alys  
will call you  
to schedule  
your test.



Worcester  
Adult Learning Center

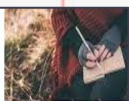
NEWS





**QUESTIONS?**

Write



Today's date is \_\_\_\_\_

Day, Month Date, Year

Today's weather is \_\_\_\_\_



# JOURNAL WRITING

*Write complete sentences.*



<https://www.istockphoto.com/illustrations/busy-park>

What is happening in this picture?

1. Write a title for the picture
2. Write five sentences about what is going on in the picture.
  - a. include lots of action verbs
  - b. keep your verbs in the same tense
3. Add a thought bubble for one of the characters in the picture.

TENSES

## PAST

Yesterday

(was were)

past tense verb

## PAST CONTINUOUS

Yesterday

(was were) + verb-ing

## PRESENT

Today

(am, is, are)

present tense verb

## PRESENT CONTINUOUS

Today

(am, is, are) + verb-ing

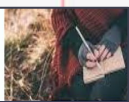
## FUTURE

Tomorrow

(will) + verb

(am, is, are) + (going to) + verb

Write



Today's date is \_\_\_\_\_ .

Day, Month Date, Year

**What's today's date?**

TENSES

**PAST**

Yesterday

(was were)

past tense verb

**PAST CONTINUOUS**

Yesterday

(was were) + verb-ing

**PRESENT**

Today

(am, is, are)

present tense verb

**PRESENT CONTINUOUS**

Today

(am, is, are) + verb-ing

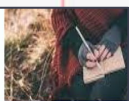
**FUTURE**

Tomorrow

(will) + verb

(am, is, are) + (going to) + verb

Write



Today's date is \_\_\_\_\_ .

Day, Month Date, Year

What's today's date?

Today's date is Tuesday, October 3, 2023.

TENSES

**PAST**

Yesterday

(was were)

past tense verb

**PAST CONTINUOUS**

Yesterday

(was were) + verb-ing

**PRESENT**

Today

(am, is, are)

present tense verb

**PRESENT CONTINUOUS**

Today

(am, is, are) + verb-ing

**FUTURE**

Tomorrow

(will) + verb

(am, is, are) + (going to) + verb

Write



Today's date is \_\_\_\_\_

Day, Month Date, Year

What's today's date?

Today's date **is** Tuesday, October 3, 2023.

The date today **is** Tuesday, October 3, 2023.

Today **is** Tuesday, October 3, 2023.

TENSES

**PAST**

Yesterday

(was were)

past tense verb

**PAST CONTINUOUS**

Yesterday

(was were) + verb-ing

**PRESENT**

Today

(am, is, are)

present tense verb

**PRESENT CONTINUOUS**

Today

(am, is, are) + verb-ing

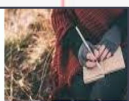
**FUTURE**

Tomorrow

(will) + verb

(am, is, are) + (going to) + verb

Write



Today's weather is \_\_\_\_\_



What's today's weather?

TENSES

**PAST**

Yesterday

(was were)

past tense verb

**PAST CONTINUOUS**

Yesterday

(was were) + verb-ing

**PRESENT**

Today

(am, is, are)

present tense verb

**PRESENT CONTINUOUS**

Today

(am, is, are) + verb-ing

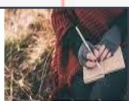
**FUTURE**

Tomorrow

(will) + verb

(am, is, are) + (going to) + verb

Write



Today's weather is \_\_\_\_\_



What's today's weather?

Today's weather is **sunny.**

TENSES

**PAST**

Yesterday

(was were)

past tense verb

**PAST CONTINUOUS**

Yesterday

(was were) + verb-ing

**PRESENT**

Today

(am, is, are)

present tense verb

**PRESENT CONTINUOUS**

Today

(am, is, are) + verb-ing

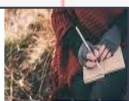
**FUTURE**

Tomorrow

(will) + verb

(am, is, are) + (going to) + verb

Write



Today's weather is \_\_\_\_\_



**What's today's weather?**

Today's weather **is** sunny.

The weather today **is** sunny.

Today **is** sunny.

TENSES

**PAST**

Yesterday

(was were)

past tense verb

**PAST CONTINUOUS**

Yesterday

(was were) + verb-ing

**PRESENT**

Today

(am, is, are)

present tense verb

**PRESENT CONTINUOUS**

Today

(am, is, are) + verb-ing

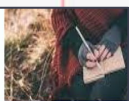
**FUTURE**

Tomorrow

(will) + verb

(am, is, are) + (going to) + verb

Write



Today's weather is \_\_\_\_\_



What's today's weather?

Today's weather **is** sunny.

The weather today **is** sunny.

Today **is** sunny.

TENSES

**PAST**

Yesterday

(was were)

past tense verb

**PAST CONTINUOUS**

Yesterday

(was were) + verb-ing

**PRESENT**

Today

(am, is, are)

present tense verb

**PRESENT CONTINUOUS**

Today

(am, is, are) + verb-ing

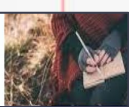
**FUTURE**

Tomorrow

(will) + verb

(am, is, are) + (going to) + verb

Write



Today's date is \_\_\_\_\_

Today's weather is \_\_\_\_\_

Day, Month Date, Year



What's today's date?

What's today's weather?

Today's date **is** Tuesday, October 3, 2023.

Today's weather **is** sunny.

The date today **is** Tuesday, October 3, 2023.

The weather today **is** sunny.

Today **is** Tuesday, October 3, 2023.

Today **is** sunny.

TENSES

**PAST**

Yesterday

(was were)

past tense verb

**PAST CONTINUOUS**

Yesterday

(was were) + verb-ing

**PRESENT**

Today

(am, is, are)

present tense verb

**PRESENT CONTINUOUS**

Today

(am, is, are) + verb-ing

**FUTURE**

Tomorrow

(will) + verb

(am, is, are) + (going to) + verb

Write



# JOURNAL WRITING

*Write complete sentences.*

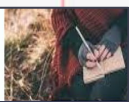


<https://www.istockphoto.com/illustrations/busy-park>

What is happening in this picture?

1. Write a **title** for the picture

Write



Today's date is \_\_\_\_\_ .

Today's weather is \_\_\_\_\_ .

Day, Month Date, Year



# JOURNAL WRITING

*Write complete sentences.*



<https://www.istockphoto.com/illustrations/busy-park>

What is happening in this picture?

2. Write five sentences about what is going on in the picture.
  - a. include lots of action verbs
  - b. keep your verbs in the same tense

TENSES

## PAST

Yesterday

(was were)

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## PAST CONTINUOUS

Yesterday

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## PRESENT CONTINUOUS

Today

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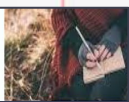
## FUTURE

Tomorrow

(will) + verb

(am, is, are) + (going to) + verb

Write



Today's date is \_\_\_\_\_ .

Today's weather is \_\_\_\_\_ .

Day, Month Date, Year



# JOURNAL WRITING

*Write complete sentences.*



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What is happening in this picture?

3. Add a thought bubble for one of the characters in the picture.

TENSES

## PAST

Yesterday

(was were)

past tense verb

## PAST CONTINUOUS

Yesterday

(was were) + verb-ing

## PRESENT

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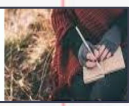
## FUTURE

Tomorrow

(will) + verb

(am, is, are) + (going to) + verb

Write



Today's date is \_\_\_\_\_

Day, Month Date, Year

Today's weather is \_\_\_\_\_



# JOURNAL WRITING

*Write complete sentences.*

<https://www.istockphoto.com/illustrations/busy-park>



Title

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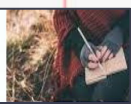
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Tomorrow

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Today's date is \_\_\_\_\_ .

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Today's weather is \_\_\_\_\_ .



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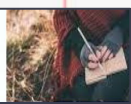
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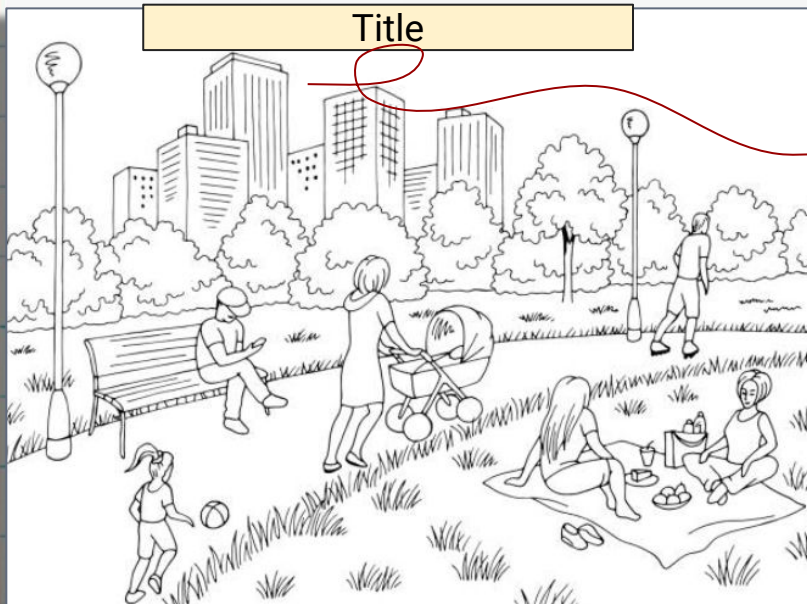
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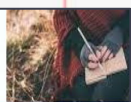
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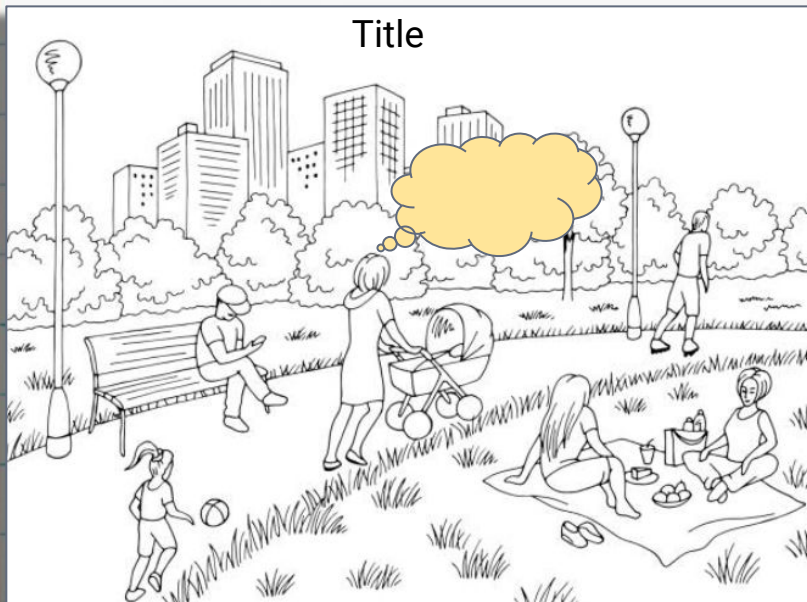
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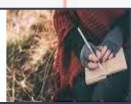
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Tomorrow

(will) + verb

(am, is, are) + (going to) + verb

Write



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Day, Month Date, Year

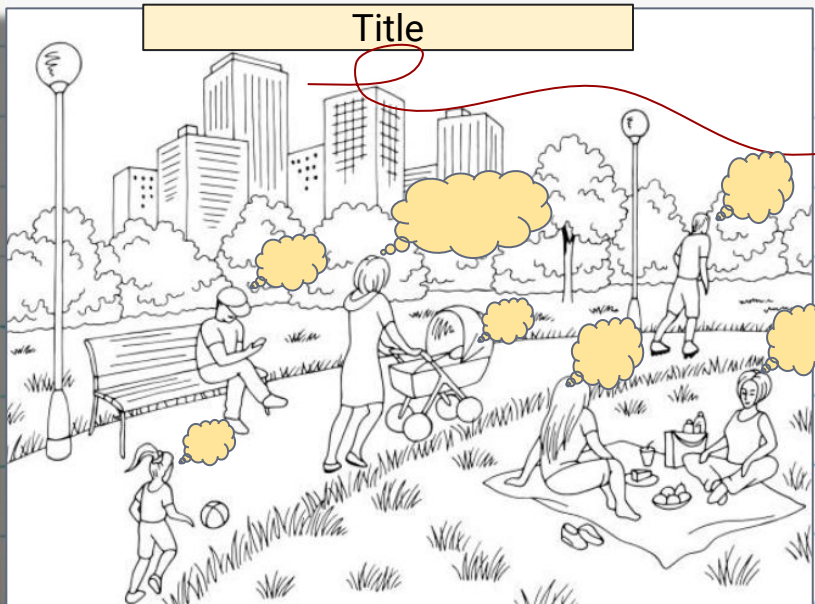
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(am, is, are) + verb-ing

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(will) + verb

(am, is, are) + (going to) + verb

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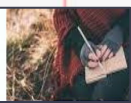
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Tomorrow

(will) + verb

(am, is, are) + (going to) + verb

Write



Today's date is \_\_\_\_\_ .

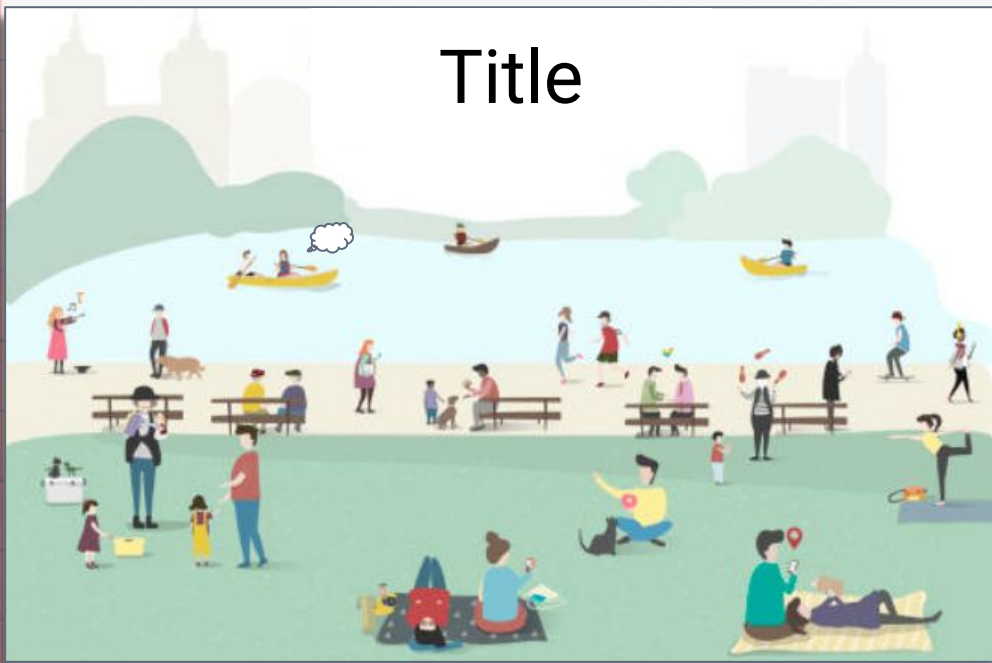
Day, Month Date, Year

Today's weather is \_\_\_\_\_ .



# JOURNAL WRITING

*Write complete sentences.*



<https://www.istockphoto.com/illustrations/busy-park>

What is happening in this picture?

1. Write a title for the picture.
2. Write five sentences about what is going on in the picture.
  - a. use lots of action verbs
  - b. keep your verbs in the same tense
3. Add a thought bubble for one of the characters in the picture.

TENSES

## PAST

Yesterday

(was were)

past tense verb

## PAST CONTINUOUS

Yesterday

(was were) + verb-ing

## PRESENT

Today

(am, is, are)

present tense verb

## PRESENT CONTINUOUS

Today

(am, is, are) + verb-ing

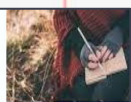
## FUTURE

Tomorrow

(will) + verb

(am, is, are) + (going to) + verb

Write



Today's date is \_\_\_\_\_

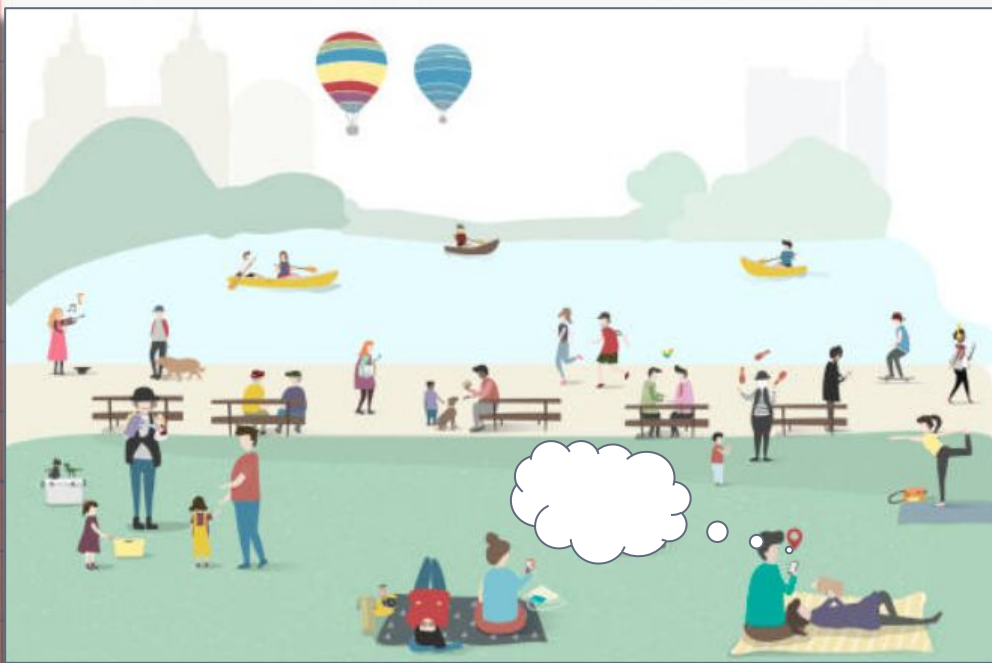
Day, Month Date, Year

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# JOURNAL WRITING

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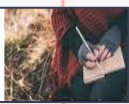
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Tomorrow

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(am, is, are) + (going to) + verb

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Today's date is \_\_\_\_\_ .

Day, Month Date, Year

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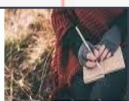
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Tomorrow

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(am, is, are) + (going to) + verb

Write



Today's date is \_\_\_\_\_ .

Day, Month Date, Year

Today's weather is \_\_\_\_\_ .



# JOURNAL WRITING

*Write complete sentences.*



<https://app.ellii.com/lesson/4021-a-confrontation>

What's the story?

1. Describe what you think happened before, during, and after the photo.
  - a. Pay attention to verb tenses.
  - b. Try to use one or more of the new vocabulary words.
2. For fun:  
Add speech bubbles or thought bubbles for the people in the picture.

TENSES

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(was were)

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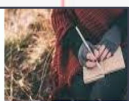
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Today's date is \_\_\_\_\_ .

Day, Month Date, Year

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*Write complete sentences.*



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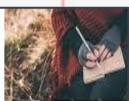
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Today's date is \_\_\_\_\_ .

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Day, Month Date, Year



# JOURNAL WRITING

*Write complete sentences.*

## Vocabulary

colleague  
teammate  
co-worker  
associate  
partner

–  
interruption  
argument  
confrontation

–  
surprise  
shock  
angry  
outrage



<https://app.ellii.com/lesson/4021-a-confrontation>

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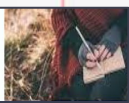
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# JOURNAL WRITING

*Write complete sentences.*

## Vocabulary

- colleague
- teammate
- co-worker
- associate
- partner
- 
- interruption
- argument
- confrontation
- 
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- shock
- angry
- outrage



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Tomorrow

(will) + verb

(am, is, are) + (going to) + verb



**QUESTIONS?**

# IDIOM OF THE DAY

What is the meaning of **cost an arm and a leg**?

I would love to go on that tropical vacation, but it **costs an arm and a leg**.

to be very expensive

to lose parts of one's body





**QUESTIONS?**

# IDIOM OF THE DAY

Which picture shows the meaning of *hit the books* as it is used below?

If she wants to do well on the test, she'll have to **hit the books**.





**QUESTIONS?**

# IDIOM OF THE DAY

Which picture shows the meaning of *smells fishy* as it is used below?

The man says he didn't steal the jewel. But I think he's lying. Something **smells fishy** about his story.





**QUESTIONS?**

# IDIOM OF THE DAY

Which picture shows the meaning of *feeling blue* as it is used below?

Lamar's dog ran away last week. He's been **feeling blue** ever since.



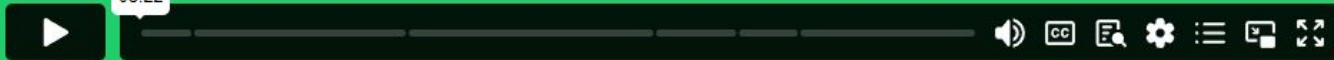


**QUESTIONS?**

## Comparative Adjectives



03:22



# COMPARISON WORDS – COMPARATIVE ADJECTIVES

## Comparative Adjectives

### Fun Grammar Lessons

💡 Int 🕒 Young Learners

In this lesson, students study the form and use of comparative adjectives. They practice making comparisons through speaking, writing, and pair work exercises, and they also review common spelling rules.

For teaching teens and adults, use our Grammar Practice Worksheets lesson on equative, comparative, and superlative adjectives.



# COMPARISON WORDS

## Cabin or Mansion?

### Photo Prompts


💡 Low Int - Int 🕒 Teens & Adults

Students will improve their English skills as they become more comfortable making comparisons. These photos show two very different kinds of houses: a fancy mansion and a modest cabin.



## Equative, Comparative & Superlative Adjectives

### Grammar Practice Worksheets

 Int  Teens & Adults

In this lesson, students learn and practice making comparisons using the equative, comparative, and superlative forms of adjectives. Irregular adjectives are also discussed.



## Burgers or Veggies?

### Photo Prompts

💡 Low Int - Int 🕒 Teens & Adults

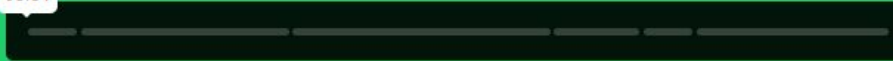
Students will improve their English skills as they become more comfortable making comparisons. These photos show two very different kinds of meals: a tray of crisp, fresh vegetables and a couple of greasy cheeseburgers accompanied by onion rings and fries.



## Superlative Adjectives



03:31

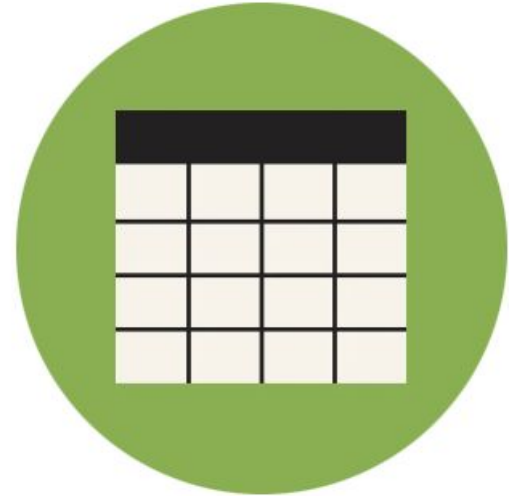


## Superlative Adjectives

### Grammar & Usage

💡 Low Int - Int   🎓 All ages

This resource covers the formation and spelling rules for superlative adjectives.





**QUESTIONS?**

# GRAMMAR – PRONUNCIATION RULES: REGULAR PAST VERBS

#	Rule	Examples
1	If the verb ends with the voiceless (soft) sounds <b>f, k, p, s, j, tʃ,</b> or <b>θ</b> , pronounce the <i>-ed</i> ending as <b>t</b> .	<ul style="list-style-type: none"><li>• bluffed</li><li>• looked</li><li>• stopped</li><li>• passed</li><li>• washed</li><li>• watched</li><li>• frothed</li></ul>
2	If the verb ends with the voiced (loud) sounds <b>b, dʒ, ʒ, g, l, m, n, ŋ, ð, r, v, w, z,</b> or any <b>vowel sound</b> , pronounce the <i>-ed</i> ending as <b>d</b> .	<ul style="list-style-type: none"><li>• grabbed</li><li>• judged</li><li>• massaged</li><li>• hugged</li><li>• called</li><li>• trimmed</li><li>• planned</li><li>• belonged</li><li>• bathed</li><li>• covered</li><li>• waved</li><li>• mowed</li><li>• sneezed</li><li>• carried</li></ul>
3	If the verb ends with the sounds <b>t</b> or <b>d</b> , pronounce the <i>-ed</i> ending as <b>ɪd</b> (as a separate syllable).	<ul style="list-style-type: none"><li>• wanted</li><li>• needed</li></ul>

# GRAMMAR – PRONUNCIATION RULES: REGULAR PAST VERBS

## Pronunciation Practice

Listen to the recording and repeat the following words.

### Rule 1: *-ed* as /t/

Say /t/ when the *-ed* ending follows a voiceless sound.

1. looked
2. stopped
3. watched
4. finished
5. danced

### Rule 2: *-ed* as /d/

Say /d/ when the *-ed* ending follows a voiced sound.

1. listened
2. preferred
3. cried
4. smiled
5. studied

### Rule 3: *-ed* as /ɪd/

Say /ɪd/ when the *-ed* ending follows a /t/ or /d/ sound.

1. wanted
2. needed
3. visited
4. shouted
5. ended

# GRAMMAR – PRONUNCIATION RULES: REGULAR PAST VERBS - t sound



# Rule

1

If the verb ends with the voiceless (soft) sounds **f, k, p, s, f, tf, or θ**, pronounce the *-ed* ending as **t**.

**f k p s sh tch short o**

**bluffed looked stopped passed washed watched frothed**

Some regular verbs with the *-ed* ending pronounced /t/

verb	past tense	pronunciation /t/
work	worked	<b>worked</b>
cook	cooked	<b>cooked</b>
walk	walked	<b>walked</b>
kiss	kissed	<b>kissed</b>
like	liked	<b>liked</b>
stop	stopped	<b>stopped</b>
look	looked	<b>looked</b>
drop	dropped	<b>dropped</b>

# GRAMMAR – PRONUNCIATION RULES: REGULAR PAST VERBS - d sound



#	Rule
2	If the verb ends with the voiced (loud) sounds <b>b, dʒ, ʒ, g, l, m, n, ŋ, ð, r, v, w, z</b> , or any <b>vowel sound</b> , pronounce the <b>-ed</b> ending as <b>d</b> .

b dg j g l m n ng aa r w z vowel sound

grabbed judged massaged hugged called trimmed planned

Some regular verbs with the **-ed** ending pronounced /d/

verb	past tense	pronunciation /d/
play	played	played
show	showed	showed
close	closed	closed
open	opened	opened
enjoy	enjoyed	enjoyed
love	loved	loved
try	tried	tried
rain	rained	rained
learn	learned	learned
clean	cleaned	cleaned

# GRAMMAR – PRONUNCIATION RULES: REGULAR PAST VERBS - d sound



2

If the verb ends with the voiced (loud) sounds **b, dʒ, ʒ, g, l, m, n, ŋ, ð, r, v, w, z**, or any **vowel sound**, pronounce the **-ed** ending as **d**.


ng long a r v w z vowel sound

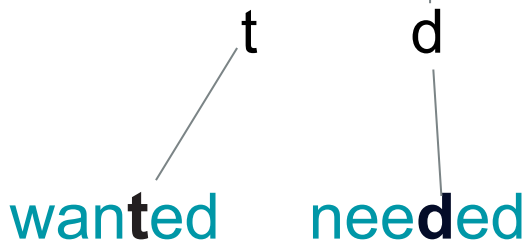
belonged bathed covered waded mowed sneezed carried

Some regular verbs with the **-ed** ending pronounced /d/

verb	past tense	pronunciation /d/
play	played	played
show	showed	showed
close	closed	closed
open	opened	opened
enjoy	enjoyed	enjoyed
love	loved	loved
try	tried	tried
rain	rained	rained
learn	learned	learned
clean	cleaned	cleaned

# GRAMMAR – PRONUNCIATION RULES: REGULAR PAST VERBS - id sound

#	Rule	
3	If the verb ends with the sounds <b>t</b> or <b>d</b> , pronounce the <i>-ed</i> ending as <b>id</b> (as a separate syllable).	



Some regular verbs with the *-ed* ending pronounced /id/

verb	past tense	pronunciation /id/
wait	waited	<b>waited</b>
want	wanted	<b>wanted</b>
need	needed	<b>needed</b>
decide	decided	<b>decided</b>
hate	hated	<b>hated</b>
taste	tasted	<b>tasted</b>
end	ended	<b>ended</b>

# GRAMMAR – REGULAR PAST VERBS – SPELLING RULES

#	Rule	Examples
1	If a verb ends in <i>-e</i> , add <i>-d</i> .	<ul style="list-style-type: none"> <li>• like → liked</li> <li>• arrive → arrived</li> <li>• decide → decided</li> </ul>
2	If a verb ends in consonant + <i>-y</i> , change <i>-y</i> to <i>-i</i> and add <i>-ed</i> .	<ul style="list-style-type: none"> <li>• carry → carried</li> <li>• try → tried</li> <li>• study → studied</li> </ul>
3	If a verb ends in vowel + <i>-y</i> , add <i>-ed</i> .*	<ul style="list-style-type: none"> <li>• play → played</li> <li>• stay → stayed</li> <li>• enjoy → enjoyed</li> </ul>
4	If a verb ends in a consonant-vowel-consonant (CVC) pattern, double the final consonant and add <i>-ed</i> **	<ul style="list-style-type: none"> <li>• hug → hugged</li> <li>• plan → planned</li> <li>• stop → stopped</li> </ul>
5	For all other verbs, add <i>-ed</i> .	<ul style="list-style-type: none"> <li>• watch → watched</li> <li>• ask → asked</li> <li>• clean → cleaned</li> </ul>

**\*Note:**

There are some exceptions to this rule:

- pay → paid
- lay → laid

**\*\*Note:**

This rule is true only for verbs that have the stress on the final syllable. Notice the difference below:

- prefer → **preferred**
- visit → **visited**

# GRAMMAR – REGULAR PAST VERBS – QUIZZES AND READING

Live Worksheets (Spelling Review/Quiz 1)

<https://www.liveworksheets.com/w/en/english-second-language-esl/1381085>

Live Worksheets (Spelling Review/Quiz 2)

<https://www.liveworksheets.com/w/en/english-second-language-esl/1419960>

Live Worksheets (Spelling Review/Quiz 3)

<https://www.liveworksheets.com/w/en/english-second-language-esl/411981>

Live Worksheets (Spelling Review/Quiz 4)

<https://www.liveworksheets.com/w/en/english-language-arts-ela/7091039>

Live Worksheets (Spelling Review/Quiz 5)

<https://www.liveworksheets.com/w/en/english-second-language-esl/2223544>









**QUESTIONS?**

# PUNCTUATION RULES

Punctuation Mark	Use(s)	Examples
<p>’ apostrophe</p>	<ol style="list-style-type: none"> <li>to indicate the omission of a letter or letters in a contraction</li> <li>to signify possession</li> <li>to pluralize lowercase letters</li> </ol>	<ul style="list-style-type: none"> <li>Eduardo doesn’t live with his parents.</li> <li>Julia’s new shoes cost \$54.</li> <li>His last name is spelled with two p’s and three o’s.</li> </ul>
<p>● ● colon</p>	<ol style="list-style-type: none"> <li>to introduce a list</li> <li>to mark the end of a formal salutation</li> </ol>	<ul style="list-style-type: none"> <li>The following students passed the exam: Diem, Kovit, Rosa, and Daniel.</li> <li>Dear Mrs. Swinson:</li> </ul>
<p>’ comma</p>	<ol style="list-style-type: none"> <li>to separate three or more items in a series</li> <li>to join two independent clauses in a sentence</li> <li>to set off an appositive</li> <li>to separate the day and the year in dates</li> <li>to separate cities and states</li> <li>to set off introductory words and phrases</li> <li>to introduce quoted speech</li> </ol>	<ul style="list-style-type: none"> <li>She packed a bathing suit, towel, sundress, and sandals in her suitcase.</li> <li>I often skip breakfast, but I always eat a healthy lunch.</li> <li>David, my sister’s husband, is from Scotland.</li> <li>My father died on February 11, 2002.</li> <li>Carly grew up in Chicago, Illinois.</li> <li>Suddenly, the lights went out and the room went dark. / During the speaker’s long presentation, some of the audience members fell asleep.</li> <li>Andres said, “I’m so hungry I could eat a horse.”</li> </ul>

# PUNCTUATION RULES

Punctuation Mark	Use(s)	Examples
 ellipsis	to show that part of a quoted text has been left out	<ul style="list-style-type: none"> <li>• <i>Original quote:</i> "Last year, before our daughter was born, we went on a two-week European vacation." <i>With ellipsis:</i> "Last year...we went on a two-week European vacation."</li> </ul>
 em dash	<ol style="list-style-type: none"> <li>1. to introduce a list</li> <li>2. to show a break in a sentence (in a less formal way than using a colon or parentheses)</li> </ol>	<ul style="list-style-type: none"> <li>• I've lost two very important things—my keys and my wallet.</li> <li>• You are a good friend—in fact, my best friend—and I'm going to miss you when you move away.</li> </ul>
 en dash	<ol style="list-style-type: none"> <li>1. to show a range of numbers or a period of time</li> <li>2. to show a score</li> </ol>	<ul style="list-style-type: none"> <li>• The test covers pages 5–24 in our textbook.</li> <li>• The Chicago Cubs beat the New York Yankees 4–2.</li> </ul>
 exclamation mark / exclamation point	to express strong emotion at the end of a sentence or after an interjection	<ul style="list-style-type: none"> <li>• Wow! You look fantastic!</li> </ul>
 hyphen	<ol style="list-style-type: none"> <li>1. to form compound words</li> <li>2. to form compound numbers</li> </ol>	<ul style="list-style-type: none"> <li>• My father-in-law is a terrible driver.</li> <li>• Ahmed is twenty-five years old.</li> </ul>
 parentheses	to enclose extra information that is not necessary to understand the rest of the sentence	<ul style="list-style-type: none"> <li>• My car (a blue Toyota Corolla) is parked on Barton Avenue.</li> </ul>

# PUNCTUATION RULES

Punctuation Mark	Use(s)	Examples
<p>•</p> <p>period / full stop</p>	<ol style="list-style-type: none"> <li>to end declarative sentences</li> <li>to abbreviate</li> </ol>	<ul style="list-style-type: none"> <li>Santiago is the capital of Chile.</li> <li>Does Dr. Baker live on the corner of Claremont St. and Byrd Park?</li> </ul>
<p>?</p> <p>question mark</p>	<p>to end questions</p>	<ul style="list-style-type: none"> <li>Do you speak Arabic?</li> </ul>
<p>“ ”</p> <p>(double) quotation marks</p>	<ol style="list-style-type: none"> <li>to enclose the exact words that someone says</li> <li>to enclose titles of shorter pieces of works including songs, short stories, poems, and articles</li> </ol>	<ul style="list-style-type: none"> <li>Sasha said, “I’ll wash the dishes if you cook dinner.”</li> <li>Her favorite poem is “The Red Wheelbarrow” by William Carlos Williams.</li> </ul>
<p>;</p> <p>semicolon</p>	<p>to connect two independent clauses that are closely related</p>	<ul style="list-style-type: none"> <li>Adam only wears Nikes; his brother only wears Adidas.</li> </ul>
<p>“ ”</p> <p>(single) quotation marks</p>	<p>to enclose quotes within quotes</p>	<ul style="list-style-type: none"> <li>“Can you play the song ‘Only the Young’ by Taylor Swift?” Tina asked the DJ.</li> </ul>
<p>/</p> <p>slash</p>	<ol style="list-style-type: none"> <li>to indicate a choice</li> <li>to separate parts of an internet address</li> </ol>	<ul style="list-style-type: none"> <li>For dessert, you can have cake and/or ice cream.</li> <li>The teacher told us go to <a href="https://esllibrary.com/students">https://esllibrary.com/students</a> to log in to our account.</li> </ul>

## QUALIFIER WORDS (ADVERBS OF FREQUENCY)

Adverbs of frequency (also known as *frequency adverbs* or *adverbs of time*) answer the question **how often**.

Frequency	Adverb
100%	always
95%	almost always
80%	usually, often, frequently
50%	sometimes, occasionally
20%	not very often, seldom
10%	rarely
5%	almost never
0%	never

## QUANTIFIER WORDS

A **quantifier** is a word that comes before a **noun** (a person, place, or thing). It shows the **quantity** (amount) of that noun.

In the following chart, note that the percentages are only approximate numbers to help you understand the general amounts of each quantifier. Quantifiers have no specific amounts attached to them.

Amount	Quantifier
100%	<ul style="list-style-type: none"><li>• all</li><li>• every</li></ul>
95%	<ul style="list-style-type: none"><li>• almost all</li><li>• almost every</li></ul>
90%	<ul style="list-style-type: none"><li>• most</li></ul>
80%	<ul style="list-style-type: none"><li>• many</li><li>• much</li><li>• a lot of</li><li>• lots of</li></ul>
50%	<ul style="list-style-type: none"><li>• some</li></ul>
30%	<ul style="list-style-type: none"><li>• several</li></ul>
20%	<ul style="list-style-type: none"><li>• a few</li><li>• few</li><li>• a little</li><li>• little</li></ul>
10%	<ul style="list-style-type: none"><li>• a couple</li></ul>
5%	<ul style="list-style-type: none"><li>• almost no</li></ul>
0%	<ul style="list-style-type: none"><li>• no</li></ul>
depends on context	<ul style="list-style-type: none"><li>• each</li><li>• any</li></ul>



**QUESTIONS?**



# Conversation Practice

Take turns practicing a conversation

Student A

2. Meet your classmates! Ask more questions.

Student B

1. Hello. How are you?
2. What country are you from?
3. What languages do you speak?
4. Tell me what school is like in your country.

Examples:

Did you walk to school or ride a bus?

Did you go to Preschool, Kindergarten, First Grade (Elementary School)? Did you go to High School (Secondary School)?

5. Did you live near to the school or far away?
6. What was your favorite subject in school?

1. Hello. I am well, Thank you. How are you?
2. I am from \_\_\_\_\_.
3. I speak \_\_\_\_\_ and I am learning English.
4. \_\_\_\_\_.
5. We live \_\_\_ mile(s) from the school.
6. My favorite subject was (Math, Reading, Art, Science, ...).



# Conversation Practice

Take turns practicing a conversation

Student A

## 3. Meet your Classmates! Dream House

Student B

1. Where do you live?
2. What type of place do you live in?
3. Do you like it? Why? / Why not?
4. Has your idea of a dream house changed since you were a child? How?

1. I live in \_\_\_\_\_.
2. I live in (an apartment, a condo, a small house, a big house).
3. I like it. / I don't like it because (it's too small, I want to move, etc.).
4. Yes, because \_\_\_\_\_.



# Conversation Practice

Take turns practicing a conversation

Student A

## 4. Meet your Classmates! Family

Student B

- Tell me about your family.  
(Example: spouse, significant other, children, mother, father, grandparent, aunts, uncles, brothers, sisters, cousins, etc.)
- Is **all** or **most** of your family living in the U.S.?
- If some of your family does not live in the U.S. do you go visit them **sometimes**?
- How **often** do you go?

- I have a large family. I have **many** \_\_\_\_\_.
- Yes, **most** of my family lives in the U.S. But **some** of my family **still** lives in \_\_\_\_\_.
- Yes. I **often** travel to \_\_\_\_\_ to visit my (mother, father, sister, etc.)
- Once** a year. But we talk on the phone **frequently**.

### ADVERBS OF FREQUENCY (TIME)

NEVER    ONCE    RARELY    SELDOM    NOT OFTEN    OCCASIONALLY    SOMETIMES    OFTEN    FREQUENTLY    MOST OF THE TIME    EVERY DAY    ALWAYS



# Conversation Practice

Take turns practicing a conversation

Student A

## 5. Meet your Classmates! Family Traditions

Student B

1. Do you have **some** family traditions?  
(Example: a special day your family celebrates every year.)
2. Do you have **a** favorite?

1. Yes, we have **many** family traditions. **One** of our family traditions is \_\_\_\_\_.  
We get together every year to celebrate.
2. Yes, **one** of our family traditions is \_\_\_\_\_.  
We gather every year to celebrate.

### QUANTIFIER WORDS

NONE NOT ANY "A" ONE TWO A COUPLE A BIT A FEW SOME SEVERAL MANY / MUCH (\$/EMOTIONS) A LOT OF PLENTY OF ENOUGH



**QUESTIONS?**

# HOMWORK

- 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 **worc-alc.org** (Class Page and Student Resources)

https://ellii.com/students

New to our site? [Create an Account](#)

# ellii

Welcome, student!

## Log In

Username or Email Address  
Type...

Password  
Type...

[Forgot Password?](#)

→ Log In

Or log in with:

Google

Clever

Students from last year

https://ellii.com/students



New to our site? [Create an Account](#)

New Students



Welcome, student!

## Log In

Username or Email Address  
Type...

Password  
Type...

[Forgot Password?](#)

→ Log In

Or log in with:



Students from last year

https://ellii.com/students



New to our site? [Create an Account](#)

New Students



Welcome, student!

## Log In

Username or Email Address  
Type...

Password  
Type...

[Forgot Password?](#)

→ Log In

Or log in with:



Students from last year

Create an account [https://ellii.com/students/sign\\_up](https://ellii.com/students/sign_up)



## New Student Account



Create with Google



Create with Clever

or

### Create an Account

\* Required field

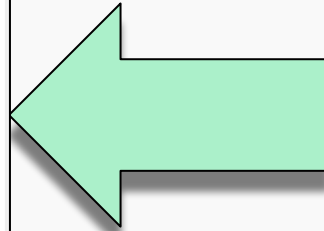
Invitation Code \*

Please ask your teacher for the invitation code.

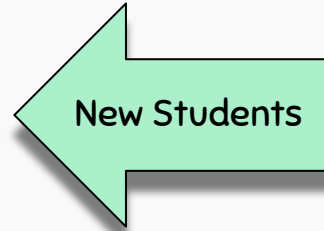
First Name \*

Last Name \*

Email Address \*



Invitation Code  
**X9EV6B**



New Students



Assignments

Flashcards



Name



## Hi, Student Name

Great to see you.

Due Late Open Completed



**Wh- Questions**

Grammar Practice Worksheets



M. P

for



**Gerunds & Infinitives**

Fun Grammar Lessons



M. P

for



**Gerunds & Infinitives**

Fun Grammar Lessons



M. P

for



**Wh- Questions**

Grammar Practice Worksheets



M. P

for



## Immersive Reader – feature



*Practice speaking English every day!*

See you NEXT CLASS!

*Click on ....*

**Leave Meeting**

EXTRA SLIDES

## DOWNLOAD A LANGUAGE APP

<u>Awabe</u>	<u>Hello Talk</u>	<u>Memrise</u>
<u>Busuu</u>	<u>Lingbe</u>	YouTube
<u>Duolingo</u>	<u>Learn English Daily</u>	<ul style="list-style-type: none"><li>• <u>English with Anna</u></li><li>• <u>Teacher Alisha</u></li><li>• <u>Teacher Keith</u></li><li>• <u>Teacher Rebecca</u></li><li>• <u>Teacher Tiffany</u></li><li>• <u>Films in English</u></li></ul>
<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.

# 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](mailto:careers.walc@gmail.com)

## **Zoom**

Meeting ID: 496 900 0061

Password: 4sU7GC

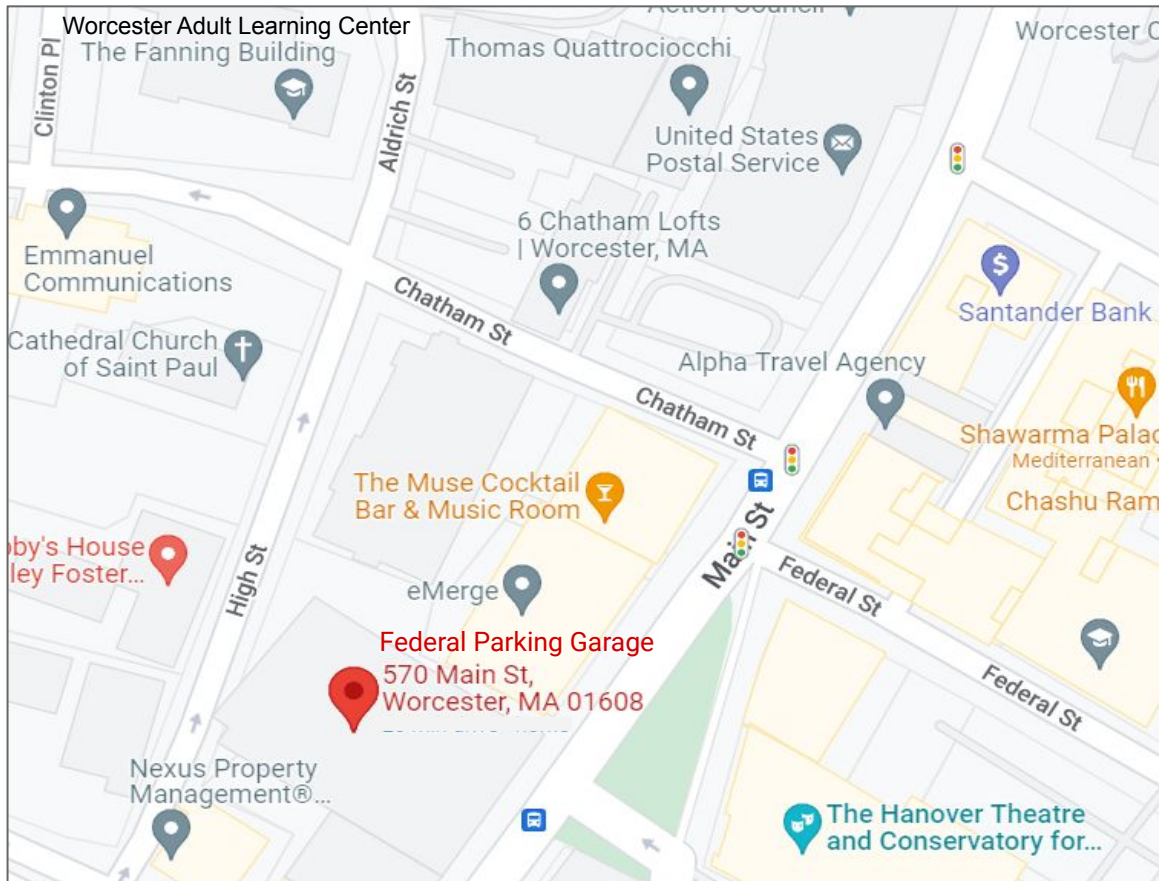
## **Crystal: Student Advisor**

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.




# 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.

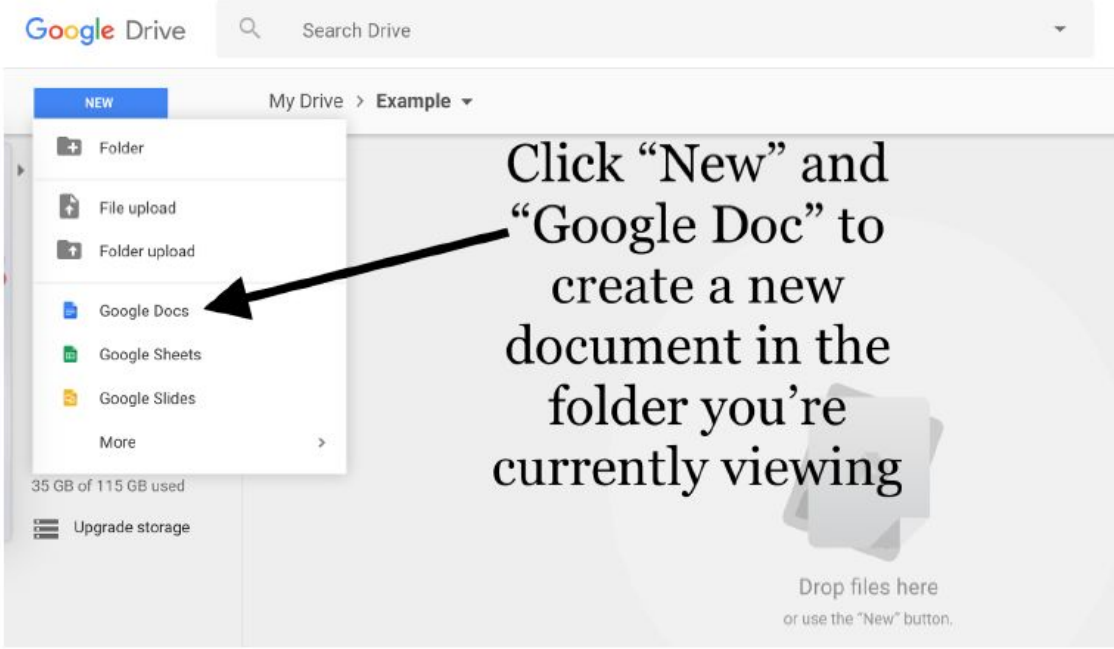
“The Cloud” is a phrase that means being able to access information through a web browser that are stored on a company’s computers. This gives you the ability to access them anywhere and share them with others.

*\*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](https://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



The screenshot shows the Google Drive interface. At the top, there is a search bar labeled 'Search Drive'. Below it, a blue 'NEW' button is visible. A dropdown menu is open, listing options: Folder, File upload, Folder upload, Google Docs, Google Sheets, Google Slides, and More. A black arrow points from the text 'Click "New" and "Google Docs" to create a new document in the folder you're currently viewing' to the 'Google Docs' option in the menu. The background shows a folder named 'Example' with a storage indicator '35 GB of 115 GB used' and an 'Upgrade storage' button. At the bottom, there is a 'Drop files here' area with the text 'or use the "New" button.'

Click “New” and “Google Docs” 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.

*Practice speaking English every day!*

See you NEXT CLASS!

*Click on ....*

**Leave Meeting**