



*Good Morning!*

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*ESOL Online AM*

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Week 13 - Day 38 - THURSDAY - 12-07-2023 FA  
Today is Thursday, December 7, 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).
- **NEW** W3 C. Use grammar accurately to convey meaning. Construct varied sentences that demonstrates control of complex grammar to signal relationships among ideas, such as: ... active and passive voice
- 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 ...include more complex grammar structures, such as: verb tenses
- W3D.2b. Recognize, name, and use basic punctuation, including: end punctuation for sentences. commas in dates and to separate single words in a series
- **NEW** W4A.4b. Use a variety of devices to formulate ideas about a topic ..., including graphic organizers (e.g.,...Venn diagram)...

## 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,...
- **NEW** R3C.4d. Employ understanding of grammatical features (e.g., passive voice) commonly found in informational news articles.
- 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) ...
- **NEW** R3C.6a. Understand the differences in meaning for most verb tenses and forms, and active/passive voice.

## 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/S3A.5b. Understand and select: vocabulary ... to signal comparisons and contrasts (e.g., as well, such as, similarly)
- 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.
- **NEW** Identify a Venn Diagram - parts and purpose.
- **NEW** Complete a Venn Diagram based on information in an article.
- **NEW** Write sentence using comparing and contrasting words based on information in a Venn Diagram
- 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 different Past Tense words correctly when reading a story.
- Pronounce common Irregular Past Tense verbs.
- Create sentences using common irregular past tense verb.
- Apply the correct Regular or Irregular Past Tense Verb in sentences.
- Identify the purpose and key components of Passive Voice.
- Interpret Past Tense Participles when reading a story in Passive Voice.
- **NEW** Write sentences in the Active Voice and Passive Voice.
- **NEW** Identify the correct form of Regular or Irregular Past Tense or Past Participle.

# 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)

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>

**NEW** How to Compare and Contrast (ellii, Venn Diagrams, etc.) <https://app.ellii.com/lesson/1968-how-to-compare-and-contrast>

### 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)

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>

**NEW** Passive Voice (ellii, video, 10:48 min) <https://ellii.com/video/the-passive-voice>

**NEW** Passive Voice - Grammar & Usage - Chart active vs. passive form (ellii) <https://app.ellii.com/lesson/2276-the-passive-voice>

**NEW** Grammar Practice Worksheets (ellii) <https://app.ellii.com/lesson/1601-passive>

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>

# RESOURCES 2

## Unit: Everyday Life

### Images

Once Upon A Picture (journal writing pictures) <https://www.onceuponapicture.co.uk/the-collections/the-inference-collection/>

IXL Learning (idiom pictures) <https://www.ixl.com/ela/grade-3/choose-the-picture-that-matches-the-idiomatic-expressio>

Clip Art Panda - fish [http://www.clipartpanda.com/clipart\\_images/tropical-fish-clip-art-black-62213531](http://www.clipartpanda.com/clipart_images/tropical-fish-clip-art-black-62213531)

Pingtree - dog and fruit [https://pngtree.com/freepng/dog-cartoon-dog-year-of-the-dog-2018\\_3784061.html](https://pngtree.com/freepng/dog-cartoon-dog-year-of-the-dog-2018_3784061.html) png image from [pngtree.com/](https://pngtree.com/)

Classroomclipart - cat <https://classroomclipart.com/image/vector-clipart/cute-white-black-cat-with-yellow-eyes-60393.htm>

# 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





# DECEMBER 2023

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21 LAST CLASS	22	23
24	25	26	27	28	29	30
31	1	2 Spring Semester begins	3	4	5	6

Holidays and Observances: 24: Christmas Eve, 25: Christmas Day, 31: New Year's Eve

Handmade

**SCHOOL BREAK  
NO CLASSES**

December 22 – January 1

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**SPRING SEMESTER**

**Return to Class**

January 2, 2024



**QUESTIONS?**

# JOURNAL WRITING

Write complete sentences.

## 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



## Compare / Contrast

How have your eating habits changed throughout your life?

Use specific details and comparative language to explain your answer.

### Vocabulary

Nutritional value  
Occasional Treat  
Dietary restrictions  
Self-control  
Temptation  
Addictive

# Compare

# Contrast

Words & Phrases for Comparing		Words & Phrases for Contrasting	
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	unlike but in a different way in contrast whereas while as opposed to no relation between there's no comparison in comparison	differ from more than less than on the contrary however although despite conversely nevertheless

Circle all of the words and phrases that are used for comparing and contrasting.

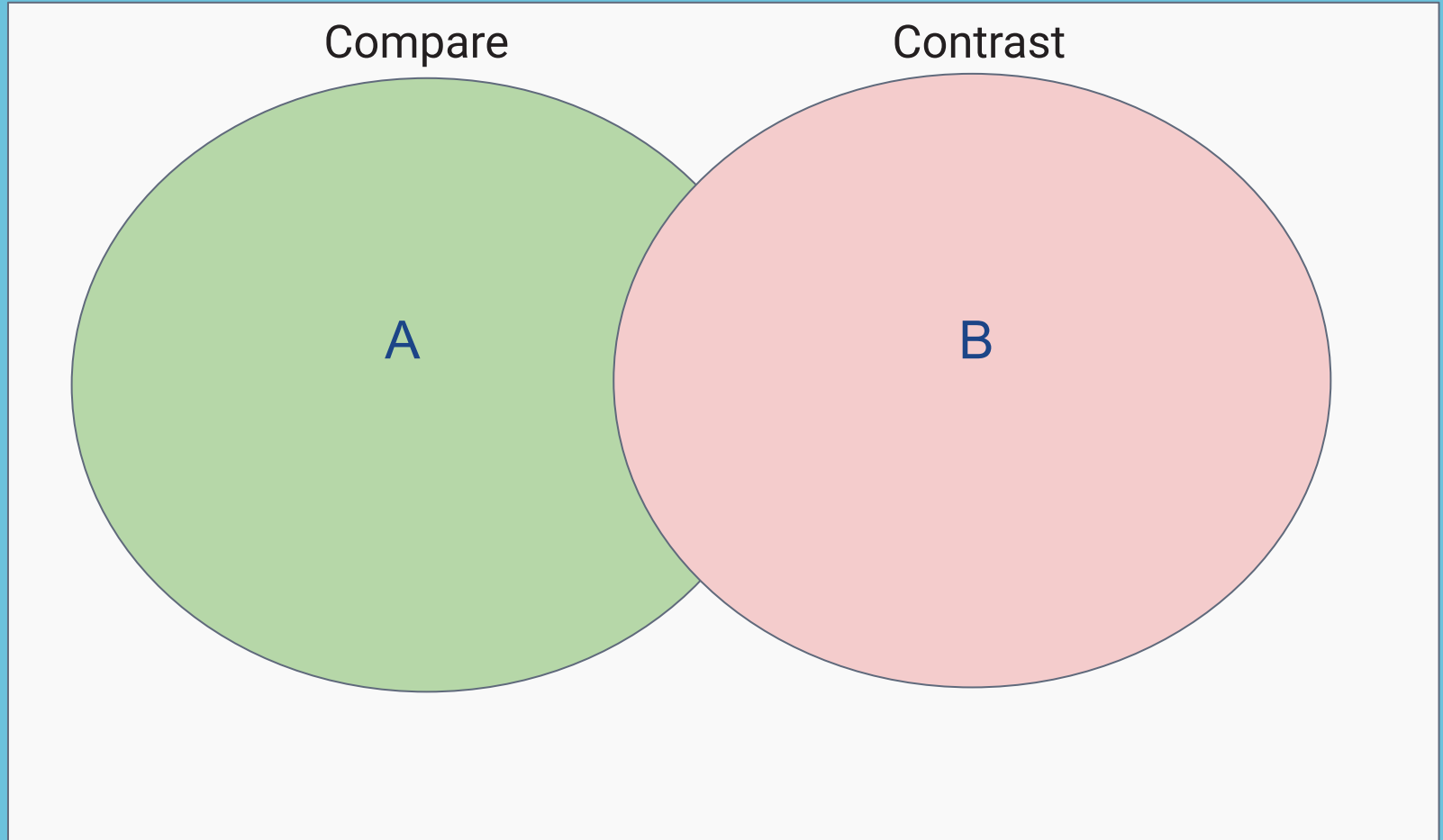
## Examples

1. Just as Wendy fell in love unexpectedly, her sister found the man of her dreams in a surprising way.
2. The Beatles are popular in Japan in the same way as they are in the UK and America.
3. The book has a sad ending. Likewise, people were sobbing at the end of the movie.
4. My mother wanted what was best for me. Similarly, my father always made sure I went to the best schools.
5. Australia resembles New Zealand in that they both have tropical coastlines.

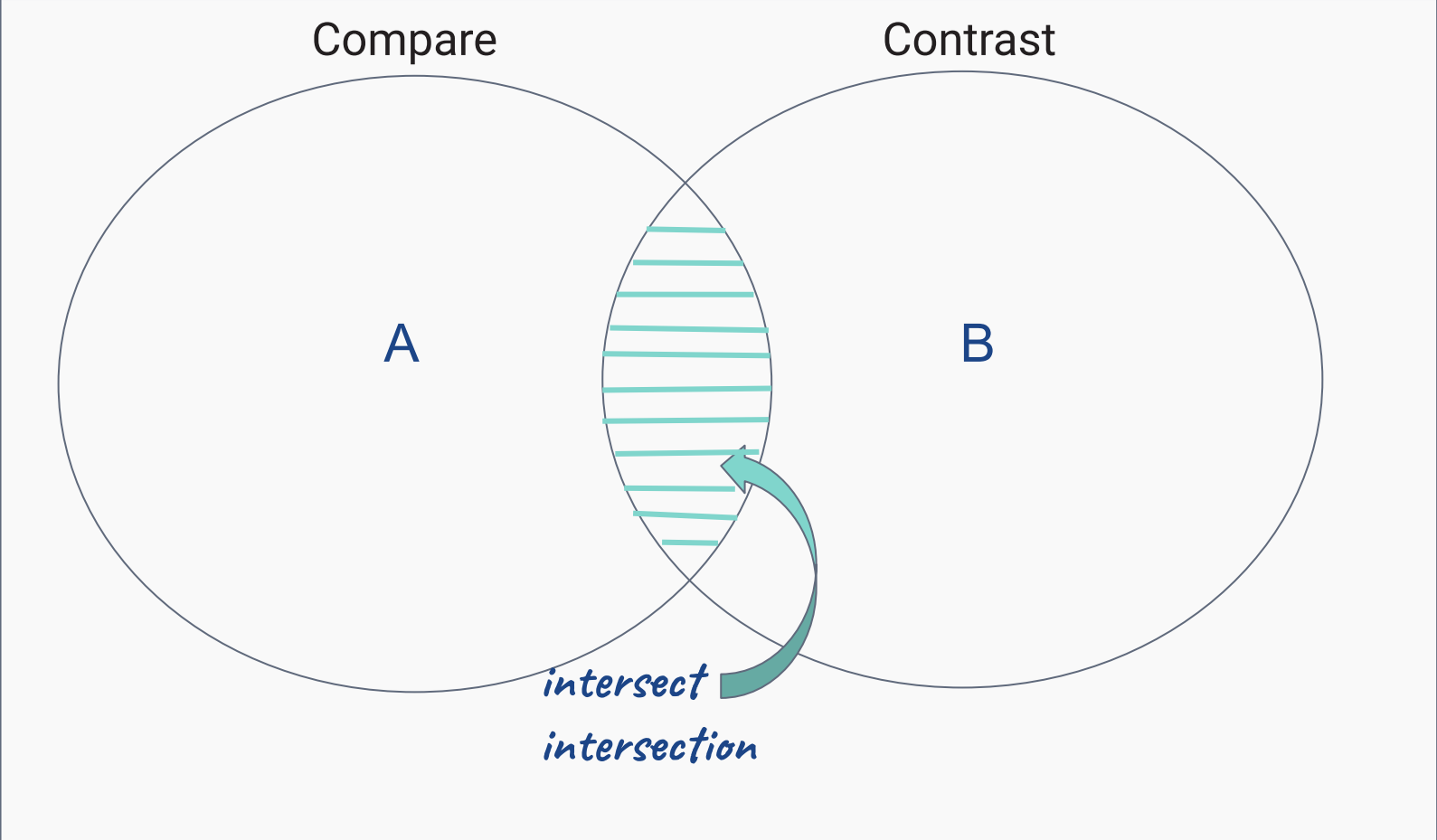
## Examples

1. However, Toronto can be very smoggy in the summertime.
2. On the contrary, the book went into too much detail.
3. The preschool offers free lunches. In comparison, the early years center offers an affordable meal plan.
4. Unlike the outdoor rink, the indoor rink gets cleared every hour.
5. Everything is within walking distance here, whereas we had to take public transit at our old place.

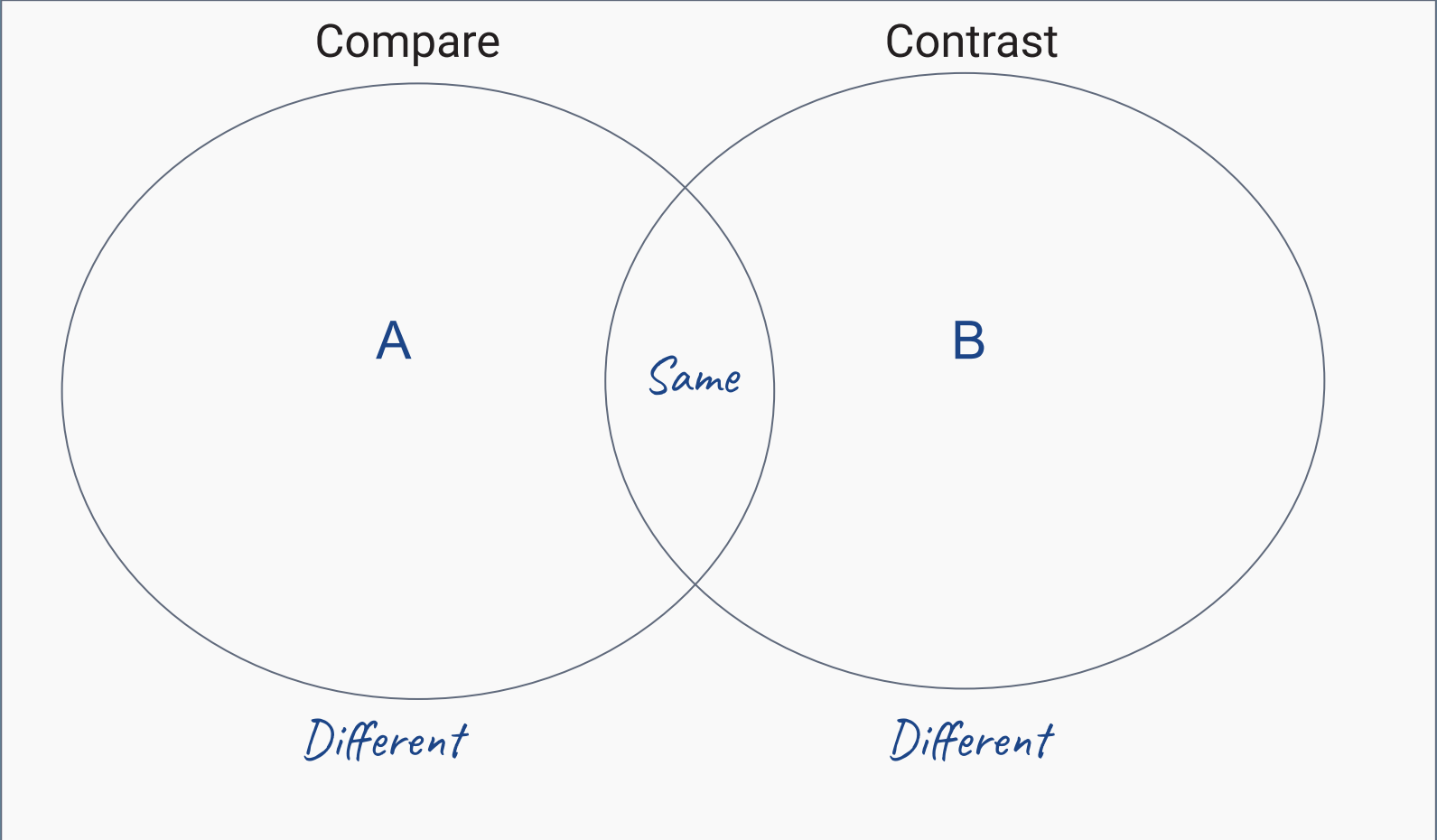
# VENN DIAGRAM – a “graphic organizer” for comparing information



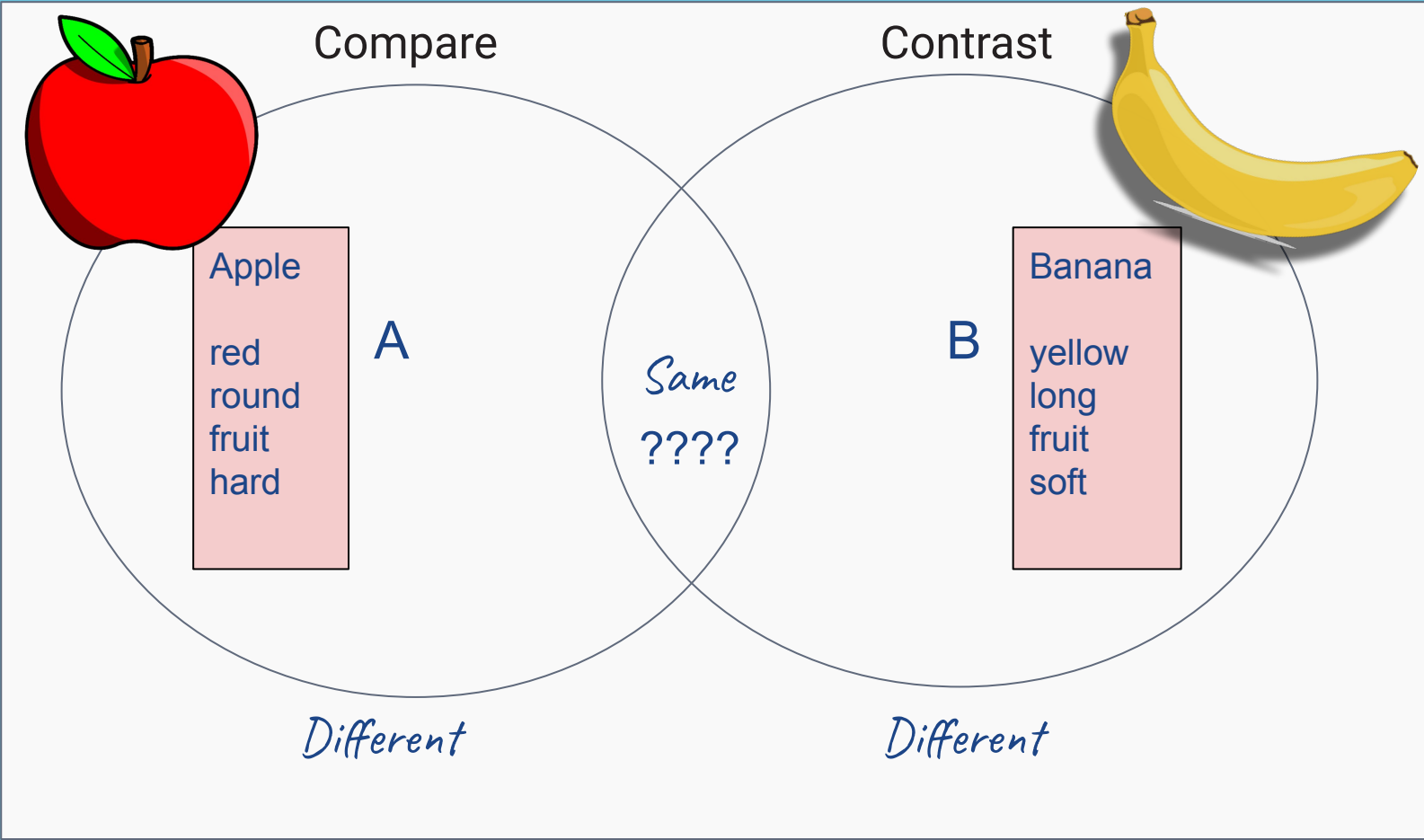
# VENN DIAGRAM



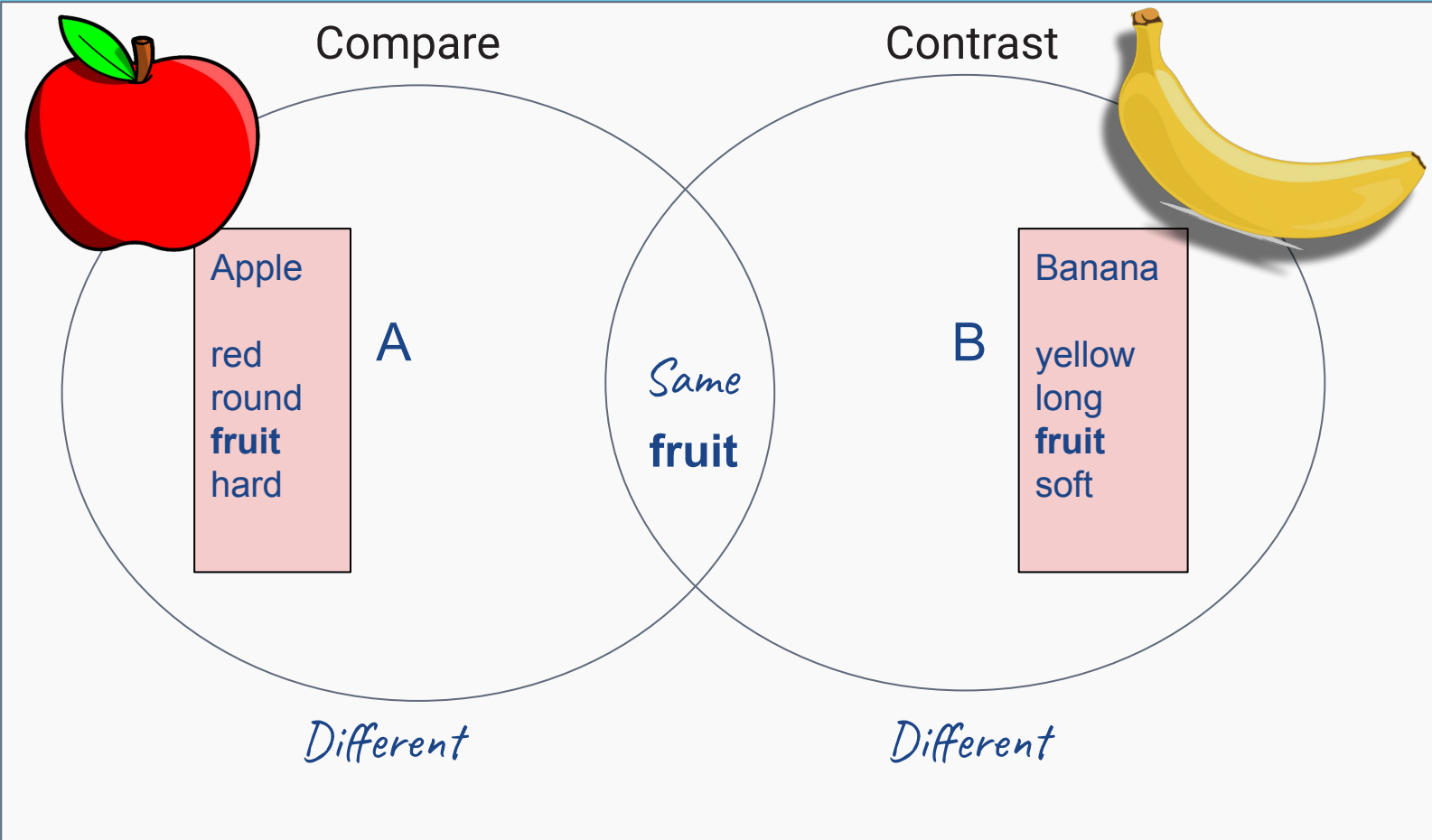
# VENN DIAGRAM



# VENN DIAGRAM



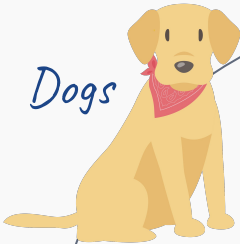
# VENN DIAGRAM



# VENN DIAGRAM

Compare

Contrast



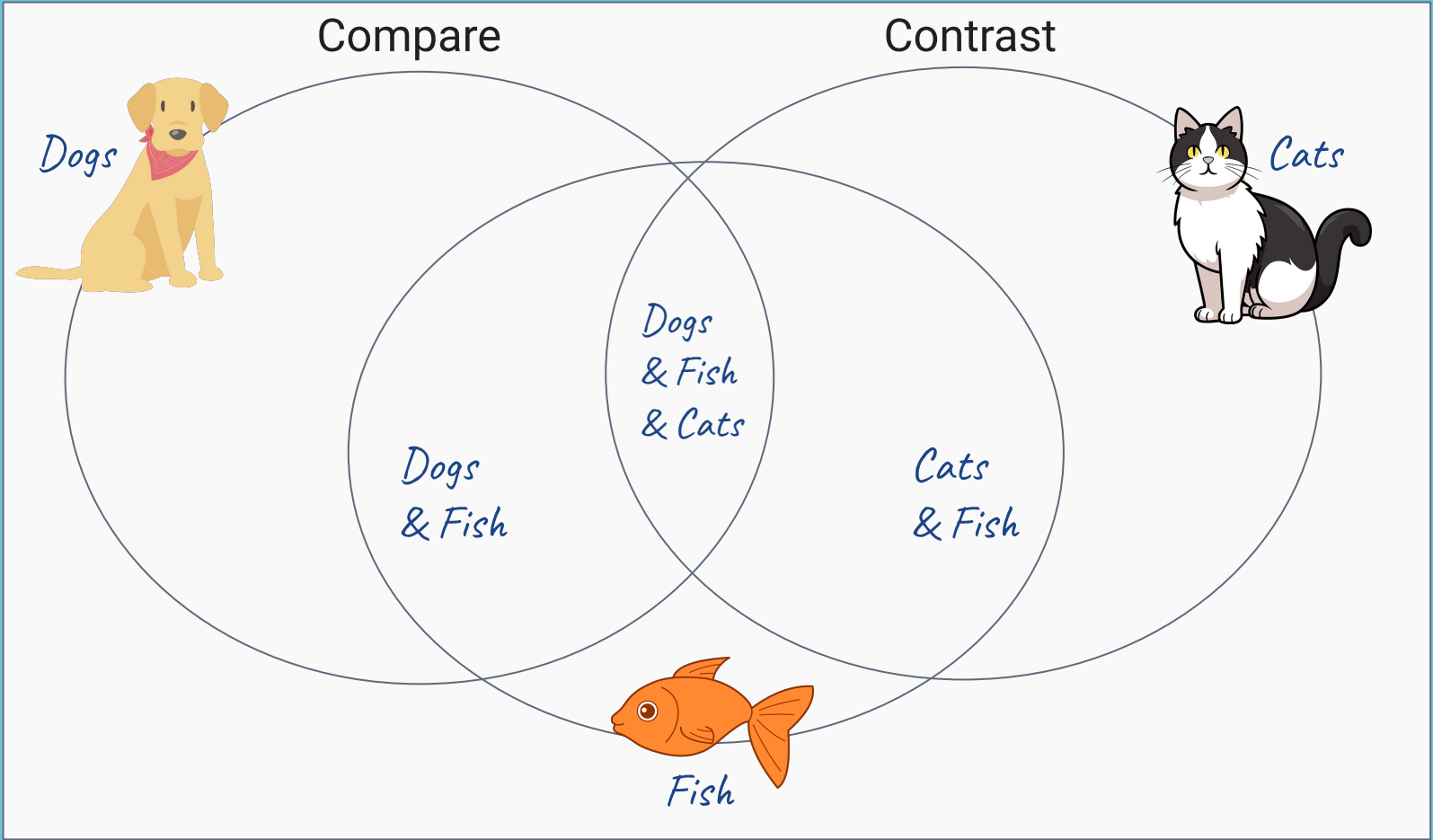
*Dogs*



*Cats*

*Dogs  
& Cats*

# VENN DIAGRAM





**QUESTIONS?**



Read

# Apples and Oranges



Underline the words and expressions used to compare, contrast, and evaluate.

They say an apple a day keeps the doctor away. What about an orange? Both apples and oranges have nutritional benefits, but only one comes out on top. By comparing and contrasting the vitamins, minerals, and sugar content in these two fruits, it is possible to determine which one should be consumed on a daily basis.

Most people know that oranges are a great source of Vitamin C. Vitamin C is important for our immune systems. A single orange has 110% of your required daily intake. That's about eight times more Vitamin C than a medium-sized apple. But Vitamin C isn't the only vitamin we need. Both apples and oranges contain Vitamin B-6. This vitamin is important for brain development. Oranges offer slightly more B-6 than apples.

Apples and oranges also contain important minerals. They both contain about the same amount of potassium. This is necessary for maintaining blood pressure. Calcium is another important mineral. A single orange contains about 6% of the calcium you

need in a day, whereas apples contain almost none. Apples, on the other hand, are high in quercetin. This is a cancer-fighting antioxidant that oranges lack.

Apples and oranges both contain natural sugars. A medium-sized orange has about 12 grams of sugar, while an apple has about 19 grams. On the other hand, more people drink orange juice than eat oranges. Drinking juice doesn't require the effort of peeling. Orange juice, like apple juice, is very high in sugar. It takes two-four oranges to make a single cup of orange juice. Unlike apple juice, many people consume orange juice every day. Juice that is high in sugar can cause people to gain weight.

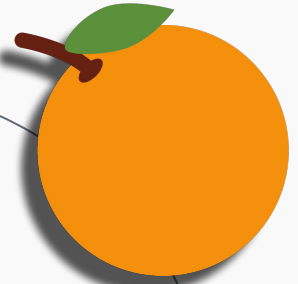
Apples are a healthy snack and are easy to grab on the go. Oranges, though they require peeling, are also very good for you. Side by side, in fact, oranges offer more nutritional benefits than apples. If you eat an orange a day, you'll get 100% of your required Vitamin C as well as other important minerals. Choosing orange juice out of convenience, however, is not a wise choice. Stick with an orange a day to keep the doctor away.

# VENN DIAGRAM



Compare

Contrast



Apples

*Same*

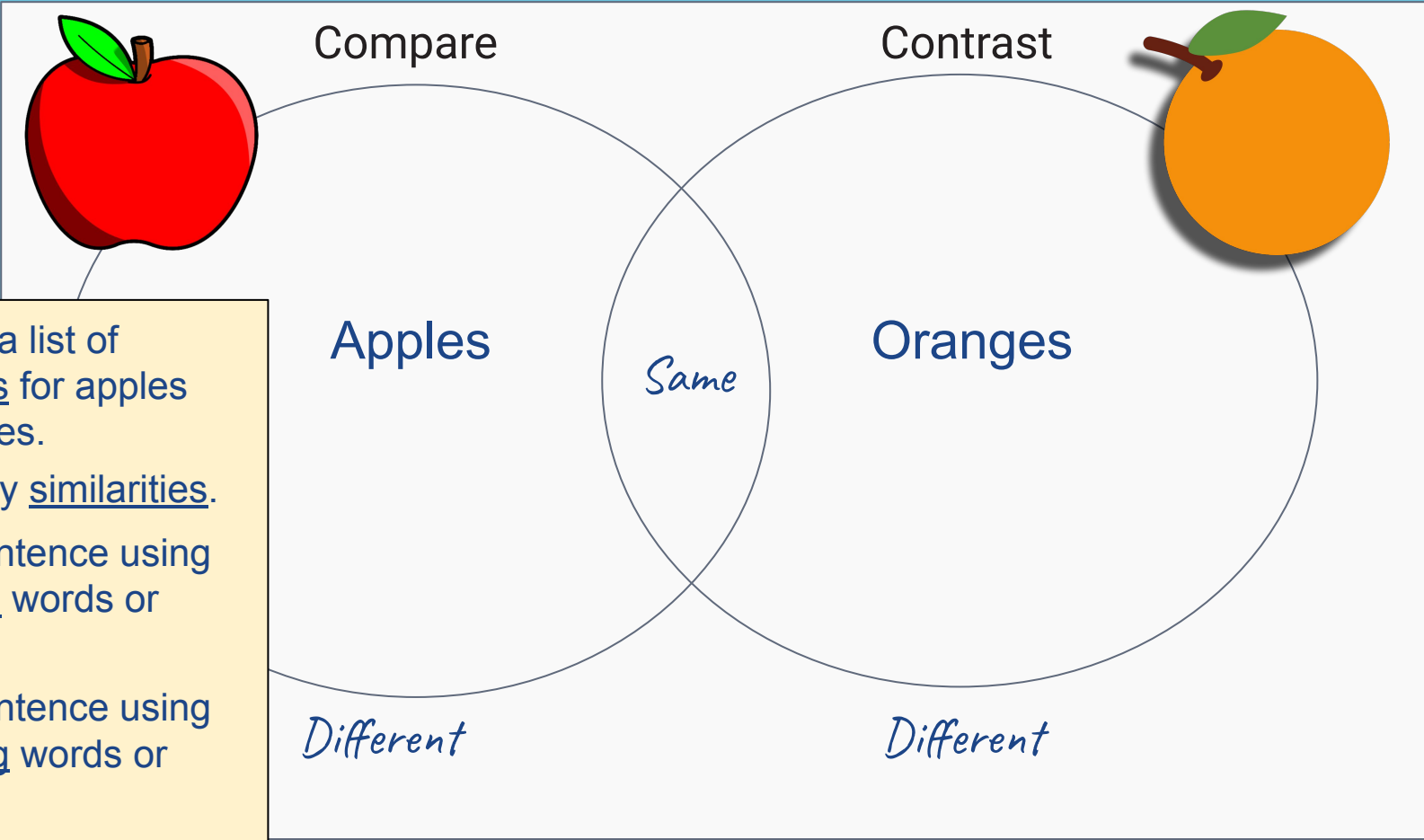
Oranges

*Different*

*Different*

1. Complete a list of differences for apples and oranges.
2. Identify any similarities.
3. Write a sentence using comparing words or phrases.
4. Write a sentence using contrasting words or phrases.

# VENN DIAGRAM



1. Complete a list of differences for apples and oranges.
2. Identify any similarities.
3. Write a sentence using comparing words or phrases.
4. Write a sentence using contrasting words or phrases.



**QUESTIONS?**

# IDIOM OF THE DAY

Guilty pleasure





**QUESTIONS?**

## IDIOM OF THE DAY

### Elephant in the room



The Problem  
Nobody Wants to  
Discuss

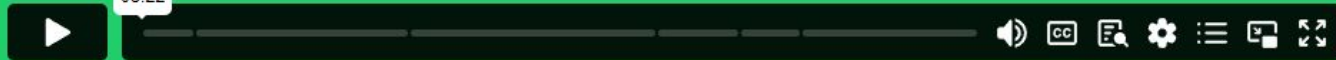


**QUESTIONS?**

## 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.

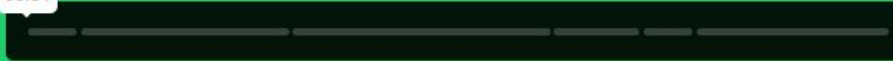
For teaching teens and adults, use our Grammar Practice Worksheets lesson on equative, comparative, and superlative adjectives.



## Superlative Adjectives



03:31

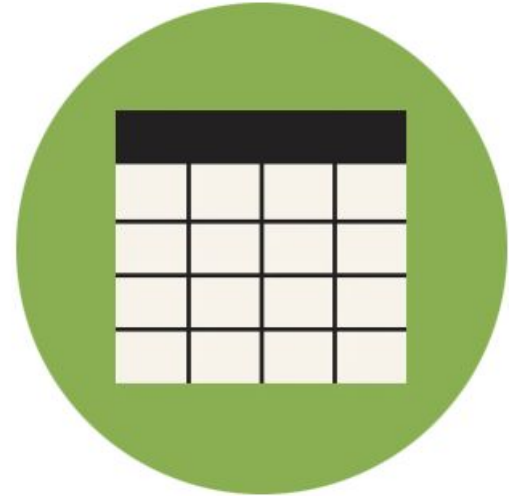


## Superlative Adjectives

### 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.





**QUESTIONS?**

# GRAMMAR – PRONUNCIATION RULES: REGULAR PAST VERBS

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

# GRAMMAR – PRONUNCIATION RULES: REGULAR PAST VERBS

## Pronunciation Practice

Listen to the recording and repeat the following words.

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

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

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

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

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

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

### Rule 3: *-ed* as /ɪd/

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

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

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



# Rule

1

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

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

**bluffed looked stopped passed washed watched frothed**

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

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

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



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

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

grabbed judged massaged hugged called trimmed planned

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

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

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



2

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


ng long a r v w z vowel sound

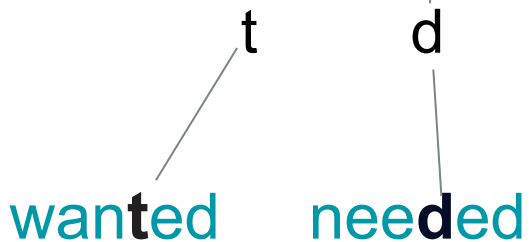
belonged bathed covered waded mowed sneezed carried

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

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

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

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



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

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

# GRAMMAR – REGULAR PAST VERBS – SPELLING RULES

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

**\*Note:**

There are some exceptions to this rule:

- pay → paid
- lay → laid

**\*\*Note:**

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

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

# 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)

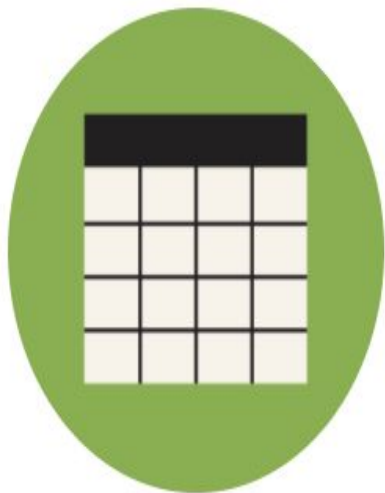
<https://www.liveworksheets.com/w/en/english-second-language-esl/411981>

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

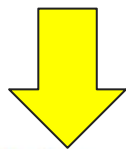
# PRONUNCIATION – IRREGULAR PAST TENSE VERBS

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)

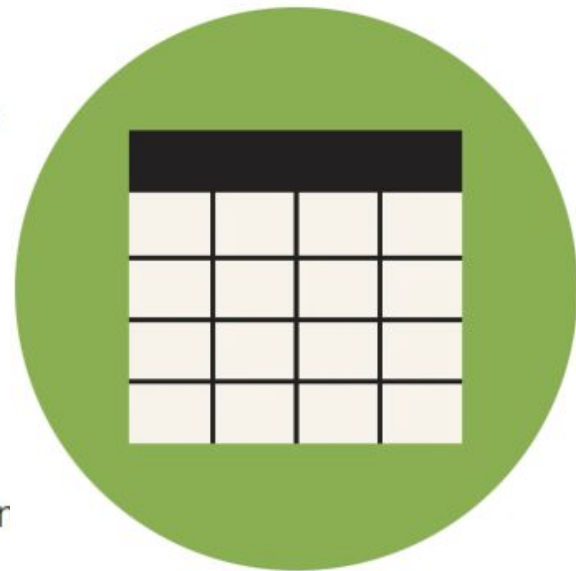
# PRONUNCIATION - IRREGULAR PAST TENSE VERBS

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 (2 PAGE VERSION)



## Irregular Verb List: Present, Past & Past Participle



### Grammar & Usage

💡 Low Int - High Int    🎓 All ages

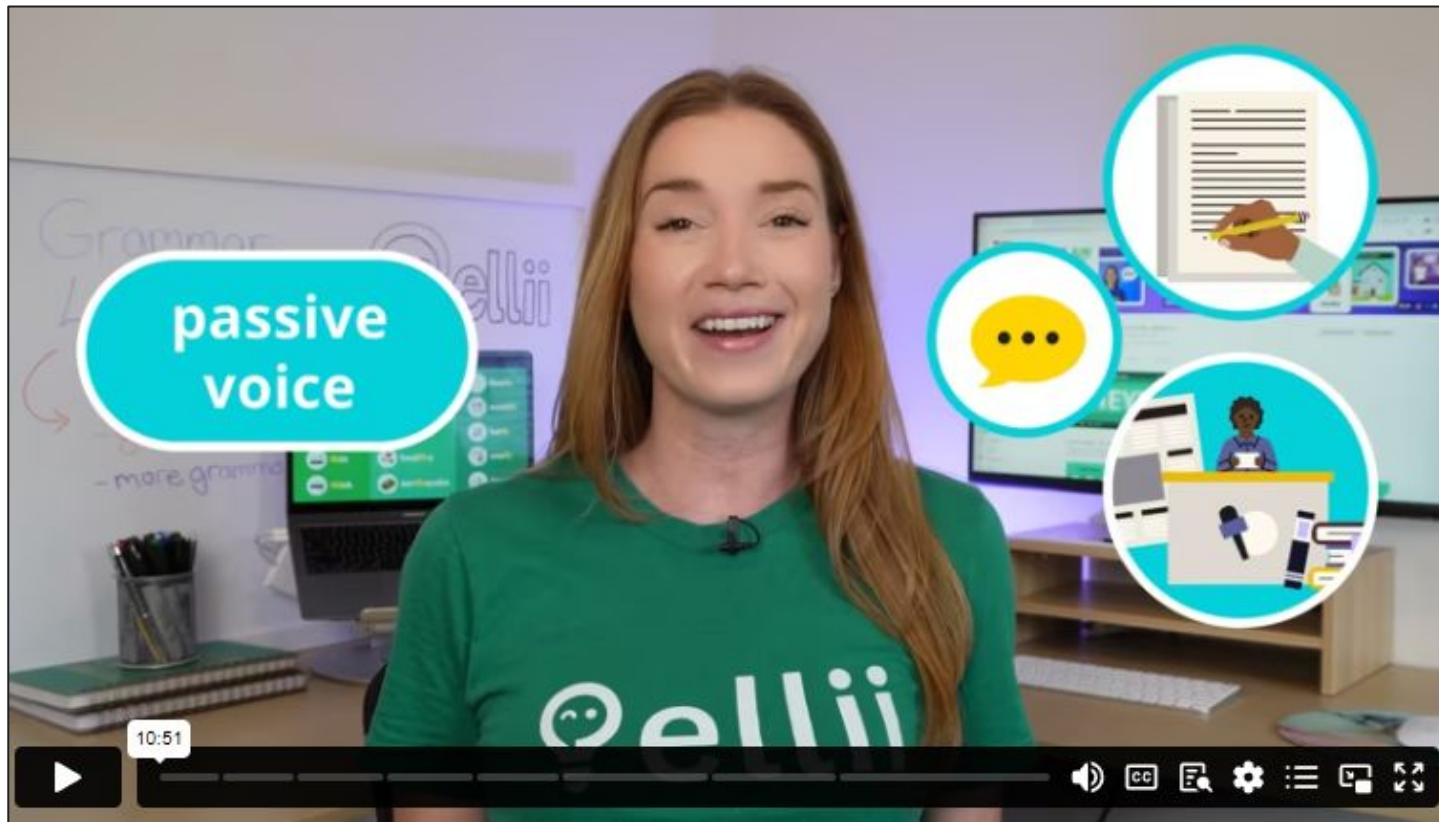
Use this list of common irregular verbs to compare the base form (simple present), the simple past, and the past participle.

# IRREGULAR PAST TENSE VERBS - QUIZZES

English Club (Quizzes 1 - 8)

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

Listen



passive voice

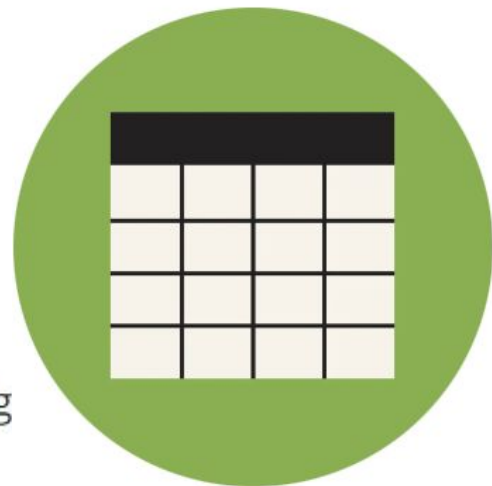
10:51

# The Passive Voice

## Grammar & Usage

💡 Int - High Int    👤 All ages

This chart shows examples of sentences in the active voice becoming passive using the 12 English verb tenses.



# Passive Voice

## Grammar Practice Worksheets

💡 Int – High Int    👤 Teens & Adults

In this lesson, students practice using the passive voice with a variety of tenses and modals. Tasks where students have to distinguish between the active and passive voice are included.





Read

# Passive Voice Stories

## Grammar Stories

 Int  All ages

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



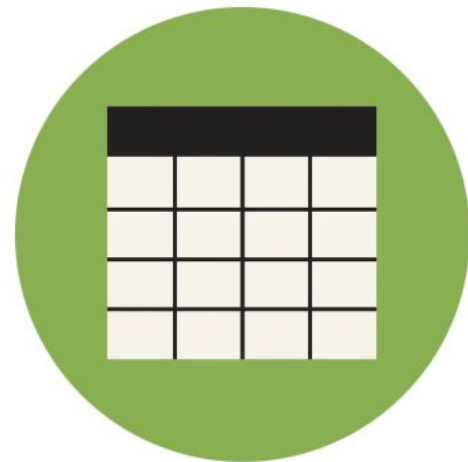
## Practice & Review

# Verb Cards: Present, Past & Past Participle

### Grammar & Usage

💡 Low Int - High Int   🎓 All ages

Use these cards for a variety of activities such as matchup tasks, concentration, and go fish. Includes base (present) verb cards, irregular past verb cards, and irregular past participle verb cards.





**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

“Dream House”

Student B

1. Has your idea of a dream house changed since you were a child? How?

1a. Yes, my idea of a dream house has changed since I was a child ...

1b. No, my idea of a dream house has not changed since I was a child ...





# 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**.

## 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

## 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)

*Practice speaking English every day!*

See you NEXT CLASS!

*Click on ....*

**Leave Meeting**

EXTRA SLIDES

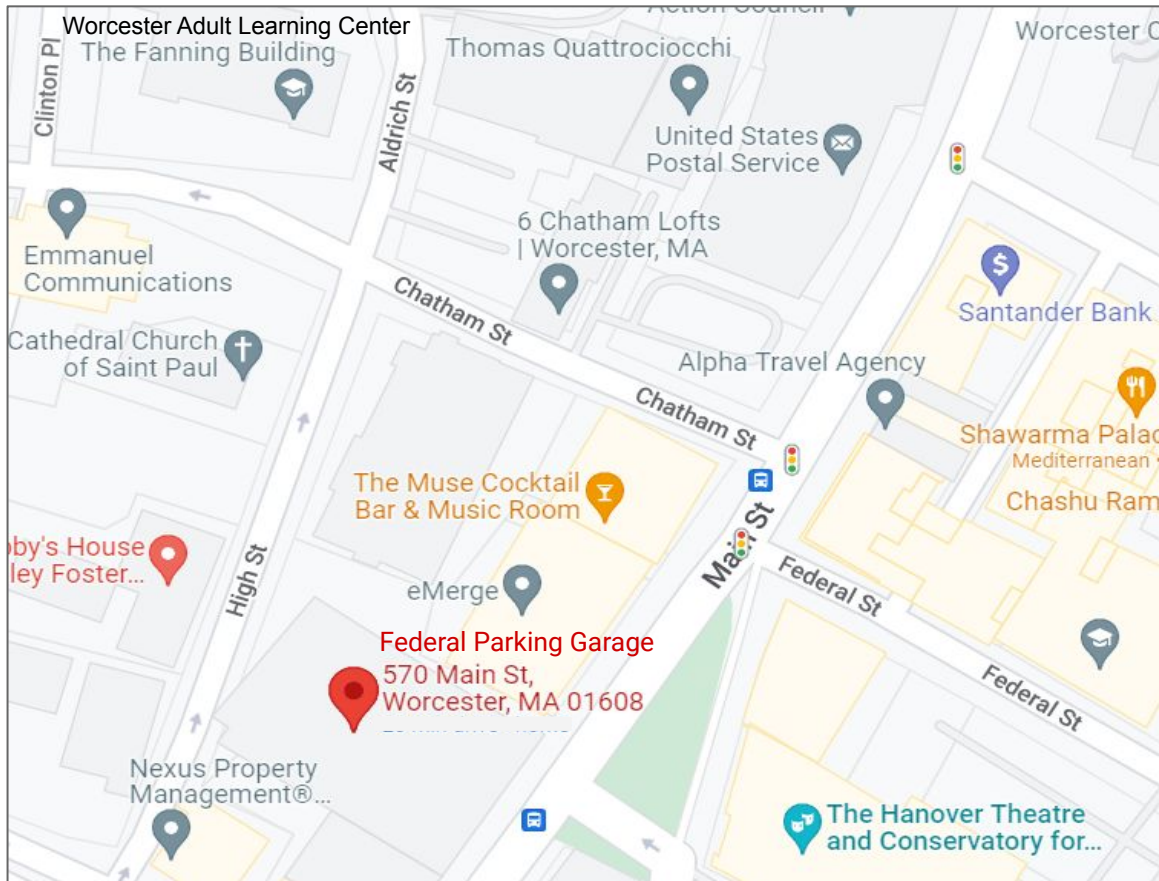
## DOWNLOAD A LANGUAGE APP

<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!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.