



Good Morning!

ESOL Online AM

Week 11 - Day 31 - WEDNESDAY - 11-15-2023 FA

Today is Wednesday, November 15, 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

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

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> / Traditional vs Alternative (ellii)

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?



Traditional or Alternative?

Photo Prompts

- 💡 Low Int - Int
- 👤 Teens & Adults

Students will improve their English skills as they become more comfortable making comparisons. These photos show two girls with very different appearances: one punk and one conventionally feminine.

Conversation Practice

Compare / Contrast

Look at the two photos. What do you see?

Vocabulary

alternative
punk
unique
convention
appearance
impression
External

double exposure



1. How are the two photos similar?
2. How are the two photos different?
3. Do tattoos still make it difficult to find a job or has society changed in this regard?
4. Why might someone want to dress in a unique way?

Double Exposure

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

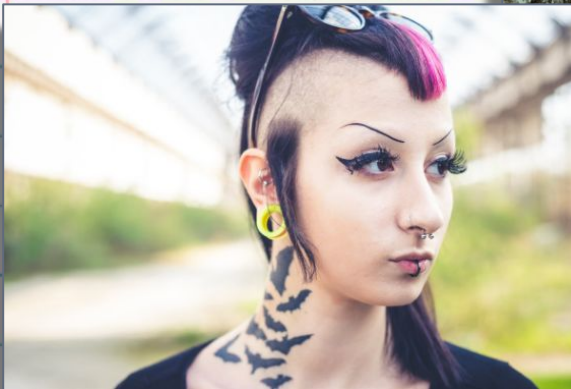
Conversation Practice

Compare / Contrast

Vocabulary

alternative
punk
unique
convention
appearance
impression
External

double exposure



Would you rather stand out in a crowd or blend in?

Why?

Use specific details to support your answer.



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

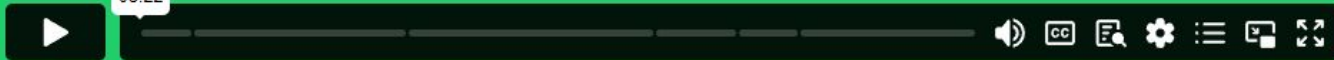


QUESTIONS?

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

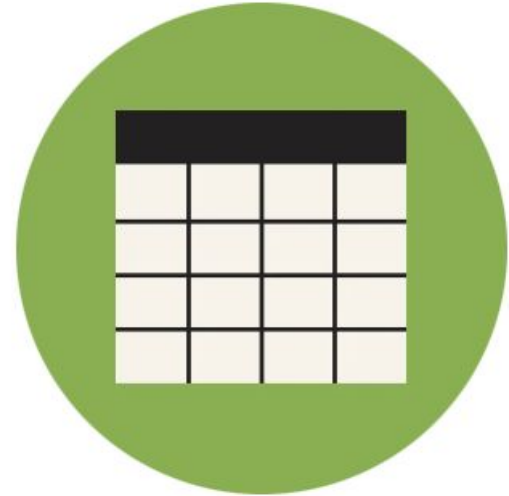


Superlative Adjectives

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 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 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 |

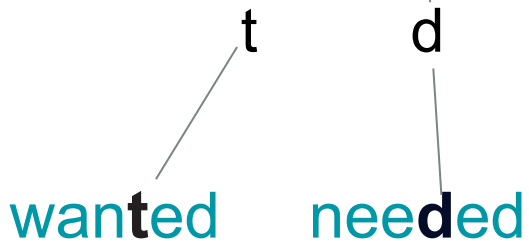
GRAMMAR – PRONUNCIATION RULES: REGULAR PAST VERBS - id sound



Rule

3

If the verb ends with the sounds **t** or **d**, pronounce the *-ed* 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**

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)

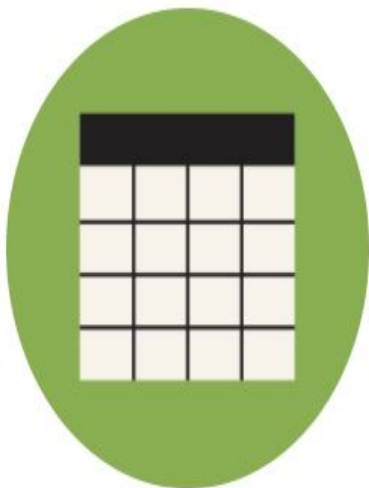
<https://www.liveworksheets.com/w/en/english-second-language-esl/411981>

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 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?

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 |

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?


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

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

 ellii

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:



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

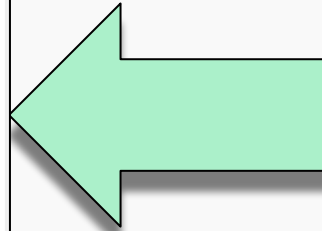
Invitation Code *

Please ask your teacher for the invitation code.

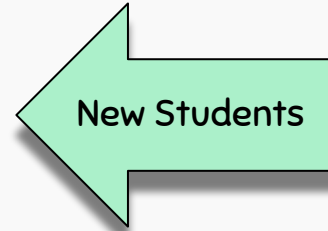
First Name *

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

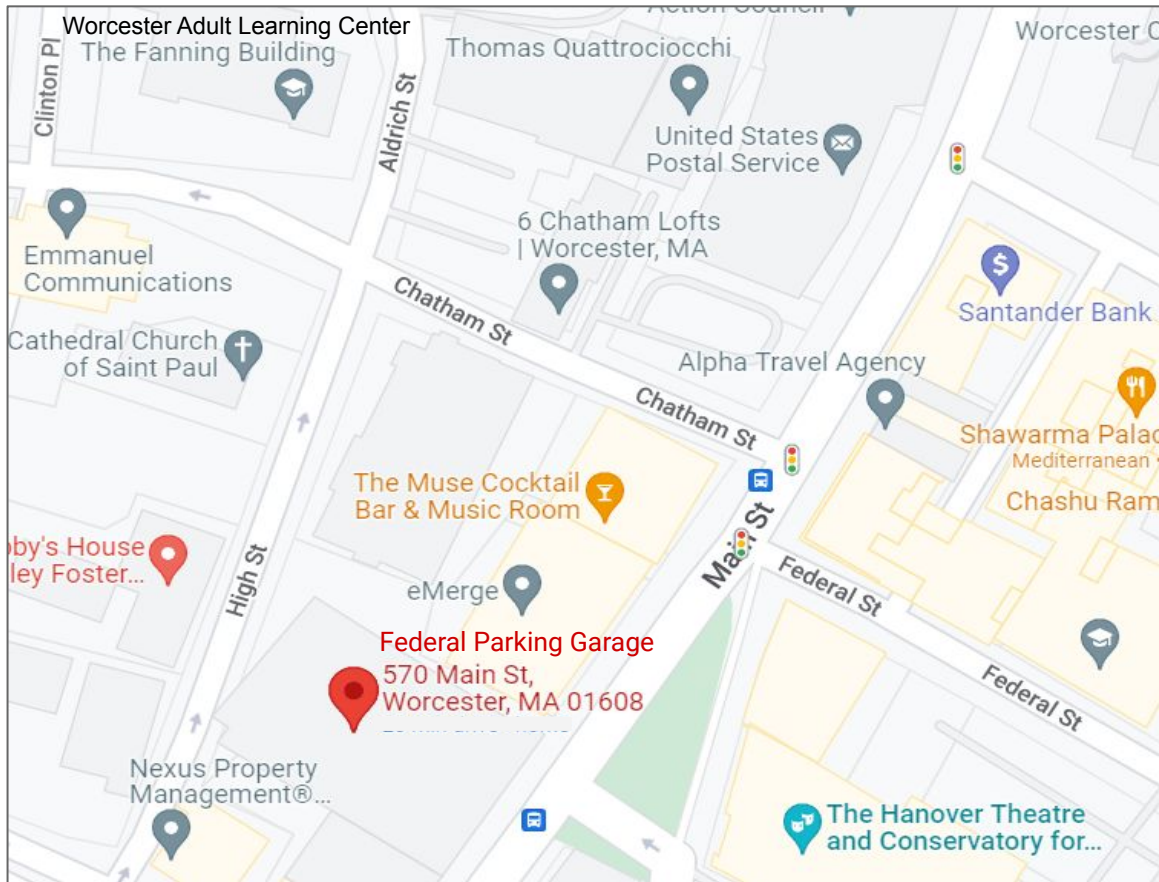
DOWNLOAD A LANGUAGE APP

| | | |
|----------------------------|--------------------------------|---|
| <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.