



Good Morning!

ESOL Online AM

Week 9 - Day 26 - WEDNESDAY - 11-01-2023 FA

Wednesday, November 1, 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!



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

24 Chatham Street,
Worcester, MA 01609

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

Leslie: Student Advising (Online Students)

Wed and Thurs - 12:00pm - 1:00pm

By appointment

Email: lfbowden08@gmail.com

- School
- Phone
- Zoom

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
- 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>

How to Talk about DATES in English (Speak English with Vanessa) https://www.youtube.com/watch?v=_V-NwhJ03Dk

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>

Photo Prompt (ellii) <https://app.ellii.com/lesson/4021-a-confrontation>

10 Pictures as Writing Prompts to Inspire Creativity (Skill Share) <https://www.skillshare.com/en/blog/10-pictures-as-writing-prompts-to-spark-new-ideas/>

German Shepherd picture <https://www.mathsisfun.com/numbers/index.html>

AGENDA (WHAT WE WILL DO THIS WEEK)

Unit: Getting to Know You

- ☐ News & Housekeeping
- ☐ Journal Writing
- ☐ Idioms
- ☐ Verbs – Regular Past Tense Verbs – Pronunciation Rules – review & practice
- ☐ Lesson: Comparison words (ellii lessons) – continued
- ☐ Mini Lessons: Qualifiers / Adverbs of Time
- ☐ Conversation Practice *as time permits

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



QUESTIONS?



November 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	/	8	9	10	11
12	13	14	15	16	17	18
19	20	21 	/	/	24	25
26	27	28	29	30		

Notes

**NO SCHOOL
NOVEMBER 7th**

**THANKSGIVING
DINNER
NOVEMBER 21ST**
Bring a favorite
dish from your
country.
(NO CLASS)



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 document titled "Worcester Adult Learning Center" with the logo. Below the title, the text reads "Release of Information" followed by a paragraph: "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



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.



ADVISING

Do you have questions about ...?

food	utilities
housing	taxes
heat	using a computer

The school now offers advising for students on Wednesdays and Thursdays – 12:00 – 1:00 pm .

Talk on the phone, meet at the school – or meet on Zoom.

Send an email to Leslie
to set up
an appointment.

Email: lfbowden08@gmail.com



Worcester
Adult Learning Center

NEWS





QUESTIONS?

Conversation Practice

Vocabulary

young

carve

shadow

silhouette

memory

memories

remember

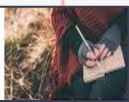


Credit: Pascal Campion

Memories

1. When is this? (What time of year/day?)
2. What is the woman doing?
3. Who carved the heart into the tree? Why did they do it? Why this tree?
4. Why is she touching it?
5. Why is this picture called 'Memories'?
6. What is she remembering?

Write



Vocabulary

young

carve

shadow

silhouette

memory

memories

remember



Write a story about this picture.

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. Add a thought bubble for the character in your story.

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

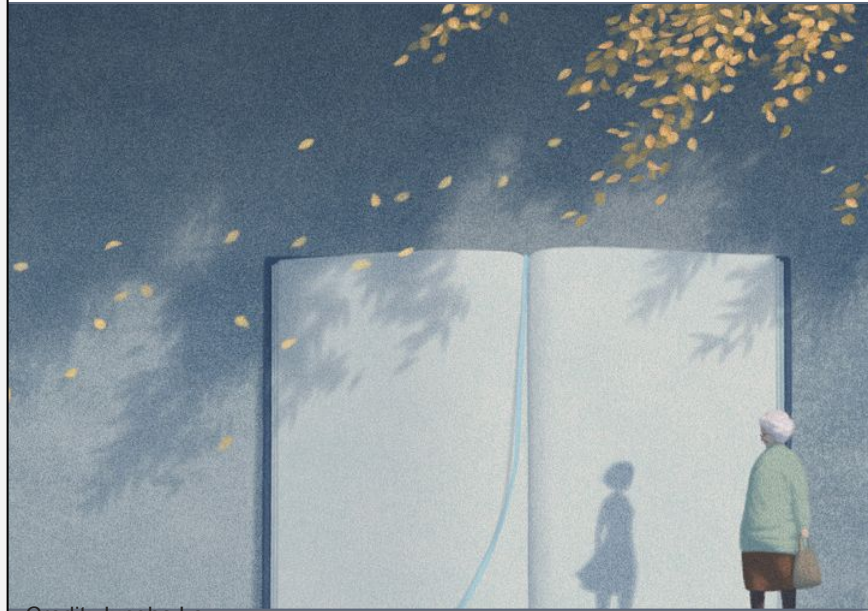
(am, is, are) + (going to) + verb

Conversation Practice

Vocabulary

young
 youthful
 old
 elderly
 shadow
 silhouette
 memory
 memories
 chapter(s)
 book
 stage(s)
 life

Fall



Credit: Jungho Le

1. Who is the old lady?
2. What is she doing?
3. What is the shadow? Why isn't it the same silhouette as her?
4. How does she feel as she's looking at this shadow? What might she be remembering?
5. Why is it in a book?
6. Why did the artist call this picture 'Fall'?

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 is _____ .

The weather today is _____ .

Day, Month Date, Year



JOURNAL WRITING

Write complete sentences.

Fall

Vocabulary

- young
- youthful
- old
- elderly
- shadow
- silhouette
- memory
- memories
- chapter(s)
- book
- stage(s)
- life



Credit: Jungho Le

Write a story about this picture.

- Describe what you think happened before, during, and after the photo.
 - Pay attention to verb tenses.
 - Try to use one or more of the new vocabulary words.
- Add a thought bubble for the character in your story.

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



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?

IDIOM OF THE DAY

What is the meaning of **have a big mouth**?

to tend to give away secrets

to have large teeth and lips





QUESTIONS?

IDIOM OF THE DAY

What is the meaning of **if the shoe fits, wear it**?

something certain is better than something you might not get

if something said about you is true, accept it





QUESTIONS?

IDIOM OF THE DAY

What is the meaning of **haste makes waste**?

acting too quickly causes mistakes

leave something alone if it might cause trouble





QUESTIONS?

IDIOM OF THE DAY

Guilty pleasure





QUESTIONS?

IDIOM OF THE DAY

Elephant in the room



The Problem
Nobody Wants to
Discuss

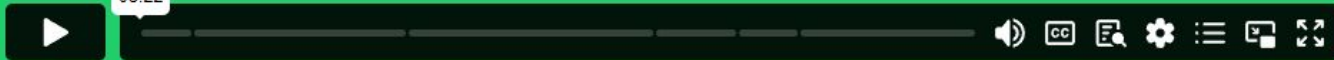


QUESTIONS?

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.

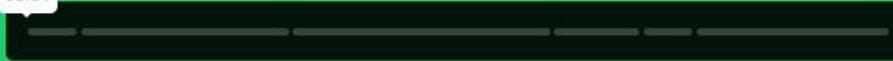
For teaching teens and adults, use our Grammar Practice Worksheets lesson on equative, comparative, and superlative adjectives.



Superlative Adjectives



03:31

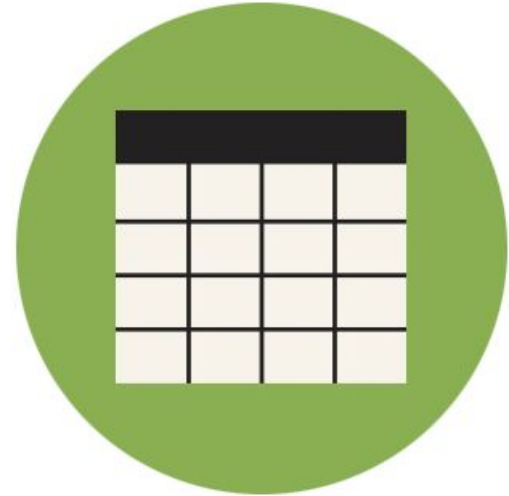


Superlative Adjectives

Grammar & Usage

💡 Low Int - Int 🎓 All ages

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



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.



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.



Words & Phrases for Comparing

just as

likewise

similarly

also

x resembles y in that

x is similar to y because

just like

in a related way

by the same token

in a similar fashion

at the same rate

in the same manner/way

Words & Phrases for Contrasting

unlike

but

in a different way

in contrast

whereas

while

as opposed to

no relation between

more than

less than

conversely

on the contrary

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.





QUESTIONS?

GRAMMAR – PRONUNCIATION RULES: REGULAR PAST VERBS

#	Rule	Examples
1	If the verb ends with the voiceless (soft) sounds f, k, p, s, j, tʃ, or θ , pronounce the <i>-ed</i> ending as t .	<ul style="list-style-type: none"> • bluffed • looked • stopped • passed • washed • watched • frothed
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 <i>-ed</i> ending as d .	<ul style="list-style-type: none"> • grabbed • judged • massaged • hugged • called • trimmed • planned • belonged • bathed • covered • waved • mowed • sneezed • carried
3	If the verb ends with the sounds t or d , pronounce the <i>-ed</i> ending as ɪd (as a separate syllable).	<ul style="list-style-type: none"> • wanted • needed

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	worked
cook	cooked	cooked
walk	walked	walked
kiss	kissed	kissed
like	liked	liked
stop	stopped	stopped
look	looked	looked
drop	dropped	dropped

GRAMMAR – PRONUNCIATION RULES: REGULAR PAST VERBS - d sound



#	Rule
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 .

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

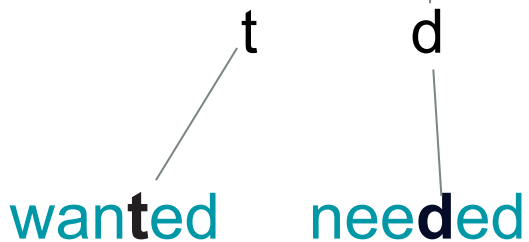
belonged bathed covered waved mowed sneezed carried

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 t or d , pronounce the <i>-ed</i> ending as id (as a separate syllable).	



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

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

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"> • like → liked • arrive → arrived • decide → decided
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"> • carry → carried • try → tried • study → studied
3	If a verb ends in vowel + <i>-y</i> , add <i>-ed</i> .*	<ul style="list-style-type: none"> • play → played • stay → stayed • enjoy → enjoyed
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"> • hug → hugged • plan → planned • stop → stopped
5	For all other verbs, add <i>-ed</i> .	<ul style="list-style-type: none"> • watch → watched • ask → asked • clean → cleaned

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

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

PUNCTUATION RULES

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



QUESTIONS?

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



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, because (it's close to school and shopping). / 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



Conversation Practice

Take turns practicing a conversation

Student A

6. Meet your Classmates! What do you do?

Student B

- What do you do?
 - What do you do for work?
 - Do you have a job?
 - Do you work?
- Where do you work?
- What is your schedule?
 - How **often** do you work?
 - How **much** do you work?
 - What are your hours?

- I am a _____.
(student, doctor, lawyer, nurse, waitress, receptionist, bartender, house cleaner, etc.)
- I work at _____.
(name of the business, 'not' the street address).
- I work _____.
(full time, part-time, Monday through Friday, Monday, Wednesday, and Friday nights, **a couple** of nights a weekend, on the weekends, etc.)

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



Conversation Practice

Take turns practicing a conversation

Student A

7. Meet your Classmates! What would you do?

Student B

1. What would you do if you won the lottery?



2. How do you think your life would change?

1. If I won the lottery I would _____ .

- have a big party
- not tell anyone at first
- put the money in the bank
- send money to my family
- travel the world
- buy a house
- give to charity
- etc.

2. I think my life would change, because _____. /
I don't think my life would change much,
because _____.

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



Conversation Practice

Take turns practicing a conversation

Student A

8. Meet your Classmates! "Guilty pleasures"

Student B

1. What is your "guilty pleasure"?
2. How **often** do you enjoy your "guilty pleasure"?

1. My "guilty pleasure" is _____.
2. I (**never/rarely/occasionally/often/frequently**) enjoy my guilty pleasure, because _____.



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

9. Meet your Classmates! "Dream vacation"

Student B

1. What is your "dream vacation"?
2. Would you go alone or take someone with you?

1. My "dream vacation" is _____.
2. I would go alone, because _____. /
I would take _____ with me, because _____.





QUESTIONS?

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

https://ellii.com/students



The screenshot shows the ellii website's student login interface. At the top left is the ellii logo, which consists of a lightbulb icon and the word "ellii" in a bold, lowercase font, all on a yellow background. To the right of the logo, there is a link that says "New to our site? [Create an Account](#)". Below the logo is a light blue banner with a white circular profile picture of a white bear's face. To the right of the profile picture, the text "Welcome, student!" is displayed. The main content area is a white box with the heading "Log In". It contains two input fields: the first is labeled "Username or Email Address" and contains the placeholder text "Type..."; the second is labeled "Password" and contains the placeholder text "Type...". Below the password field is a link that says "Forgot Password?". At the bottom of the white box is a blue button with a right-pointing arrow and the text "Log In". To the right of the white box is a section titled "Or log in with:" which contains two blue buttons: one with the Google logo and the text "Google", and another with the Clever logo and the text "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



New Student Account



Create with Google



Create with Clever

or

Create an Account

* Required field

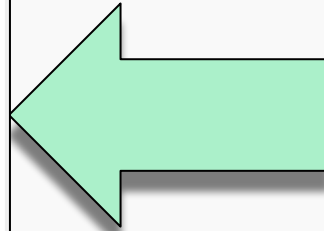
Invitation Code *

Please ask your teacher for the invitation code.

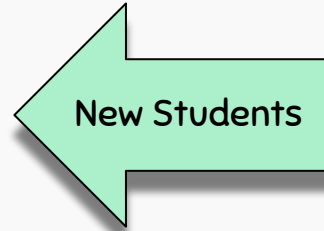
First Name *

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

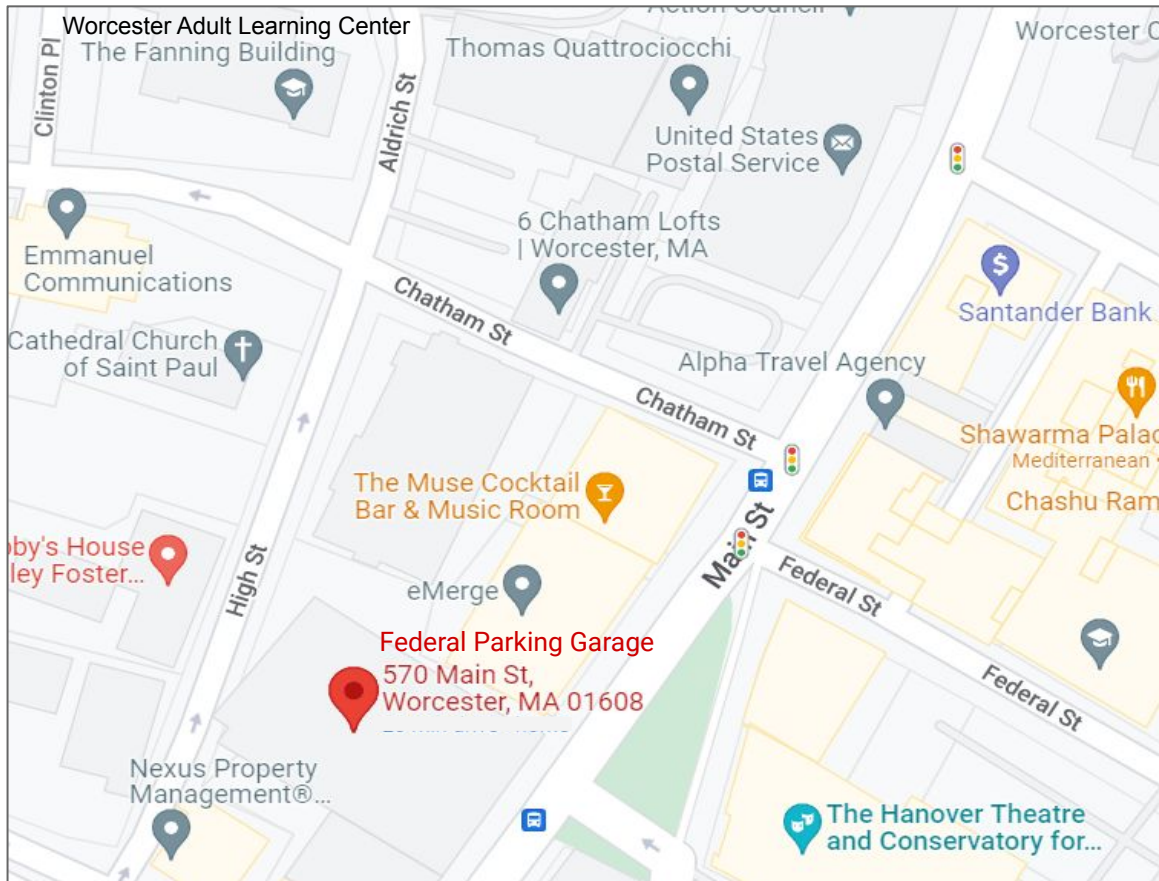
DOWNLOAD A LANGUAGE APP

<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">• <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>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.

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.