The EARLY BIRD Special

A potpourri of opening activities for adult ESL classes

by Fran Marshall
The Early Bird Special is an instructor’s handbook of easily prepared review openers for an entire ESL year. The variety of activities will encourage learners to speak, listen, think and write in English as soon as they arrive.

It is the fourth ESL publication by author Fran Marshall

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THE EARLY BIRD SPECIAL

Do some members of your class straggle in ten or fifteen minutes late?

Do some learners visit with each other in their first language as they wait for the class to start?

Do you hear many of the same errors repeated?

Do you think we owe it to our learners to make maximum use of our time together?

If you answered yes to any or all of the above questions, THE EARLY BIRD SPECIAL, the manual that expands on THIRTY MINUTES TO REVIEW, is for you!

Our challenge is to offer a stimulating variety of practical grammar-based review activities that will encourage the self-directed capabilities of our mature learners.

The optimum time to implement review is during the first segment of each session. The simple instructions are on the board before the class starts. The first people to arrive will work at the board and later ones at their seats.

The advantages are numerous. Individuals can begin to think and work in English as soon as they arrive instead of waiting for the class to begin. Interest level is high because of variation in activities. A significant amount of learning takes place as difficulties are clarified. Very little teacher preparation is required. You simply decide which opener you will use and have the necessary information on the board.

Tell the class that this will be the format. They will work for about fifteen to twenty minutes, depending on the opener, as the instructor interacts, gives assistance, facilitates the review process. The next fifteen to twenty minutes are spent taking up the activity.

The activities can be varied daily or one type of opener can be used for several days. It will be time well spent and the positive results will be evident.
Some learners will arrive early and finish ahead of others. There are numerous extras that you can have ready for **THE EARLY BIRDS**. A very useful and popular activity is the one I call **IF IT'S BROKEN, PLEASE FIX IT!**

Have on hand pages of sentences that have errors:

- missing articles and prepositions
- incorrect word order, verb tense, vocabulary
- a potpourri of the above

Sample page:

1. Our friends came Canada United States May.
2. He arrived work ten o’clock morning.
3. The waiter served our dinner that had a moustache.
4. She deposited the money in the bank which was a gift from her parents.
5. I’ve been yesterday to see lawyer.
6. He made change in floor plan of build.
7. We are interested to learn for Canadian politic.
8. I can recommend you good ESL class.
9. What means this? Iss true?
10. Why she has live early?

Near the end of this manual you will find *quizzes*. Each one has questions that require a good deal of *thought* and *skill*. This type of page is very useful for people who are ready to go on to the next learning task. There are also *memo, invitation* and *paragraph writing ideas* for task-based activities.
SMALL BEGINNINGS - BIG RESULTS!

The completion of open-ended sentences provides an opportunity to emphasize good sentence structure. The opinions expressed promote spontaneous, stimulating discussions. Have 3 or 4 sentence beginnings on the board before class. Everyone finishes the sentences, then structure evaluations and discussions take place. Those who finish ahead of others will choose one sentence and write a paragraph. It can be suggested to the others that they do this for homework! Here are some examples:

The most important decisions in one’s life

My greatest surprise about Canada

The world would be a better place if

Experience is a good teacher because

I would rather receive a letter than a phone call

If I taught this class,

Television commercials are annoying when

My pet peeve

Adjusting to a new language and culture requires

If I were

SAY WHAT YOU MEAN AND MEAN WHAT YOU SAY

Expressions that we take for granted often cause confusion. Use one or two of these examples as an interesting and valuable opener. Make sentences to show the difference in meaning.

in the way / on the way / out of the way / by way of / by the way

on my mind / have in mind / keep in mind / don’t mind

on sale / for sale / final sale

in order / on order / out of order / in order to

the other / another / each other

beside / besides / beside the point / beside myself

ups and downs / upside down

by hand / out of hand / in hand / hand in hand

in case / in case of / in that case

at all / after all / all in all / once and for all

in question / out of the question

double standard / double trouble
MONDAY MORNING MALAISE

It's practical, it's thought-provoking and it provides verb tense practice. It's easily prepared and your class works harder than you! This review opener allows learners to choose their own verbs to fit a particular situation. Use one of these examples.

SIMPLE PAST PRACTICE

How many simple past tense verbs can be used in this sentence without adding or changing other words?

I _____________ the flowers.        Example: planted

Instructors: I thought of 18 possibilities. Can you or your class add to that number?

Place the past tense verbs on a pronunciation chart.

   ed    id    t    irregular    easy

   planted

PRESENT PERFECT PRACTICE

How many present perfect verbs can be used in this sentence without adding or changing other words?

She _______ already _________ the car.        Example: borrowed

Instructors: I thought of 22 possibilities. Can you reach a higher number?

Place the past participles on a chart.

Same as simple past.      Different

borrowed
FUTURE CONTINUOUS PRACTICE

How many future continuous verbs can be used in this sentence?

I _________________________________ in 5 years.

Example: will be speaking English perfectly

FUTURE PERFECT PRACTICE

How many future perfect verbs plus two or three other words can you use in this sentence?

He ______________________________ by June.

Example: will have become a father

Instructor: There are unlimited possibilities!

SHOULD HAVE PRACTICE

What should you have done last week?

I ______________________________ last week.

Example: should have written a letter

If you want to have fun, change your sentences to negative and use contractions.

PRACTICE WITH PASSIVES

How many simple present continuous passives can you use in this sentence?

The meal ____________________________ .

Example: is being eaten

Now change your sentences to simple past passive.

Now make questions with the same sentences, but use present perfect passive.
CONDITIONAL PRACTICE - MIXED and OTHERWISE

Each conditional has two time differences. How many future conditional endings can you use with this beginning?

If I have time, I ____________________________.

Example: will go shopping

How many general time conditional endings can you use with this beginning?

If I have time, I usually ____________________________.

Example: visit my friends

How many present unreal conditional endings can you use with this beginning?

If I bought a lottery ticket, I ____________________________.

Example: might win

How many general past time conditional endings can you use with this beginning?

If I bought a lottery ticket, I ____________________________.

Example: never won

How many past unreal conditional endings can you use with this beginning?

If I’d won, I ____________________________.

Example: would have shared the money (with my teacher)

How many present result conditional endings can you use with this beginning?

If I’d won, I ____________________________.

Example: wouldn’t be here now

For each one, the really early birds can invert the order or they can change the sentence to negative.
CAUSATIVE VERB PRACTICE

How many ways can you complete this sentence?

I’ll __________ my house ____________.

Example: have painted

or

get renovated

How many ways can you complete these sentences?

I made my children _________________. Example: clean their rooms

I let my children _________________. Example: stay up late

NEGATIVES WITH MUST AND HAVE TO

Use the correct negative verb.

You _________________ eat my cooking if you don’t like it.

You _________________ exceed the speed limit, you will get a ticket.

You _________________ be dressed up to go to that restaurant.

You _________________ explain your absence.

You _________________ drive without a licence.

You _________________ like everybody.

You _________________ file your income tax before April 30.

You _________________ smoke in public places.

GERUND OR INFINITIVE?

How many ways can you finish these sentences?

I enjoyed _________________. Example: seeing the movie.

She agreed _________________. Example: to work with me.
WHY ARE ARTICLES NECESSARY?

(to save ESL teachers’ jobs!)

Many languages do not have articles and our learners find them very confusing. How often have you heard, “I have appointment,” and “I went to the Ottawa”? After they have learned the rules for article usage, an effective review opener simply involves having your class make sentences and be prepared to explain why a, an, the or zero article was used. Here are some examples to choose from as an opener.

WHAT’S THE DIFFERENCE?

Write sentences and be prepared to explain your use or nonuse of articles.

COUNT NOUNS - 4 ways

a job / the job / the jobs / jobs

NONCOUNT CONCRETE NOUNS - 2 ways

homework / the homework

NONCOUNT ABSTRACT NOUNS - 3 ways

honesty / an honesty / the honesty

PLACE NAMES

Canada / Toronto / Lake Ontario / the United States / The St. Lawrence River

Sherway Gardens / Humber College / the CN Tower / Loblaws / Queen’s Park

TITLES

Professor Jones / Dr. Smith / the Prime Minister / Prime Minister Chretien

the Premier / Premier Harris / the Honourable Allan Rock

Sir John A. Macdonald / Reverend Paul Johnson / Mr. Mrs. Ms.
LET YOUR VOCABULARY GROW

Our learners can often use verbs, but when it comes to making nouns and adjectives from those verbs they experience difficulty because of the many noun and adjective suffixes in English.

Put a chart on the board with spaces for the appropriate words. Use as many as your class can handle in one review session. It’s a good idea to have them use the new words in either oral or written sentences. A word is valuable only if you can use it effectively.

Examples:

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>grow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>choose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sympathize</td>
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<tr>
<td>differ</td>
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<td>decide</td>
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<td>agree</td>
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<td>criticize</td>
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<td>lose</td>
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<td>advise</td>
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<td>pay</td>
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<td>act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conclude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>succeed</td>
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</tr>
</tbody>
</table>

Decide if today’s verbs have an adverb form!
PROCESS PRESENTATIONS

An exciting challenge for your ESL learners will be the *planning*, *organizing* and *sequencing* of facts as they prepare to teach their peers *how to do something*. They will gain confidence in using English and show tangible evidence of achievement. First of all, demonstrate to your class how to perform a simple task. Use pictures, charts or diagrams if necessary. Then assign each person a *calendar date* on which he/she will give a presentation to the class. Ask for a *written* copy of each person’s plan. As an opener, have one or two people give their presentations.

You and the class listen for *information*, *logical order*, *pronunciation* and *vocabulary usage*. Encourage the class to ask questions following each presentation.

You will be amazed at how much everyone learns and how creative your people are.

By the way, one of the most interesting presentations I’ve had in my class was from a young man who described in detail *how to get out of doing the assignment*.

Learners can choose their own topics, but if they need help, here are some suggestions.

**How to ......**

- *make chicken soup*
- *change flashlight batteries*
- *remove coffee stains*
- *relieve cold symptoms*
- *plan a romantic dinner for two*
- *relax*
- *give yourself a lift*
- *plan a trip*
- *take your visitors sightseeing in Toronto*
THE COMBO! VERBS AND PREPOSITIONS

*Phrasal verbs* are wonderful: they could keep ESL instructors in business forever. They can be a source of embarrassment to our learners, however, because the preposition or adverb added to a verb completely changes the meaning. It often makes an enigmatic expression. One student wrote that I had *passed away* after I related a fainting incident. Another told his Canadian hostess that he was *fed up* with her food when she encouraged him to have a second helping.

Here are some suggestions for using *phrasal verbs* as an opening activity.

1. Place *one verb* and *a few prepositions* on the board. Have class make sentences with *each new expression*. If there is more than one meaning, a sentence is required for *each*.

   If the expression is *separable*, they write the sentence 3 *ways*, using both *noun* and *pronoun objects*. One verb and 3 or 4 prepositions - *enough* for one day!

   **Examples:**

   **take** - *off, on, up, over, down, out, in, back, to, for, after*

   **look** - *up, in, into, out, up to, over, down, down on, for, back, back on*

   **get** - *up, over, off, out, out of, into, down, after, by, along, across*

   **bring** - *up, over, out, down, along, back, forward, on, in*

   **make** - *up, out, do with, over, into, up for, off*

   Some other verbs that take many different prepositions or adverbs:

   *turn, put, hand, break, hold, let, run, come, go*

2. Use only *one preposition* and *a few verbs*: Have class make sentences with each new expression. If there is more than one meaning, a sentence is required *for each*. If the
sentence is *separable*, they write the expression 3 *ways*. Again, one preposition per
day is *enough*!

*Examples:*

*up-*

*lift, fill, mix, hold, throw, give, catch, do, grow, let*

*There are about 100 verbs to which up can be added!*

*in-*

*hand, break, put, fill, let, turn, take, sleep, get*

*off-*

*call, hold, put, write, pay, turn, take, let, get*

Just think of how many new expressions that can be made with verbs and the following
prepositions or adverbs:

*on, to, over, back, into, down, out, away, for, after*

3 For *variation*, have one person make a *sentence* and another ask a *question.*

4 *Extra practice,* use this kind of sentence. Change the italicized word to a phrasal verb.

a) They *cancelled* the meeting. 

b) He *submitted* his application.

c) She *rejected* the proposal.

Change the italicized words to one word.

a) They *put off* the game until tomorrow.

b) The police *looked into* the accident.

c) She was *held up* in traffic.

5 How many meanings are there for these phrasal verbs?

*make up / break down / turn off / hold up / take off / pay off / take over*

Now- combine each of the above to make a *noun!*
THE PERFECT COMBO - VERB TENSES AND QUESTIONS

*Time* of an action determines which *verb tense* is needed. *Auxiliary verbs* cause confusion in *question word order*. Reinforce the correct use of both by having learners make questions as they contrast the verb tenses.

*Examples:*

1 Make positive questions in both *simple present* and *present continuous*. Be prepared to explain the time difference.

*Where / go*  
*Why / do*  
*What language / speak*

Make a *negative question* in *each* verb tense.

2 Make positive questions using *simple past* and *past continuous* in each question.

*Explain the time difference.*

*Where / walk / fall*  
*What / do / arrive*

*How fast / drive / had*  
*Why / sleep / phone*

Make *negative questions*, one in *simple past*, one in *past continuous*.

3 Contrast the *simple past* and *present perfect* by making questions in each tense.

*Explain the time difference.*

*How long / work*  
*How many years / live*

*How much money / spend*  
*Where / be*

4 Contrast *present perfect continuous* and *present perfect* with questions.

*Use present perfect for result.*

*How long / save*  
*How long / drive*

*How much / save*  
*How far / drive*
Change these *simple past* and *past perfect* sentences to questions.

*Explain the time difference.*

He *left* when I arrived.

He *had left* when I arrived.

She *learned* to cook when she got married.

She *had learned* to cook when she got married.

An easy, lazy day for ESL instructors!

Simply put *why* with *negative auxiliaries* on the board and instruct the class to finish the job!

- *Why don’t*  
- *Why aren’t*  
- *Why didn’t*

- *Why wasn’t*  
- *Why haven’t*  
- *Why hadn’t*

- *Why can’t*  
- *Why won’t*  
- *Why couldn’t*

- *Why wouldn’t*  
- *Why shouldn’t*  
- *Why mustn’t*

And now write the questions *without using contractions*!

Use these *question words* with *verb tenses of your choice*!

| What colour | What kind of |
| What size | Which bus |
| Whose | Who |
| How come | How far |
| How long | How many |
| How much | How tall |
| How wide | How big |
| Which one | When |
LITTLE ACTIVITIES THAT MAKE A BIG DIFFERENCE!

A significant amount of review and acquisition of new vocabulary takes place by simply using a few words or sentences for a particular purpose each day as an opener.

WORDS WITH A DIFFERENCE!

Make lists of words that are often mispronounced, misspelled and misused.

Instruct the class to make a sentence with each word to show the meaning. Use a few at a time.

Examples:

- smell / smile
- breath / breathe
- sit / set
- warm / worm
- lose / loose / loss
- play / pray
- end / and
- dead / died
- won’t / want
- wonder / wander
- conscience / conscious
- finally / finely

HOMONYMS, ANTONYMS, SYNONYMS

Keep lists of words for these categories.

As an opener, place a few words and the category on the board before the class arrives.

Have the students write the word and its homonym, antonym or synonym in a sentence.

Example: Homonyms

I hope they hire me for a higher position.

wait waist sees (2) I’ll guessed

allowed sweet heal (2) patience daze

Example: Antonyms

The class starts at 9:00 and ends at 12:00.
light    find    extrovert    cheap    same
dirty    birth    guilty   enemy    always

Example: Synonyms

He is a clever boy, as intelligent as his mother!

correct    permit    astonished   rich    shy
stay    essential    harm    ill    nice

ED or ING?

Are you bored or boring?

Make two sentences to show the difference in meaning when you add ED or ING to each word. Watch your prepositions!

Examples:

bore    interest    surprise    tire    charm

un, im, in, il, dis, mis, ir, non

A few of these not prefixes with some words placed on the board makes a good opener.

Add the correct prefix and use both words.

Example:

Is it legal to park here? No, it is illegal.
moral    necessary    verbal    reversible
legible    obey    considerate    eligible
pronounce    planned    refundable    appear
DID YOU MAKE IT or DID YOU DO IT?

reservation    dishes    decision    fun of    mistake
favour          without   homework    job      shopping
change          hair      laundry    schedule    time

Use a few each time, have students add to the list.

CURIous OR just plain nosy?

Your son or daughter has come home with a very special friend to be introduced to you.

You can’t be rude and ask a lot of questions, but you are naturally very curious!

You want to know......

You would like to find out......

You are interested in learning......

DON’T TALK, THIS IS AN ESL CLASS!

Have questions on the board that can be answered without speaking. One person asks, another answers with a gesture, a third tells what the second person did and meant.

Examples:

Did you drive to school?

Where is the coffee?

What size shoes does your teacher wear?

Are you leaving now?

What do you do when you meet someone for the first time?

Did you smile, nod, shake your head, shrug your shoulders, wave or ???
I'M GOING CRAZY! no article, no preposition!

You can go crazy all by yourself, and you can also go shopping, but many places you go require the preposition to and an article. Other places need only the to. In order to drill and reinforce the use of go, try this activity as an opener.

WHERE DID YOU GO?

<table>
<thead>
<tr>
<th>Think!</th>
<th>to?</th>
<th>article?</th>
<th>zero?</th>
</tr>
</thead>
<tbody>
<tr>
<td>downtown</td>
<td>McDonald's</td>
<td>mall</td>
<td></td>
</tr>
<tr>
<td>Ottawa</td>
<td>camping</td>
<td>school</td>
<td></td>
</tr>
<tr>
<td>doctor</td>
<td>barber</td>
<td>movie</td>
<td></td>
</tr>
<tr>
<td>shopping</td>
<td>shopping plaza</td>
<td>work</td>
<td></td>
</tr>
<tr>
<td>swimming</td>
<td>swimming lesson</td>
<td>wedding</td>
<td></td>
</tr>
<tr>
<td>out</td>
<td>upstairs</td>
<td>Humber College</td>
<td></td>
</tr>
<tr>
<td>Eaton Centre</td>
<td>dancing</td>
<td>Queen’s Park</td>
<td></td>
</tr>
</tbody>
</table>

WHEN DID YOU GO?

<table>
<thead>
<tr>
<th>Think!</th>
<th>on?</th>
<th>in?</th>
<th>at?</th>
<th>zero?</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 p.m.</td>
<td>Sunday</td>
<td>1997</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>noon</td>
<td>evening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>night</td>
<td>May 3</td>
<td>time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>weekend</td>
<td>last year</td>
<td>next day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HOW DID YOU GO?

<table>
<thead>
<tr>
<th>Think!</th>
<th>by?</th>
<th>in?</th>
<th>on?</th>
<th>--</th>
<th>the?</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>subway</td>
<td>bus</td>
<td>train</td>
<td>plane</td>
<td>bicycle</td>
</tr>
</tbody>
</table>

New examples can be added daily.
WHERE IS UTOPIA?

Imagine that you are visiting this ideal place. Write a postcard to the class. Describe the weather, the people, the lifestyle. Tell when and if you are returning.

AN INVITATION

Your school is holding a graduation ceremony from 2 p.m. to 4 p.m. on June 28, 1997.

Fill in the details on this invitation to be sent to your local M.P.P. Indicate that refreshments will be served and that a reply is requested.

PLEASE COME!

EVENT ________________________________

PLACE _______________________________

TIME _________________________________

DATE ________________________________


APOLOGIZE AND EXPLAIN

You had an appointment with the school counsellor. Unfortunately, you were delayed and arrived too late. The counsellor had left.

Write a note of apology to the counsellor. Explain your reason for not keeping the appointment.
IN THE NEWS

Assign the class the task of listening to the evening news broadcast and choosing one important item to report to a partner the following morning.

Each person relates relevant details - what, where, when, who - and answers any questions asked by the partner. The listeners take notes and some report to the class.

SIGHTSEEING IN YOUR CITY

Describe three tourist attractions that would appeal to someone visiting your city. Tell the location, the time that it is open, the price of admission, State why these places are interesting.

FIRE DRILL PROCEDURE

Describe in writing the steps to follow if there is a fire drill at your school.

WHEN IS TOMORROW YESTERDAY?

WHAT DID YOU SAY? WHAT DID SHE SAY?

Sample dialogue on the board:

Tuesday:

Customer: “I know it is late, but I need this jacket cleaned by tonight. Can you do it now?”

Clerk: “I’m sorry, but we’ll be closing early today because of the storm. If you leave it here, we can do it first thing tomorrow morning.”

Wednesday:

Report what you said on Tuesday and what the clerk replied.
A MEMO

Write a memo to your apartment superintendent to report that your refrigerator is not working properly. Request repairs or replacement.

To: ___________________________ Date: ________________

From: __________________________

Re: ______________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Extra memo ideas:

- to your supervisor at work to request vacation on specific dates.
- to your ESL instructor to tell reason for absence for next two weeks.

PARAGRAPH IDEAS

First sentence examples:

- Sometimes I am quite absent-minded.
- My first day in Canada surprised me.
- Canadians eat a lot of junk food.
- My first job was a disaster.
- I will never forget my grandmother.
- Canadians should appreciate their country.
- I was first an emigrant, then an immigrant, and finally, a Canadian.
- I’d like to be an ESL teacher for a day.
GETTING TO KNOW YOU! INTERVIEW A PARTNER

Ask a partner these questions. Make notes and give a report about that person.

1. Do you live in an apartment or a house?

2. What was your job before you came to Canada?

3. How many countries have you lived in?

4. How many languages do you speak?

5. What do you like about Canada?

6. What do you dislike about Canada?

7. Which sports, if any, do you play?

8. Which musical instruments, if any, do you play?

9. Which season do you enjoy most in Canada? Why?

10. What do you think you will be doing in five years?

11. Use three adjectives to describe yourself.

12. What do you think your boss or your teacher would say about you?

13. If you could choose any job, what would it be?

14. Do you have any bad habits?

15. Do you think these questions are: interesting? silly? strange?

16. If you were making up this interview, what would you ask?
IT'S TIME FOR A QUIZ!

1. What is the difference between a picture and a pitcher?

2. What is the difference?
   
   *some think*  *some sing*  *some sink*  *something*

3. Write and say a word that rhymes with each of these:
   
   *does*  *goes*  *shoes*

4. Think of an adjective that ends in *ly*.

5. Does the word describe you?

6. How many ways can you ask a question with *like*?

7. What is the difference in *picked up* in these two sentences?
   
   I *picked up* the baby.
   I *picked* my friend *up* at the subway.

8. Which sentence do you think is *correct*? Why?
   
   I *slept* on the wet floor. I *slipped* on the wet floor.

9. Describe today's *weather*.
IT'S TIME FOR A QUIZ!

1. What is the difference between *desert* and *dessert*?

2. When would you *shrug your shoulders*?

3. What is the *name and address* of your ESL centre?

4. If you *run out of money* you are __________.

5. If your TV is *out of order* it is __________.

6. If you walk *four km* a day for the next *two years*, how many km will you walk? _____

7. Use the word *fair* in as many ways as possible.

8. When do you *turn your clock back* an hour? ________________

9. When do you *put your clock ahead* an hour? ________________

10. How many *hours* are there in a *week*? ________________

11. *How many of these hours* did you spend *studying English*? ________________

12. *How many hours should you have spent studying English*? ________________

13. Write a word that *rhymes* with each.

   says ______ doll ______ enough ______ year ______

14. Tell what each does:

   dentist ______ letter carrier ________ M.P. ______ M.P.P. ______

15. Name 5 methods of *transportation* you could use if you didn’t have a car.

   ______ ________ _________ ________ ________
IT'S TIME FOR A QUIZ!

1. Write and say a word that *rhymes* with each of these:
   
   *paid* ______________  *said* ______________

2. Why is *played* spelled *p-l-a-y-e-d* and *cried* spelled *c-r-i-e-d*?

3. When do you *yawn*?

4. What is the difference between *bird* and *beard*?

5. If you earned $12 *an hour* and got *time and a half* for *overtime*, how much would you get for a regular *35-hour week* plus *10 hours* of *overtime*?

6. How many ways can you use the word *cross*?

7. In the sentence, *I turned up at school late*, can you separate *turned up*?

8. Use the expression *turned up* in another way.

9. What is the difference between these two sentences?
   
   He had *only* $5.00 left.  *Only* he had $5.00 left.

10. Insert the word *patiently* in the sentence.
    
    She waited for the bus.  (3)

11. Name 5 kinds of *fruit juice*.

12. What is the difference between *locked in* and *locked out*?

13. Write a sentence using the plural of *woman*.

14. Write 2 words that rhyme with the plural of *mouse*.

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IT’S TIME FOR A QUIZ!

1. Give 5 adjectives that describe a good ESL student.

2. When do you wave?

3. When do you frown?

4. When do you squint?

5. What is the opposite of laugh?

6. Name three things you have in your wallet.

7. Why is Ottawa an important Canadian city?

8. How much change would you get from a 20-dollar bill if you bought an item that cost $12.50 plus tax? Tell which coins and bills could make that amount of money.

9. Use the past participle of come in a sentence.

10. The Premier of Ontario is

11. Vancouver is in the province of

12. Write 3 adjectives that end with the suffix able.

13. Write 5 weather adjectives that end with y.

14. How many adjectives could fit the sentence? He is a _________ driver.

15. Which word does not belong? cooperative / willing / stubborn / pleasant

16. What is the difference between Mrs. Miss Ms.?
IT’S TIME FOR A QUIZ!

1 These sentences are *broken*. Please *fix* them.

a. He likes coffee, and so I do.

b. They spoke English, and we too did.

c. I didn’t hear him, and neither she did.

d. You won’t leave early, and either I won’t.

2 Now - finish these sentences in 2 *ways*, using *so or too*.

a. Toronto is a large city, and ____________________________.
   ____________________________.

b. Our friends live in a bungalow, and ____________________________.
   ____________________________.

c. I watched the news last night, and ____________________________.
   ____________________________.

d. She has been to Niagara Falls, and ____________________________.
   ____________________________.

e. We’d already learned about Canada, and ____________________________.
   ____________________________.

3 Finish these sentences 2 *ways*, using *either or neither*.

a. I don’t have a million dollars, and ____________________________.
   ____________________________.

b. They didn’t pay the asking price for their house, and ____________________________.
   ____________________________.

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c. She has never seen the Rockies, and __________________________.
    __________________________.

d. We weren’t asked for our opinion, and __________________________.
    __________________________.

e. They won’t be absent next week, and __________________________.
    __________________________.

4 Name 2 homonyms for so.

Make sentences for each.

__________________________
__________________________

______________________________.
______________________________.

5 Name 2 homonyms for too.

Make sentences for each.

__________________________
__________________________

______________________________.
______________________________.

6 From sentence 2b, what kind of house is a bungalow?

______________________________.

7 Name 2 other kinds of houses.

__________________________
__________________________

8 From sentence 3b, what does the term asking price mean?

______________________________.
O CANADA!

1. Write, sing or say the first verse of our national anthem.

2. Canadian citizens have basic freedoms, rights and responsibilities. Name three of each.

3. The smallest province is ____________________________.

4. The last province to join Canada was ____________________________.

5. Canada Day is on __________ and on that day we celebrate ____________________________.

6. Canada’s two official languages are ____________________________ and ____________________________.

7. The animal symbol for Canada is the ____________________________.

8. Name the present federal political parties and their leaders.

9. The Premier of your province is __________ ____________.

10. The Lieutenant-Governor of your province is __________ ____________.

11. The Governor General of Canada is __________ ____________.

12. M.P. stands for __________ of ____________________________.

13. M.P.P. stands for __________ of ____________________________ ____________.

14. R.C.M.P. stands for __________ ____________ ____________ ____________.
15. *C.P.P.* stands for __________   __________   __________.

16. *E.I.* stands for __________   __________.

17. The *Prime Minister* of Canada is __________   __________.

18. The name for the *Canadian dollar coin* is the __________.

19. The name for the *Canadian two dollar coin* is the __________.

20. Name three *famous Canadians* and tell why each is well known.

    __________   __________

    __________   __________

    __________   __________

21. The *federal government* is responsible for __________

    __________

22. The *provincial government* is responsible for __________

    __________

23. The *municipal government* is responsible for __________

    __________

24. *I, as a Canadian,* am responsible for __________

    __________

25. Write a *short poem* about Canada.

    __________

    __________

    __________
.... AND MORE ABOUT CANADA

26. The name Canada comes from

                                                                                                                                                      
27. The size of Canada is                                                                                                                                  

28. The population of Canada is                                                                                                                           

29. The first four provinces to join together in Confederation were:

                                                                                      
30. The province in which I live joined Confederation in                                                                     

31. Canada’s Constitution is                                                                                                                              

                                                                                                                                                      
32. The only officially bilingual Canadian province is                                                                                                    

33. The largest number of bilingual Canadians live in                                                                                                     

34. The names of the Great Lakes are:

                                                                                                                                                      
35. The three principal types of industry in Canada are:

                                                                                                                                                      
36. If you could visit a city in another province, which one would you choose?                                                                           

                                                                                                                                                      
37. What have you heard about that city?

                                                                                                                                                      
                                                                                                                                                      
                                                                                                                                                      
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38. Canada has one of the most _culturally diverse_ populations in the world. People have come from over 150 countries. Find out where people in your class _emigrated from_.

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<tr>
<th>Name</th>
<th>Country</th>
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39. Ask one of the above to tell 2 _facts_ that he/she _knew_ about Canada _before_ coming here.

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<th>Name</th>
<th>Facts</th>
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40. What do you think you would find interesting about each region?

a. _The West Coast_ 

   [Blank space for input]

b. _The Prairie Provinces_ 

   [Blank space for input]

c. _Central Canada_ 

   [Blank space for input]

d. _The Atlantic Region_ 

   [Blank space for input]

e. _The North_ 

   [Blank space for input]
LET’S GET PERSONAL!

The instructor’s personal anecdote is a favorite with ESL classes. Tell 1 or 2 facts about an event. Have your learners elicit the rest of the story by asking, inferring and predicting. Write new words or idioms on the board. Then ask 3 or 4 people to retell the tale in sequence. Assign the homework - write what you heard!

CAREER GOAL - OR FANTASY!

We were discussing career goals and I divulged my lifelong desire to be a ventriloquist. My class did not know what that meant. I told them to find out for the next class - and be ready to discuss, “If I could be anything or anyone I wanted, I would..............................................”

Our fantasy career aspirations were truly fantastic! Try it with your class as a closing activity.

AND FINALLY - HOW TO MANAGE YOUR TIME

Each ESL session comprises 3 segments.

First segment - a review opener for 30 to 40 minutes

Second segment - new or continued concept or theme with task-based communicative activities for 70 to 80 minutes

Third segment - winding down with discussions, listening skills and pronunciation activities, role playing, songs, games, math and word puzzles

As your class leaves, take a few minutes to ask each person, “What did you learn today?”
ESL INSTRUCTORS

I welcome your feedback!

Please contact me to let me know which activities produced positive results.

Thanks

Fran
The Early Bird Special

Fran Marshall

Your intermediate to advanced ESL classes will arrive early and will be engrossed immediately in speaking, listening, thinking and writing - ENGLISH - when you use ideas from THE EARLY BIRD SPECIAL. This handbook for instructors expands on the popular 30 MINUTES TO REVIEW!

Publications by Fran Marshall:
- ESL Stories - Yours and Mine
- The Life and Times of Lillian
- ESL According to Fran
- Thirty Minutes to Review
- The Early Bird Special
- A Little Bit of Everything
- The Story of David

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