



*Good Morning!*

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*ESOL Online AM*

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Week 10 - Day 29 - THURSDAY - 11-09-2023 FA

Today is Thursday, November 9, 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

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](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

## Leslie: Student Advising (Online Students)

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

By appointment

Email: [lfbowden08@gmail.com](mailto:lfbowden08@gmail.com)

- School
- Phone
- Zoom

# STANDARDS – AT THE COMPLETION OF THIS UNIT'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.
- L/S5.1b. With support, use provided media to extend practice of oral English Reading.

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

## Unit: Everyday Life

- Verbally describe an image using new vocabulary.
- Write a paragraph / short story that includes multiple tenses (present, present continuous, past, past continuous, and future, plus new vocabulary).
- Apply Comparative Words in sentences: Comparative, Superlative, and Equative Adjectives.
- Identify common Comparing and Contrasting words and phrases.
- Apply the correct Regular or Irregular Past Tense Verb in sentences.
- Identify the key components of Passive Voice.
- Interpret Past Tense Participles when reading a story in Passive Voice.
- Using images and word phrases interpret the meaning of an idiom. Use the new idiom in a sentence.
- Apply pronunciation rules for common Regular Verbs with 't', 'd', and 'ihd' sound endings.
- Pronounce common Irregular Past Tense verbs.
- Pronounce different Past Tense words correctly when reading a story.

# MATERIALS – FOR THIS WEEK

- Journals
- Images (Once Upon A Picture)
- Lessons (Ellii)
- Quizzes (Ellii, SpeakSpeak, Education Club)
- Idioms (IXL Learning)
- Slides

\*See Resources slide for links

# RESOURCES

## Unit: Everyday Life

### Comparison words

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

Superlative Adjectives (elli) <https://app.ellii.com/lesson/2163-superlative-adjectives> (completed last unit)

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

Quizzes: Elli lessons and LiveWorksheets example: <https://www.liveworksheets.com/w/en/english-second-language-esl/1381085>

Comparing and Contrasting words <https://app.ellii.com/lesson/4680-cabin-or-mansion>

### Past Tense Verbs

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

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

Burgers or Veggies? (ellii, photo prompt) <https://app.ellii.com/lesson/4618-burgers-or-veggies>

Cabin or Mansion? (ellii, photo prompt) <https://app.ellii.com/lesson/4680-cabin-or-mansion>

Pronunciation of Irregular Past Tense Verbs (adapted from ellii) <https://app.ellii.com/lesson/2733-pronunciation-rules-regular-past-verbs>

Practice Quizzes slide with link (English Club) <https://www.englishclub.com/esl-quizzes/vocabulary/irregular-verbs-quiz-1.php>

Passive Voice - Readings (ellii)

### Mini Lessons

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

Quantifier Words - continued <https://app.ellii.com/lesson/2249-quantifiers-many-much>

Adverbs of Frequency /Time (ellii) <https://app.ellii.com/lesson/3407-punctuation-chart>

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-expressio>

# AGENDA (WHAT WE WILL DO THIS WEEK)

## Unit: Everyday Life

- ❑ News & Housekeeping
- ❑ Conversation Practice
- ❑ Journal Writing
- ❑ Lesson: Comparison words (ellii lessons) – continued
- ❑ Verbs – Regular and Irregular Past Tense Verbs
- ❑ Reading – Past and Past Participles in Passive Voice
- ❑ Mini Lessons: Idioms / Adverbs of Time *\*as time permits*

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



**QUESTIONS?**



Worcester  
Adult Learning Center

NEWS





## November 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21 	22	23	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)



**QUESTIONS?**

# Conversation Practice

## Vocabulary

happen happens  
happened  
is happening  
was happening

carpet / rug

float  
floats  
is floating  
was floating

expect  
expects  
expected  
is expecting  
was expecting

setting

character

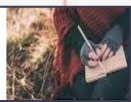


**Magic Carpet**

Credit: Goro Fujita

1. What is happening here?
2. Why/how is the carpet floating?
3. How is the boy feeling?  
Was he expecting this to happen?
4. How is the dog feeling?  
How do you know?
5. Does this bedroom belong to the boy? What does the setting tell you about his character?

Write



Today is \_\_\_\_\_ . The weather today is \_\_\_\_\_ .

Day, Month Date, Year



# JOURNAL WRITING

Write complete sentences.

## Vocabulary

happen happens  
happened  
is happening  
was happening

carpet / rug

float  
floats  
is floating  
was floating

expect  
expects  
expected  
is expecting  
was expecting

setting

character



**Magic Carpet** Credit: Goro Fujita thinking-collection/

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

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

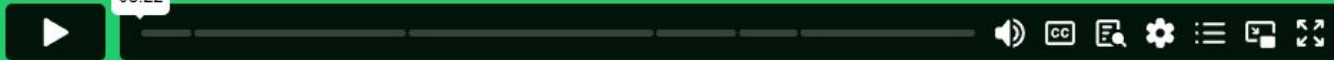


**QUESTIONS?**

## 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.

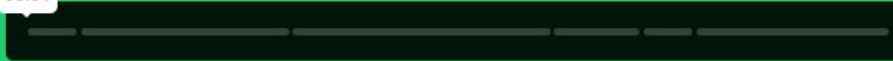
For teaching teens and adults, use our Grammar Practice Worksheets lesson on equative, comparative, and superlative adjectives.



## Superlative Adjectives



03:31

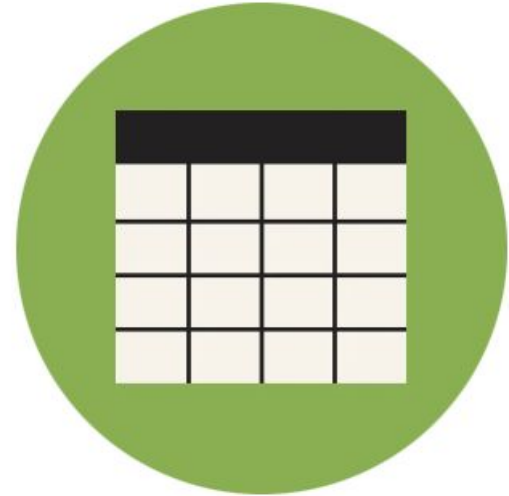


## Superlative Adjectives

### 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.



## 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 <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, tʃ, 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

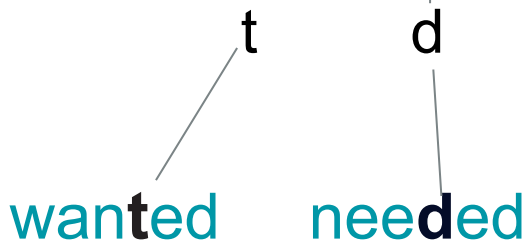
belonged bathed covered waved mowed sneezed carried

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	ellii
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**

# 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)

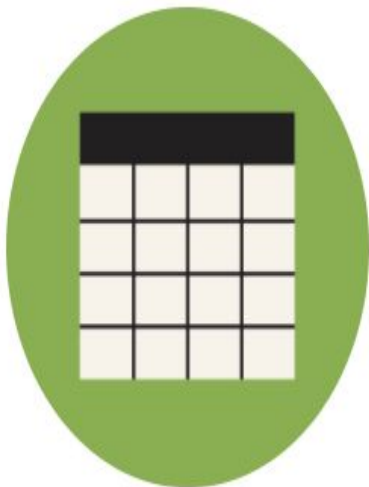
<https://www.liveworksheets.com/w/en/english-second-language-esl/411981>

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>



## Pronunciation Rules: Regular Past Verbs

### Grammar & Usage

💡 Lit - Adv

Students can refer to these pronunciation rules in order to correctly pronounce the past tense ending (-ed) for regular verbs. Includes audio.

# PRONUNCIATION – IRREGULAR PAST TENSE VERBS

awake	awoke (awaken)	be	was, were (been)	beat	beat (beaten)
become	became	begin	began (begun)	bend	bent (bended)
bet	bet	bid	bid	bite	bit (bitten)
blow	blew (blown)	break	broke (broken)	bring	brought (brung)
broadcast	broadcast/ed	build	built	burn	burned/burnt
buy	bought	catch	caught	choose	chose (chosen)

# PRONUNCIATION – IRREGULAR PAST TENSE VERBS

come	came	cost	cost	cut	cut
dig	dug	do	did (done)	draw	drew (drawn)
dream	dreamed/dreamt	drive	drove (driven)	drink	drank (drunk)
eat	ate (eaten)	fall	fell (fallen)	feel	felt
fight	fought	find	found	fly	flew (flown)
forget	forgot (forgotten)	forgive	forgave (forgiven)	freeze	froze (frozen)

# PRONUNCIATION – IRREGULAR PAST TENSE VERBS

get	got (gotten)	give	gave (given)	go	went (gone)
grow	grew (grown)	hang	hung (hanged)	have	had
hear	heard	hide	hid (hidden)	hit	hit
hold	held	hurt	hurt	keep	kept
know	knew (known)	lay	laid (lain)	lead	led
learn	learned/learnt	leave	left	lend	lent

# PRONUNCIATION – IRREGULAR PAST TENSE VERBS

let	let	lie	lay (lain)	lose	lost
make	made	mean	meant	meet	met
pay	paid	put	put	read	read
ride	rode (ridden)	ring	rang (rung)	rise	rose (risen)
run	ran	say	said	see	saw (seen)
sell	sold	send	sent	show	showed (shown)

# PRONUNCIATION - IRREGULAR PAST TENSE VERBS

shut	shut	sing	sang (sung)	sink	sank (sunk)
sit	sat	sleep	slept	speak	spoke (spoken)
spend	spent	stand	stood	stink	stank (stunk)
swim	swam (swum)	take	took (taken)	teach	taught
tear	tore (torn)	tell	told	think	thought
throw	threw (thrown)	understand	understood	wake	woke (woken)
wear	wore (worn)	win	won	write	wrote (written)

# IRREGULAR PAST TENSE VERBS - QUIZZES

English Club (Quizzes 1 - 8)

<https://www.englishclub.com/esl-quizzes/vocabulary/irregular-verbs-quiz-1.php>

# Passive Voice Stories

## Grammar Stories

💡 Int 🕒 All ages

In this lesson, students read three stories that use the passive voice in context. They answer comprehension questions and respond to questions about themselves using the passive voice.











**QUESTIONS?**

# PUNCTUATION RULES

Punctuation Mark	Use(s)	Examples
<p>’</p> <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>●</p> <p>●</p> <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>,</p> <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>



**QUESTIONS?**

## 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>

## 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



**QUESTIONS?**



# Conversation Practice

Take turns practicing a conversation

Student A

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 MOST EVERY ALL



# Conversation Practice

Take turns practicing a conversation

Student A

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 MOST EVERY ALL



# Conversation Practice

Take turns practicing a conversation

Student A

Family

Student B

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

1. I have a large family. I have **many** \_\_\_\_\_.
2. Yes, **most** of my family lives in the U.S. But **some** of my family **still** lives in \_\_\_\_\_.
3. Yes. I **often** travel to \_\_\_\_\_ to visit my (mother, father, sister, etc.)
4. **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

“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

“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?**

# 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](#)



Welcome, student!

### Log In

Username or Email Address  
Type...

Password  
Type...

[Forgot Password?](#)

[Google](#)

[Clever](#)

[Log In](#)

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:



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

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

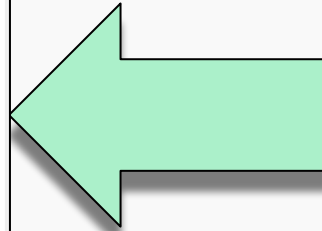
Invitation Code \*

Please ask your teacher for the invitation code.

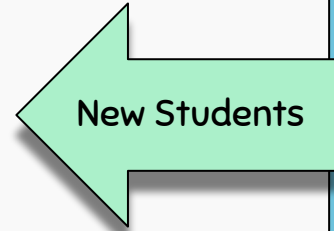
First Name \*

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

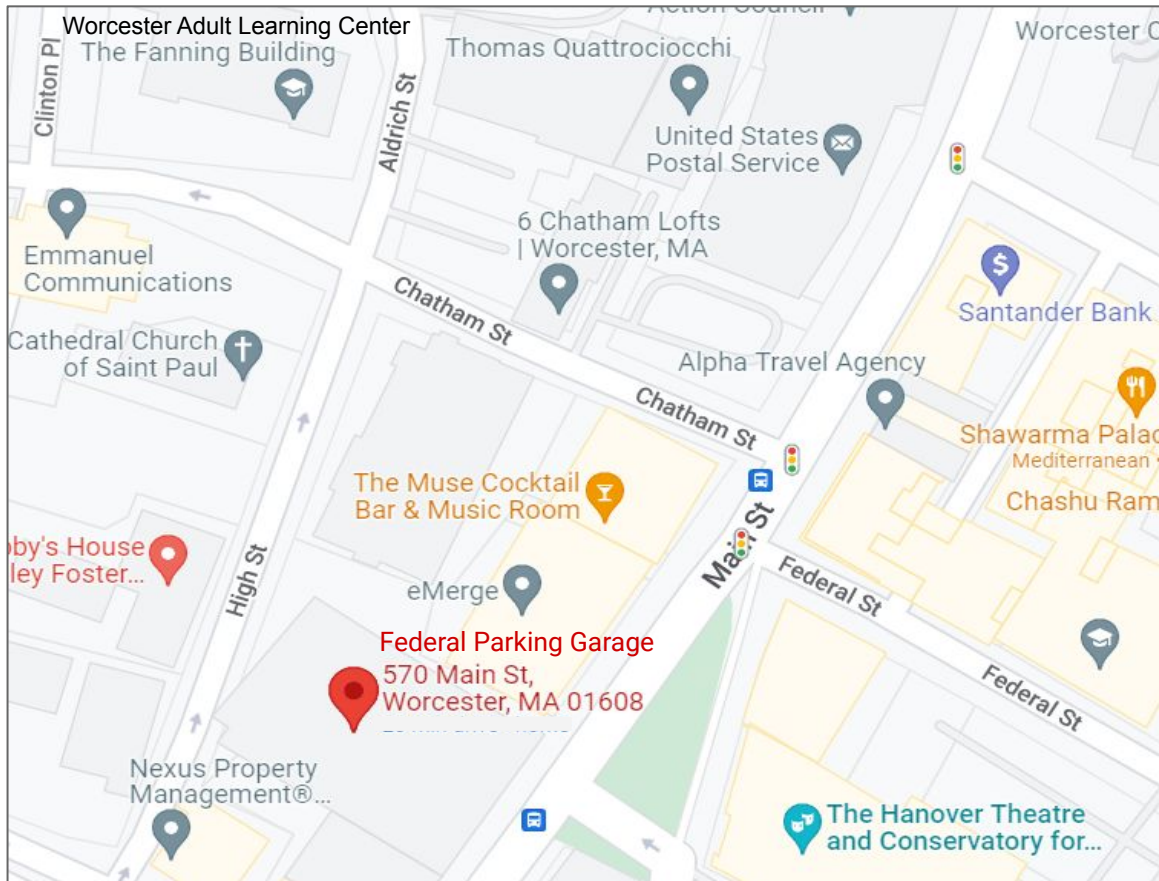
## DOWNLOAD A LANGUAGE APP

<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.

# 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!1s0x89e406638f74463d0x97c18941a3ef2e9718m2!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.