

Welcome to ESOL Entry 3

Islington Adult Community Learning
Autumn term

Teacher: Petra



Week 3

Wednesday 4th November

Lesson objectives: *objective - (noun) something that you plan to do or achieve = lesson plan*

- Talk about what you should do to keep healthy.
- Revise and practise saying how often you do something (using adverbs of frequency)
- Revise prepositions of time (in, on, at)
- Discuss individual learning plans and learning goals



What did we talk about in the last lesson?



What advice would you give to someone who wants to have a healthier lifestyle?

How do we give advice?

- We use **should** to give advice or to say that something is a good idea.

You should drink plenty of water.

- We use **shouldn't** (= should not) to give advice or to say that something is not a good idea.

You shouldn't smoke.

What should you do to keep healthy?

use **should/ shouldn't**

You should... You shouldn't...



What are **adverbs of frequency**?

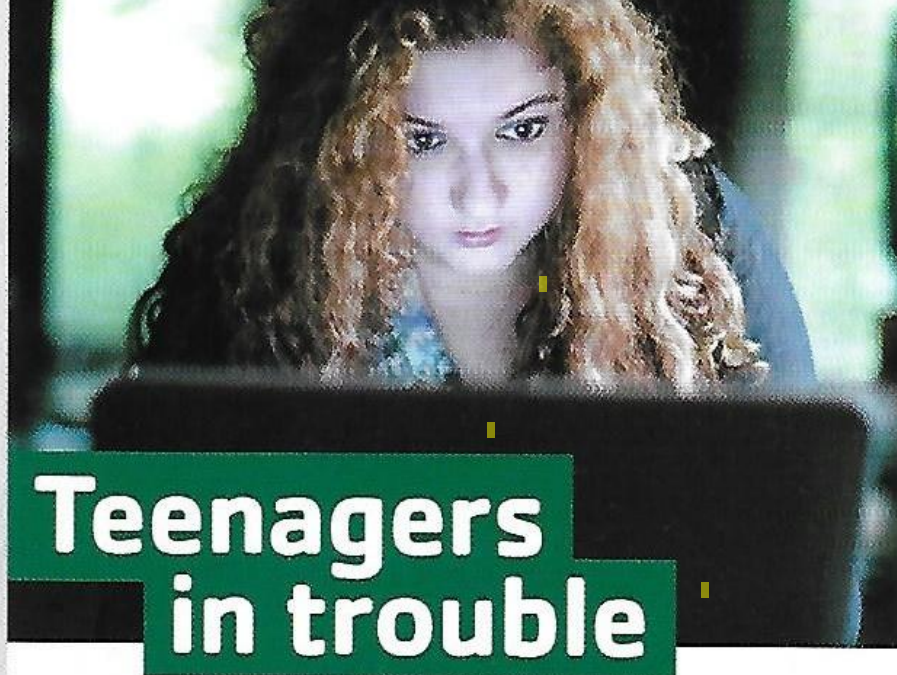
Can you give examples?

Look at the picture. How old do you think the girl is?



Read the text about teenagers in the USA.

Are teenagers in the UK similar?



American teenagers may, for the first time in the nation's history, live shorter lives than their parents because of their unhealthy lifestyles.

According to recent research:

- 96% spend more than five hours looking at a screen every day.
- 86% hardly ever eat fruit or green vegetables.
- 75% don't usually sleep for eight hours a day – the average is seven hours.
- 34% eat fast food at least once a day.
- 33% drink more than four sugary drinks every day.
- 31% are often very stressed.
- 25% never do sport or exercise.

Look at the **highlighted** words and expressions and choose the correct rule.

1. Adverbs of frequency (e.g. *usually*) go:
 - A. before the main verb
 - B. after the main verb
2. Adverbs of frequency (e.g. *usually*) go:
 - A. before the verb to be
 - B. after the verb to be

Teenagers in trouble

American teenagers may, for the first time in the nation's history, live shorter lives than their parents because of their unhealthy lifestyles. According to recent research:

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Look at the **highlighted** expressions and choose the correct rule.

1. Expressions of frequency (e.g. *every week*) go:

- A. at the beginning of a sentence
- B. at the end of a sentence

Teenagers in trouble

American teenagers may, for the first time in the nation's history, live shorter lives than their parents because of their unhealthy lifestyles. According to recent research:

- 96% spend more than five hours looking at a screen **every day**.
- 86% **hardly ever** eat fruit or green vegetables.
- 75% **don't usually sleep** for eight hours a day – the average is seven hours.
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The adverb goes **BEFORE** the verb:

I **always** **have** toast for breakfast.

My children **sometimes** **play** in the park.

Verb **to be**: the adverb goes **AFTER** the verb:

I **am** **never** hungry in the morning.

He **is** **always** late.

~~I always am late.~~

Add an adverb of frequency to the sentences to make them true for you.

Example:

I walk to the shops. → I never walk to the shops.

1. I do sport or exercise.
2. I use public transport.
3. I am stressed.
4. I am late.

Sometimes and usually can also come at the beginning or the end of a sentence:

Sometimes we go out.

We go out **sometimes**.

Usually I walk to school.

Never and always don't come at the beginning or the end of a sentence:

NOT ~~Never I go to the gym.~~

~~Always I have tea in the morning.~~

HOW TO LIVE TO BE 100!

How often do you...?

1

have breakfast

A never / hardly ever B sometimes C usually

2

have three meals a day

A never / hardly ever B sometimes C usually

3

eat fresh fruit and vegetables

A never / hardly ever B sometimes C often

4

eat fried food (chips, etc.)

A often B sometimes C never / hardly ever

5

put salt on your food

A always B sometimes C never / hardly ever

6

drink alcohol

A often B sometimes C never / hardly ever

7

take sugar in tea / coffee

A always B sometimes C never

8

do exercise

A never / hardly ever B sometimes C often

9

travel by car

A usually B sometimes C never / hardly ever

10

feel tired or stressed

A always B sometimes C never / hardly ever

11

go out with friends

A never / hardly ever B sometimes C often

Prepositions of time: *in*, *on*, *at*



Complete with *at, in, or on*.

on Saturday

1 in the evening

2 on 22nd September

3 in the summer

4 at 7.30

5 at night

6 on Wednesday afternoon

7 at the weekend

8 in January

9 in 2020

Look at the three circles below. When do we use **on**, **in**, **at**?

prepositions of time

1

the morning
the afternoon
the evening
December
the summer
1998

2

Monday (morning)
the 12th of July
my birthday

3

three o'clock
midday / midnight
lunchtime
night
the weekend
Christmas / Easter / New Year

prepositions of time

in

the morning
the afternoon
the evening
December
the summer
1998

on

Monday (morning)
the 12th of July
my birthday

at

three o'clock
midday / midnight
lunchtime
night
the weekend
Christmas / Easter / New Year

- Use *in* for parts of the day, months, seasons, and years.
- Use *on* for days and dates.
- Use *at* for times of the day, *night*, *the weekend*, and festivals.

Homework

Complete with *in*, *on*, or *at*.

- 1 on July 9th
- 2 at 6.30
- 3 in the evening
- 4 at the weekend
- 5 on the 1st of January
- 6 in the winter
- 7 in 2005
- 8 at lunchtime
- 9 in September
- 10 at night
- 11 on Thursday morning
- 12 at Easter
- 13 on Saturday

VOCABULARY

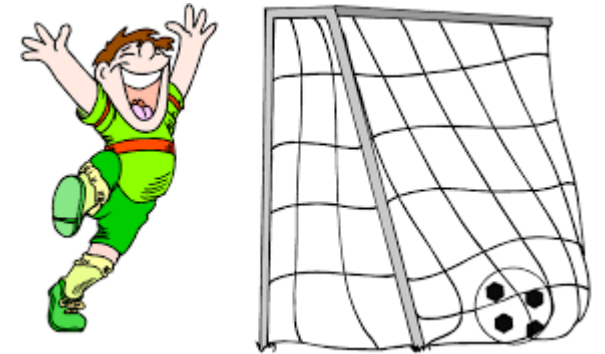
to achieve - (verb) to complete something, to succeed in doing something good, usually by working hard:

He's achieved great results.

a goal - (noun) – something you want to do well in the future, something that you hope to achieve:

Amina's goal is to pass her driving test.

to set goals - to decide what you want to learn or improve

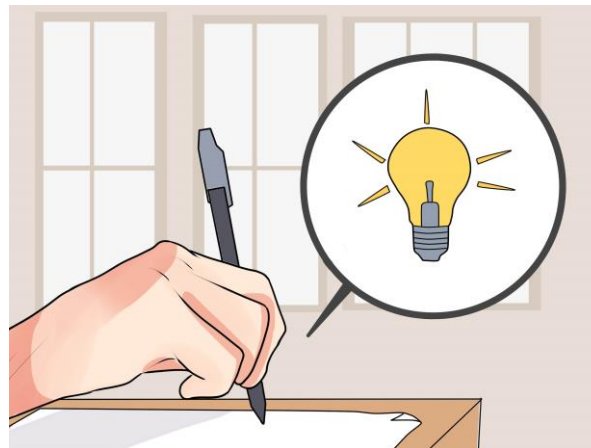


Individual learning plan

Your teacher will support you to set goals for your learning plan. You will discuss what you can do well and what you need to improve. This will help you and your teacher to plan learning and support.



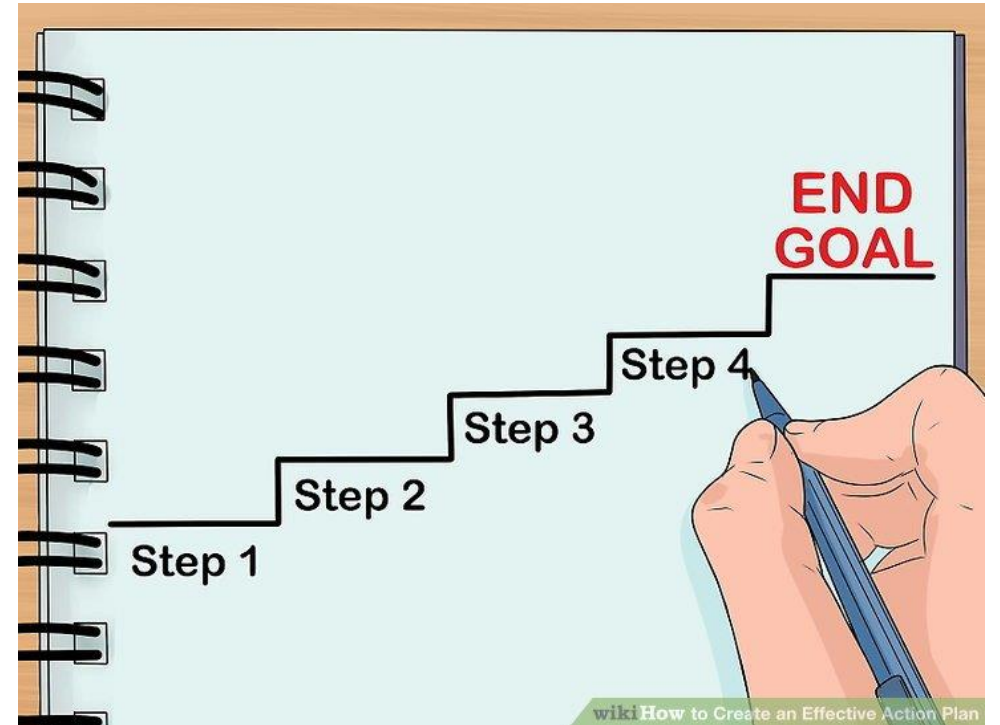
to set goals – to agree what you want to learn or improve



What are **short-term goals**?

What are **long-term goals**?

What is the difference?



Setting goals for your learning plan

Long-term goals = what you want to do in the future (work and study)

Examples:

- I want to find a job/ a better job.
- I want to study for a qualification in social care.
- Be able to help my children with their homework

Short-term goals = what you can learn on your ESOL course to help you achieve your future goals

Examples:

- improve my spelling
- use past simple to speak about my life

Personal learning goals = what you will be able to do by the end of the course

Your **personal learning goals** for your learning plan need to be very **specific** and **realistic** so that you can achieve your goals by the end of the course.

Examples:

- spell the names of the week
- spell correctly common words related to health
- use capital letter for “I” and at the start of a sentence
- use “s” for he/she/it in present simple
- use the past simple of common irregular verbs when writing about my life (come, have, get, leave, buy..)

Homework

Word order: frequency adverbs, auxiliaries

13 Put the words in brackets in the correct places in the sentences, as in the example.

sometimes

- a I have dinner at my friend's house. (sometimes)
- b Caroline eats fish. (never)
- c I often eat in a restaurant. (don't)
- d I get up late on a Sunday morning. (usually)
- e It's very hot in August in my city. (always)
- f The Brown family usually to Italy on holiday. (go)
- g The weather always cold in January. (is)
- h The bus is late. (often)