THIRTY MINUTES TO REVIEW!

CHALLENGING OPENING ACTIVITIES FOR ESL CLASSES

BY
FRAN MARSHALL
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<td>Opener with <em>Go, Arrive and Come</em></td>
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OPENING PROCEDURES

It is helpful to establish opening procedures with ESL classes. The students quickly learn that they are supposed to look at the board as soon as they arrive. The instructions are easy to follow and the first students to come to class work at the board. When there is no more board space, the later students work at their desks.

The grammar and vocabulary exercises suggested here can be varied daily. They can be adapted according to the level and ability of the class. Each one involves about thirty-five minutes including approximately fifteen minutes for students to work on them on their own. After this length of time, the exercise will be taken up with the class and any difficulties clarified.

These openers involve reviewing the areas where ESL students experience difficulty with the language. They should reinforce the use of verb tenses, vocabulary, question formation and sentence structure.

Some of these procedures and the examples given are written for use in intermediate and advanced classes.

However, they can be geared to more basic levels by using appropriate verb tenses and vocabulary.

If one of the openers is used each day, there will be enough variation of activity for about three weeks. Some teachers prefer to use one type of opener for several days before going on to a different one. It depends on your particular style, and whether you prefer variety or continuity for your class. Each opener requires very little preparation time for instructors.

The first time an opening activity is used it should be explained to the class so they will know what is expected from them. This explanation could take place at the end of the day before you plan to use the exercise. For instance, if you are going to use homonyms as the next day's opener, take ten or fifteen minutes to have the students understand and practice what they will do as soon as they arrive the next day.
Explaination: There are many words in English that sound the same but have different spellings and meanings. Think of the word to. It is a preposition and we use it in a sentence like this.

*I went to the store.* (blackboard)

Do you know another word that sounds exactly the same?

*The number two.* I have two hands. (blackboard)

It is a noun or an adjective.

Do you know another word that sounds exactly the same?

*The adverb too.*

It is too hot. I'm going too. (blackboard)

The words to, two, too, are homonyms.

There are many homonyms in the English language.

When you come to school tomorrow, there will be some words on the board.

**Instructions:**

Write a homonym for each of these words.

Write the homonym in a sentence.

<table>
<thead>
<tr>
<th>our</th>
<th>four</th>
<th>here</th>
<th>pair</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>no</td>
<td>I</td>
<td>so</td>
</tr>
<tr>
<td>blue</td>
<td>pain</td>
<td>flew</td>
<td>by</td>
</tr>
</tbody>
</table>

Students can work in pairs, one student uses the given word in a sentence, the partner uses the homonym.

The same method of explanation and example can be used for many of the activities in the manual.
OPENER WITH VERB TENSES AND QUESTIONS

There are numerous verb tenses in English. Learners are often confused about which one is needed. The formation of questions often results in incorrect word order and auxiliary verbs. These two areas of difficulty can be combined as a review opener with one added feature. Have the students make questions in two tenses and explain the difference. Use one of the following examples per day.

What's the Difference?

1. Make positive questions using simple present and present continuous. Be prepared to explain the difference between the tenses.
   Use these verbs:   a) wear    b) do    c) speak    d) sit

2. Make positive questions using simple past and past continuous in each question. Be prepared to explain the difference between the tenses.
   Use these verbs:   a) drive    see    c) go    meet
                       b) do    call    d) study    phone

3. Make positive questions in the simple past and present perfect. Explain the difference.
   Verbs: a) live    b) work    c) study    d) have

4. Make positive questions in the present perfect continuous and present perfect. Use the present perfect to show the result of the continuous action.

   a) How long    save
   How much    save
   b) How long    watch T.V.
   How many    watch
   c) How long    drive car
   How many km.    drive
5. Make positive questions in the simple past and past perfect. Be prepared to explain the difference.
   a) When eat
   b) Why leave

Change these statements into questions. Explain the time difference.
   a) He cleaned the house when I got home.
   b) He had cleaned the house when I got home.
   a) She learned English when she came to Canada.
   b) She had learned English when she came to Canada.

6. Make questions about these conditional sentences.
   a) If she has time, she will do her homework.
   b) If she has time, she does her homework.
   a) If he studied, he would learn.
   b) If he studied, he learned.
   a) If I had won the lottery, I wouldn't have come to school.
   b) If I had won the lottery, I would be on my way to the bank.

7. Complete these questions and explain the difference.
   a) Why doesn't
   b) Why isn't
   a) Why didn't
   b) Why weren't
   a) Why didn't
   b) Why hasn't
   a) Why haven't
   b) Why hadn't
   a) Why can't
   b) Why won't
   a) Why shouldn't
   b) Why couldn't
   c) Why wouldn't

Now ask the above questions without using contractions.
8. For a sample review of question formation put some of these question words on the board with this instruction:

Finish these questions in your choice of verb tense.

a) What kind of
b) What size
c) What colour
d) What time
e) How much
f) How many
g) How far
h) How long
i) How come
j) Which one
k) Whose
l) What'll
m) Where'll
n) How'll
o) How'd
p) Where've
q) How've
r) Where's
s) What's
t) Who's
u) What would
v) How should
w) Where could
x) In what way
PHRASAL VERBS
TWO AND THREE-WORD EXPRESSIONS

"Can you run that by me again?"

Two and three-word verbs cause much confusion in use and understanding for our ESL learners. A preposition or adverb that is added to a verb changes its meaning and often makes an enigmatic expression.

Sometimes there are several different meanings for phrasal verbs. Our learners may know the verb run and the preposition into. However, when the two words are put together, the new expression can be used in various ways.

1. I ran into my friend at the plaza. It was a pleasant surprise.
2. She ran into the house to get an umbrella when it started to rain.
3. The speeding car ran into the child who was running across the street.
4. They ran into a problem when their computer was down.

When up is added to make, the new expression takes on new uses.

1. They made up after their argument.
2. She made up a good story.
3. He made up the time he missed.
4. She made up her face with new cosmetics.
5. The teacher asked him to make up the exam that he had failed.
6. I made up my mind.
7. Thank you for helping. I will make it up to you.

There are hundreds of two and three-word combinations that need practice and clarification for our ESL learners. Some techniques for review openers using phrasal verbs are outlined on the following pages.
OPENER WITH VERB-PREPOSITION OR VERB-ADVERB COMBINATIONS

Have the instructions on the board before students arrive.

Example 1. Place four prepositions or adverbs after the verb RUN. Use the new expressions in SIMPLE PAST POSITIVE STATEMENTS. Be prepared to explain the meanings of the verb-preposition or verb-adverb combinations because some of the expressions have more than one meaning.

Example 2. Place four prepositions or adverbs after the verb TAKE. Use the new expressions in SIMPLE PRESENT NEGATIVE STATEMENTS. Be prepared to explain the meanings of the verb-preposition or verb-adverb combinations because some of the expressions have more than one meaning.

Example 3. Place four prepositions or adverbs after the verb GET. Use the new expressions in PAST CONTINUOUS POSITIVE STATEMENTS. Be prepared to explain the meanings of the verb-preposition or verb-adverb combinations because some of the expressions have more than one meaning.

Variations or additions to this opening exercise.

1. The time allotted may not be sufficient to finish taking up all the prepositions and adverbs that can be used with each verb. The students could be assigned the completion of the sentences for homework. The next day the class could be started with taking up the extra expressions.

2. The teacher puts a few verb-preposition or verb-adverb combinations on the board. The students are instructed to use the expressions in either positive or negative statements or questions in a particular verb tense. Various verbs and tenses can be used for this activity.
Example: Use these expressions in NEGATIVE PRESENT PERFECT.

run into run across run over
run off run out run out of
or
take in take off take back
take out take up take down
or
get over get by get along
get into get on get across

3. Add up, down, off, on to these verbs, then make sentences.

    turn  hold  put

4. Intermediate and advanced classes will divide the two-word verbs into separable and nonseparable expressions. A few separable combinations can be put on the board with instructions.

Make three sentences for each of these separable verbs using either noun or pronoun objects.

Example:

1. I called up my friend.
2. I called my friend up.
3. I called her up.

    pick out  hand in  call off

5. Some two-word verbs with objects are separable, but often have different meanings, and are nonseparable without objects.

Use each of these combinations in two sentences, one with an object and one without an object.

Example:

He passed out the books.
He passed out from the heat.

    give up  turn in  make out

6. Use these nonseparable combinations in questions.

    pass away  break down  wait on
PERSONAL ANECDOTE TECHNIQUE

"Learn to listen and listen to learn"

One of my favourite ways to start or end an ESL class is to tell a personal story. This technique, according to my students, helps to improve the skills of listening, analyzing, learning and using new vocabulary, asking and answering questions, retelling events in sequence, and writing what was heard and retained.

Before the class starts, put a few key words and new vocabulary on the board.

As you recount a brief summary of an experience in your life, add new expressions to the list. Use actions and pictures where appropriate. Exaggerate if necessary. After one or two sentences, pause, and the students know that it is their cue to ask questions about what has been told or what happened next, or to make inferences about the facts.

After they have elicited the story from you, select four or five students to retell consecutive segments. They use the new vocabulary and key words from the board.

Distribute copies of the story with follow-up activities. The students read the story and answer the questions, fill in charts and vocabulary exercises.

To finalize the activity, have the class write their version of your experience for homework. Encourage them to use the basic writing guidelines that you gave them at the beginning of the course. The following day ask a different four or five people to read their written accounts. The students listen for detail, accuracy and sequence, and then provide any missing links. It is helpful to mark all written accounts and return them at the next class.

Interest level in this activity is high. Learners like the personal touch. It allows them to share their life experiences by following your example.
THE WIND

By a young windbag

One very windy morning my husband said something to me. (Students ask what, making a full question). He said, "Don't stay out of your car today, park close to the door because it is very windy. You might end up in Buffalo." (Students ask why he said that).

About two years ago we had a terrible windstorm. I was at Royal York Plaza at the time. I was carrying bags of groceries. As I opened the car door, the wind became very strong. It blew the door wide open, it picked me up and threw me across the plaza. There I lay, on the pavement, bruised and stunned. I couldn't see because my glasses had blown off my face. I was squinting and groping around trying to find them.

Some young people were walking through the plaza. One of them said, "Look at the skinny, old, drunk lady." I didn't mind being called "lady" or even "drunk", but I resented being called "skinny and old."

I shouted, "Please help me." A young man came and asked what he could do. I asked him to try to find my glasses. He finally located them at the other side of the plaza. One arm was broken off. I put them on anyway, and I stumbled back to my car. The door had been damaged and I was unable to completely close it. I drove home, trying to hang on to the door and to my glasses. It was not a sensible thing to do. Fortunately, I made it home safely.

Since that time, we have laughed about the incident, but my husband still worries about me when there is a strong wind.

NOTE: Students ask questions throughout the telling of the story.
WHAT HAPPENED?
One learner's unedited version of the event

STORY ABOUT FRANK

One day, happen something what cause our dear teacher's, husband to ask her about being very careful every windy day.

We have to say that Frank is very pleasant but very skinny lady, in spite of that, she, as many other women, has to deal with all household chores and shopping as well.

Once, in a very windy day, she went to the shopping mall to do shopping. After leaving a store, she went to her car. In the moment when she opened the door; a fast gust of wind blow her for quite long distance. Unfortunately in the time when she flow, she lost her glasses. At this moment Frank was completely stunned.

Reader has to know that Frank is almost blind without glasses. Without results, groping, crawling and squinting her eyes, she tried to find glasses. Near to the accident, a group of young people were standing. Our dear Frank asked them timidly, "Help, help me please," but teenagers didn't hear her. One young girl, passing by said "Look at the skinny, old, drunk lady" Wow, it was too much for her, she really didn't mind "lady", she didn't mind "drunk" either, but "skinny and old" gave her a kick of energy. She renewed energy and vigour stand up and called for help again. At least, they noticed her and one young handsome (Frank didn't know about it yet) boy hurried to help her.

Fortunately, he found her glasses, but one of the ear handles was broken. In addition, the door couldn't close; because, the gust of wind opened it too much. Frank was so exaggerate that she even didn't think about calling for help.

Driving home, she kept her glasses in one hand, and the door in a second hand. Even now she can't say how she managed driving home; she got home, at first her husband was very worry about her, but later, they all laughed about it. Since this time, every very windy day, her husband is reminding about her adventure, they both make laugh about it.
BODY LANGUAGE OR GESTURES

These vary in different cultures. Have questions on the board that can be answered without saying anything (isn’t that a good ESL class!).

One person asks the question, another one answers with a gesture, a third person tells what the second one did and meant.

Question Examples:

1. Did you watch the news last evening?
2. Have you ever been to Niagara Falls?
3. What size shoes does your teacher wear?
4. Are you leaving now?
5. Do you have any bad habits?
6. Do you think you did well on the test?
7. Will it be good weather for our trip tomorrow?
8. What do you do when you meet someone for the first time?
9. Are you tired today?
10. Did she give a good answer?

Examples of Body Language:

1. nod your head
2. shake your head
3. shrug your shoulders
4. wave to someone
5. avert your eyes
6. make a circle with thumb and first finger
7. cross your fingers
8. shake hands
9. yawn
10. stretch your arms
11. clap your hands
12. Put your hands on your hips
OPENER WITH CONFUSING WORDS

"Do you smell or do you smile?"

Use two or three rows at a time with these instructions on the board. Are you confused about these confusing words? Use the words from the rows in sentences to show their meanings.

<table>
<thead>
<tr>
<th>Basic to Intermediate</th>
<th>Intermediate to Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. smell</td>
<td>quite</td>
</tr>
<tr>
<td>2. fill</td>
<td>expect</td>
</tr>
<tr>
<td>3. heel</td>
<td>through</td>
</tr>
<tr>
<td>4. true</td>
<td>heal</td>
</tr>
<tr>
<td>5. warm</td>
<td>curtain</td>
</tr>
<tr>
<td>6. bit</td>
<td>where</td>
</tr>
<tr>
<td>7. heat</td>
<td>lose</td>
</tr>
<tr>
<td>8. sit</td>
<td>weather</td>
</tr>
<tr>
<td>9. third</td>
<td>rich</td>
</tr>
<tr>
<td>10. bin</td>
<td>lie</td>
</tr>
<tr>
<td>11. seen</td>
<td>wonder</td>
</tr>
<tr>
<td>12. live</td>
<td>desert</td>
</tr>
<tr>
<td>13. wish</td>
<td>prove</td>
</tr>
<tr>
<td>14. cheap</td>
<td>picture</td>
</tr>
<tr>
<td>15. end</td>
<td>live</td>
</tr>
<tr>
<td>16. feet</td>
<td>debt</td>
</tr>
<tr>
<td>17. watched</td>
<td>affect</td>
</tr>
<tr>
<td>18. dinner</td>
<td>all ready</td>
</tr>
<tr>
<td>19. hoped</td>
<td>all together</td>
</tr>
<tr>
<td>20. shoot</td>
<td>conscience</td>
</tr>
<tr>
<td>21. dead</td>
<td>adapt</td>
</tr>
<tr>
<td>22. bird</td>
<td>raise</td>
</tr>
<tr>
<td>23. won't</td>
<td>other</td>
</tr>
<tr>
<td>24. we'll</td>
<td>celery</td>
</tr>
</tbody>
</table>

13  Fran Marshall ©
THE ARTICLES

"I went to the shopping and then to the work"

Many languages do not have articles and ESL learners need a lot of practice in using them. One method of reviewing article use is to give each of several students a small item - a pen, a stamp, a piece of chalk, a book.

Have the students ask what he/she has. The student should respond that he/she has a pen, a book, a piece of chalk, a stamp, etc.

Place the items in different locations and have students ask where the book is, where the stamp is, etc. (This activity also improves the use of prepositions if you put the items under the chair, on the desk, in the drawer).

Then use plural items - two books, several stamps, black pens, etc. Have other students ask what he/she has. The person should respond that he/she has two books, some stamps, black pens, etc. Move the items to different locations and ask where the books are, where the stamps are, where the pens are, etc.

Then practice zero article. "Do you like books?" "Do you need stamps?" Use further examples with noncount concrete nouns. "I bought soap," or "We are looking for information."

Advanced classes can also practice noncount abstract nouns. "The qualities I look for in a friend are sincerity and loyalty." Very advanced classes can practice the use of the and a with noncount abstract nouns.

One of the most effective methods of reviewing article or zero article use involves having the students make their own sentences. This allows them to decide which article or no article is needed. As they progress in their use of articles, have them explain why they used a, an, the, or zero article.

The opener on the following page provides successful results - and the learners work harder than the instructors!

A complete lesson plan on articles can be found at the end of this manual.
OPENER USING ARTICLES
the, a, an, or no article

Basic to Advanced

What's the difference? Write sentences and explain why an article is used or not used.

1. Countable nouns
   - a problem
   - the problem
   - the problems
   - problems
   - a car
   - the car
   - the cars
   - cars

2. Noncountable, concrete nouns
   - furniture
   - the furniture
   - toothpaste
   - information
   - the information
   - money
   - the money
   - soap
   - homework
   - the homework

Advanced

3. Noncountable, abstract nouns
   - sincerity
   - a sincerity
   - the sincerity
   - loyalty
   - a loyalty
   - the loyalty

Use one of these at a time. Allow 10 - 15 minutes for students to make sentences, have the sentences read, and clarify any difficulties.
**A, AN, THE OR ZERO ARTICLE WITH NOUNS**

There are four ways to use COUNTABLE nouns

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>one, one of many, each</td>
<td>specific, known, that one</td>
<td>specific, known, those, these</td>
<td>general</td>
</tr>
<tr>
<td>a book</td>
<td>the book</td>
<td>the books</td>
<td>books</td>
</tr>
</tbody>
</table>

I read a book last night

The book was interesting.

The books are on the shelf.

I like books.

<table>
<thead>
<tr>
<th>an egg</th>
<th>the egg</th>
<th>the eggs</th>
<th>eggs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had an egg for breakfast.</td>
<td>I boiled the egg.</td>
<td>She put the eggs in the refrigerator.</td>
<td>I usually eat eggs for breakfast.</td>
</tr>
</tbody>
</table>

There are two kinds of NONCOUNTABLE nouns

<table>
<thead>
<tr>
<th>CONCRETE</th>
<th>and</th>
<th>ABSTRACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are two ways to use concrete, noncountable nouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>general</td>
<td>specific</td>
<td>a &quot;kind of&quot;</td>
</tr>
<tr>
<td>information</td>
<td>the information</td>
<td></td>
</tr>
<tr>
<td><em>I need information about ESL classes.</em></td>
<td><em>The information he gave me was useful.</em></td>
<td></td>
</tr>
</tbody>
</table>

There are three ways to use abstract, noncountable nouns

<table>
<thead>
<tr>
<th>general</th>
<th>specific</th>
<th>a &quot;kind of&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>It takes intelligence to figure this out.</td>
<td>The intelligence my grandson shows is amazing.</td>
<td>He spoke with an intelligence that impressed his boss.</td>
</tr>
</tbody>
</table>

What’s the difference?

<table>
<thead>
<tr>
<th>a friend</th>
<th>honesty</th>
<th>advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>the friend</td>
<td>the honesty</td>
<td>the advice</td>
</tr>
<tr>
<td>the friends</td>
<td>an honesty</td>
<td></td>
</tr>
<tr>
<td>friends</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OPENER WITH WHAT’S WRONG

"What means this?"

Put five or six sentences on the board. Each one has errors in it. The students must correct the word order, verb tense, articles, prepositions, vocabulary, spelling, adverbs, adjectives and pronouns.

Examples: Basic to Intermediate

What's Wrong?

Correct these sentences.

1. My son he want be dentist.
2. I go yesterday to store.
3. Mary buy always same kind of the soap.
4. Jack see accident on way to the work.
5. He was having flat tire when he drove to downtown.
6. This classroom it is our.
7. What means this?

Examples: Intermediate to Advanced

1. The deserts what Anna make taste always well because she is such good cook.
2. Most of people doesn't like violent in T.V. program.
3. Please explain me why can't you came in bus.
4. I don't know how does she want for me do this homework.
5. He had plumber to fix taps in laundry room.
6. The police warn to him to not drive such careless.
7. What means this?

Variation

Use sentences that have only one type of error, such as word order, vocabulary use, verb tense, articles, prepositions, adverbs, adjectives, pronouns.
WHAT’S WRONG?

Basic to Intermediate

Put in the missing prepositions in the sentences.

1. The papers are the table.
2. The books are the cupboard.
3. My keys are my purse.
4. She lives the fourth floor the apartment building the corner Bloor St. and Islington Ave.
5. When I came Canada I was always cold the winter.
6. She usually comes school the bus.
7. My teacher stands the front the classroom.
8. There are six people my family.
9. I met him plaza Wednesday.
10. They live 245 Brook St.
11. He went fishing the weekend.
12. I waited the bus fifteen minutes.
13. We listened the news 6:00 p.m.
14. They are going go Ottawa train.
15. She was born May 30.
16. We have leave midnight.
17. The bank is next the pharmacy.
18. Jana is speaking the other students the class.
19. I am a country South America.
20. Martin hangs his coat when he gets home work.
WHAT'S WRONG?

Basic to Intermediate

Put in the missing articles in the sentences

1. My teacher is writing exercise on board.
2. She has appointment with doctor.
3. I take same bus to school at 8:30 in morning.
4. We are having party at end of year.
5. She is cleaning all windows in house today.
6. Letter carrier delivers mail in afternoon.
7. I made mistake in exercise.
8. We went to store to buy new pair of shoes.
9. He needs film for camera.
10. One of students opened all windows in room.
11. Joe had good job in factory last year.
12. We rented new apartment close to school.
13. Ottawa is capital of Canada.
14. Maria looked at wrong page.
15. I signed my name on bottom line of form.
16. I will read article about old lady later in day.
17. She taught different class during month of June.
18. I looked up number in phone book.
19. He threw paper out in garbage.
20. She put all bottles and cans in recycling bin.
WHAT'S WRONG?

Intermediate to Advanced

Put in the missing articles and prepositions.

1. I don't agree you situation.
2. He is married rich woman.
3. She never goes out night herself because she is afraid dark.
4. You should turn right next intersection.
5. I looked clock and I was surprised that time had passed so quickly.
7. They arrived school after class had started.
8. She has been teacher several years.
9. She's going shopping plaza look some shoes that are sale.
10. He was cutting lawn when power went.
11. We had very important meeting boss morning.
12. She took aspirin because she had headache.
13. It was generous you give large donation hospital.
14. It was not polite him take last piece cake.
15. He became sick day before party.
16. She is such intelligent person that I'm sure she will do job efficient way.
17. Doctor sent her hospital tests.
18. My friend wants marry rich man.
19. He will go bank after he has received cheque his employer.
20. I have remember take meat oven twenty minutes.
WHAT'S WRONG?

Intermediate to Advanced

Correct the vocabulary errors in the sentences.

1. The construct of the house will take two month longer.
2. He spoke clear and slow.
3. The fire caused great destroy to the house.
4. I don't like violent on TV.
5. My language has complete different letters from English.
6. Her new husband works more efficient than her old one.
7. I think he will success in business.
8. The doctor gave him good advise.
9. I'm not ashamed of nothing I've done.
10. He speaks English fluent.
11. Fran doesn't cook good, her food always tastes badly.
12. He was sympathy toward his friend.
13. She has less problems then I do.
14. They will divide the money between the six people.
15. You're car needs new breaks.
16. The work was done by Jim and I.
17. He have a good describe of the accident.
18. He had trouble to finish his writing work.
19. We should of came sooner.
20. If I had knew you were sick, I would visit you.
OPENER WITH HOMONYMS

"Patients must have patience"

There are many words in English that sound the same, but have different spellings and meanings. Use one or two rows of words at a time as an opening exercise. Work in pairs or individually.

Basic to Intermediate Levels

Have this instruction on the board.

Write the word that sounds the same as each of these words. Use each homonym in a sentence.

1. for by two see there one
2. red made would blew I eight
3. plane be bean meet bare here
4. fair write road flower so him
5. waste loan hi oh rows which
6. beet rap know knows knew who's
7. male sail in past tale choose
8. dear our pair clothes son sense

Intermediate to Advanced Levels

Write the homonym for each word in a sentence.

1. freeze pride wait tax lacks wore
2. I'll please breaks size sees higher
3. prays guessed flare tied tow feet
4. raise caught taught threw ail do
5. grown flew great find band ways
6. allowed days slay rains some board
7. whale stayed you he'll we'll whether
8. sight great find stairs sheer pour
9. peak bread morning based check patients
10. cruise bruise presents earn principal pause
OPENER WITH SYNONYMS

"Am I present or a gift?"

The procedure is similar to homonyms. Use a few words at a time, as many as the class can manage in the time frame.

**Basic to Intermediate Levels**

Write a word that means the same as each of these words. Use the synonyms in sentences.

1. correct    big    nice    small    sick
2. healthy    grocery    store    absent    happy
3. leave    come    wedding    present    glad
4. start    finish    sad    lovely    vacation
5. land    employer    close    frightened    sure
6. buy    repair    get ready    like    many
7. stay    tavern    car    learner    baby

**Intermediate to Advanced Levels**

Write a synonym for each of these words in a sentence.

1. started    stopped    kept on    pleasant    enough
2. surprised    shy    harder    talk    allowed
3. angry    occur    injure    wealthy    tournament
4. pharmacy    plaza    centre    intelligent    vacation
5. turned up    delay    cancel    necessary    hate
6. brag    mix up    boring    similar    brave
7. expensive    nuisance    journey    certain    permit


**OPENER WITH ANTONYMS**

"Do I go left or wrong?"

The procedure is similar to homonyms and synonyms. Use a few words at a time, as many as the class can manage in the time frame.

**Basic to Intermediate Levels**

Write a word that is opposite in meaning to each of the words. Use each *antonym* in a sentence.

1. big, up, off, bad, hot
2. in, husband, daughter, niece, mother
3. right, outside, downstairs, warm, fix
4. clean, boy, young, happy, light
5. fast, stay, late, never, friend
6. strong, sell, peace, win, poor
7. work, first, high, soft, top

**Intermediate to Advanced Levels**

Write the *antonym* for each word in a sentence.

1. lower, fattest, easy, heavy, useful
2. careless, empty, calm, rich, younger
3. optimistic, bright, similar, modest, lose
4. southern, western, cleaner, longer, patient
5. quiet, thaw, broken, death, extrovert
6. innocent, selfish, expensive, follow, compliment
7. rigid, doubt, minimum, beneficial, bold
OPEN-ENDED SENTENCES

"Good things come from small beginnings."

The completion of open-ended sentences stimulates discussion and provides an opportunity to teach good sentence structure. This activity can be used as an opening or closing procedure where the class works in pairs, groups or individually. It is effective for the beginning of paragraph writing.

Use two or three beginnings of sentences at a time or give different ones to each group or pair.

After the difficulties in structure have been clarified, interaction about opinions, ideas, likes or dislikes can take place.

Examples: **Basic to Intermediate**

1. *My favourite way to relax*
2. *It is important to watch the news on T.V.*
3. *My greatest surprise about Canada*
4. *My greatest surprise about Canadians*
5. *The most difficult part of learning English*
6. *My goal for the next year*
7. *A day that is very special to me*

Examples: **Intermediate to Advanced**

1. *I think that experience is the best teacher because*
2. *The advantages of living in Toronto*
3. *The disadvantages of living in Toronto*
4. *The qualities that are important in a good friend*
5. *The qualities that are important in a good teacher/student*
6. *If I taught this class*
7. *The most important decisions in one's life*
8. *Happiness is*
ORAL PRESENTATIONS

"Everyone knows how to do something!"

The presentation of brief, oral reports is an activity that is beneficial to all students with a reasonable command of English. It provides learners with tangible evidence of achievement. It is a source by which to measure improvement in pronunciation, organization of facts, and ability to answer questions.

Assign the class the task of writing the procedure to follow in order to do something. Give them some guidelines and some topics (or let them choose their own). Allow two or three days for the completion of the assignment.

Have two or three students speak in one session as an opening or closing activity. Allow some time for questions, answers and discussion following the presentations.

Examples of How to ...topics:

1. change a light bulb
2. get to the nearest post office from here
3. make soup
4. make an appointment
5. relieve insomnia
6. get rid of a headache
7. learn English
8. change a flat tire
9. plan a budget
10. be a good driver
    student
    parent
    friend
    employee

26    Fran Marshall  ©
THE VERB GO
"Please don't go to the crazy"

The verb GO is one of the most commonly used verbs in the English language. We often say where, why, when or how we go, are going, went, were going, have gone, had gone, will go, or will be going.

Experience with hearing your students use this verb tells you that it needs practice at almost all levels. This is because of the use or nonuse of the preposition TO, and the use or nonuse of the articles A, AN and THE.

It is helpful to make a chart to illustrate the rules. Depending on the level of the class, you can have the students use the verb GO in as many verb tenses as possible. Each student should keep a chart and add new words continually.

This activity can be an opener or closing exercise for a class.

THE VERBS ARRIVE AND COME
"Please explain me where I'm at"

These two verbs are also very commonly used and the prepositions following them are often used incorrectly. It is beneficial at any level to have a chart to review the prepositions IN, ON, AT, BY with these verbs.

The class will be instructed to make sentences or questions in any verb tense, and at the same time valuable preposition practice will take place. Frequency adverbs can be added for extra review. Each student should keep a chart and place new words on it.

This activity can be used as an opener or closing exercise.
## GO CHART

### GO TO

<table>
<thead>
<tr>
<th>A, AN, THE</th>
<th>GO TO</th>
<th>GO</th>
</tr>
</thead>
<tbody>
<tr>
<td>bank</td>
<td>immigration</td>
<td>out</td>
</tr>
<tr>
<td>airport</td>
<td>work</td>
<td>back</td>
</tr>
<tr>
<td>doctor</td>
<td>church</td>
<td>north</td>
</tr>
<tr>
<td>dentist</td>
<td>temple</td>
<td>south</td>
</tr>
<tr>
<td>appointment</td>
<td>synagogue</td>
<td>east</td>
</tr>
<tr>
<td>restaurant</td>
<td>bed</td>
<td>west</td>
</tr>
<tr>
<td>wedding</td>
<td>Montreal</td>
<td>right</td>
</tr>
<tr>
<td>plaza</td>
<td>Europe</td>
<td>left</td>
</tr>
<tr>
<td>mall</td>
<td>western Canada</td>
<td>ahead</td>
</tr>
<tr>
<td>second floor</td>
<td>my friend's house</td>
<td>forward</td>
</tr>
<tr>
<td>left</td>
<td>college</td>
<td>downtown</td>
</tr>
<tr>
<td>right</td>
<td>school</td>
<td>away</td>
</tr>
<tr>
<td>east</td>
<td>university</td>
<td>upstairs</td>
</tr>
<tr>
<td>west</td>
<td>Woodbine Centre</td>
<td>downstairs</td>
</tr>
<tr>
<td>north</td>
<td>195 Jones Ave</td>
<td>inside</td>
</tr>
<tr>
<td>south</td>
<td>Yonge St</td>
<td>outside</td>
</tr>
<tr>
<td>library</td>
<td>heaven</td>
<td>up</td>
</tr>
<tr>
<td>museum</td>
<td>hell</td>
<td>down</td>
</tr>
<tr>
<td>Sky Dome</td>
<td>class</td>
<td>home</td>
</tr>
<tr>
<td>Eaton Centre</td>
<td>Sherway</td>
<td>shopping</td>
</tr>
<tr>
<td>station</td>
<td>Yorkdale</td>
<td>fishing</td>
</tr>
<tr>
<td>party</td>
<td>Cloverdale</td>
<td>dancing</td>
</tr>
<tr>
<td>office</td>
<td>Rexdale Plaza</td>
<td>skating</td>
</tr>
<tr>
<td>meeting</td>
<td>Miracle Mart</td>
<td>swimming</td>
</tr>
<tr>
<td>movie</td>
<td>McDonald's</td>
<td>crazy</td>
</tr>
</tbody>
</table>
## Arrive Chart

<table>
<thead>
<tr>
<th>ARRIVE IN</th>
<th>ARRIVE ON</th>
<th>ARRIVE AT</th>
<th>ARRIVE BY</th>
<th>ARRIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>name of city</td>
<td>name of day</td>
<td>specific time</td>
<td>specific time</td>
<td>home</td>
</tr>
<tr>
<td>country</td>
<td>month, day</td>
<td>midnight</td>
<td>day</td>
<td>back</td>
</tr>
<tr>
<td>province</td>
<td>the weekend</td>
<td>noon</td>
<td>month</td>
<td>here</td>
</tr>
<tr>
<td>state</td>
<td>bus</td>
<td>church</td>
<td>year</td>
<td>there</td>
</tr>
<tr>
<td>month</td>
<td>plane</td>
<td>temple</td>
<td>car</td>
<td>downtown</td>
</tr>
<tr>
<td>year</td>
<td>subway</td>
<td>school</td>
<td>train</td>
<td>early</td>
</tr>
<tr>
<td></td>
<td>train</td>
<td>work</td>
<td>bus</td>
<td>late</td>
</tr>
<tr>
<td>the evening</td>
<td>ship</td>
<td>the airport</td>
<td>subway</td>
<td></td>
</tr>
<tr>
<td>morning</td>
<td>my bicycle</td>
<td>meeting</td>
<td>plane</td>
<td></td>
</tr>
<tr>
<td>afternoon</td>
<td>motorcycle</td>
<td>office</td>
<td>ship</td>
<td></td>
</tr>
<tr>
<td>season</td>
<td></td>
<td>store</td>
<td>ambulance</td>
<td></td>
</tr>
<tr>
<td>car</td>
<td></td>
<td>party</td>
<td>bicycle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>my friend’s house</td>
<td></td>
<td>motorcyle</td>
</tr>
</tbody>
</table>

**How do the PREPOSITIONS change when the verb COME is used on the chart above?**

**Where would TO be used?**
OPENER WITH  **GO ARRIVE COME**

It is useful to have learners use the words from each row to practice prepositions and articles with the verbs go, arrive, come.

<table>
<thead>
<tr>
<th>Where did you go?</th>
<th>Preposition?</th>
<th>Article?</th>
<th>Both?</th>
<th>Neither?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bank</td>
<td>work</td>
<td>shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. there</td>
<td>party</td>
<td>school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. fishing</td>
<td>plaza</td>
<td>college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. dentist</td>
<td>downtown</td>
<td>immigration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When did you arrive?</th>
<th>Preposition?</th>
<th>Article?</th>
<th>Both?</th>
<th>Neither?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wednesday</td>
<td>four o'clock</td>
<td>1993</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. summer</td>
<td>Canada/last year</td>
<td>July</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. June 3</td>
<td>school/9:00 a.m.</td>
<td>here/car</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. airport/an hour late</td>
<td>Toronto/noon</td>
<td>11 Bloor St./early</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did you come?</th>
<th>Preposition?</th>
<th>Article?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bicycle</td>
<td>car</td>
<td>bus</td>
</tr>
<tr>
<td>2. train</td>
<td>foot</td>
<td>subway</td>
</tr>
<tr>
<td>3. taxi</td>
<td>TTC</td>
<td>plane</td>
</tr>
</tbody>
</table>
WORD ORDER IN SENTENCES

"Say what you mean, and mean what you say"

Sentences can have confusing meanings if some words are placed in the wrong position.

Change the word order in each sentence to make it say what it means.

1. I returned the milk to the store that was sour.
2. The students were excused by the teacher who couldn't do the homework.
3. She phoned her friend at the hospital with ulcers.
4. He bought an old car from a dealer with a large gas tank.
5. I borrowed a pen from my friend with blue ink.
6. She tried on a pair of shoes in a store that matched her dress.
7. I will deposit the money in the bank that my family sent me.
8. They rented a house with the realtor with bay windows.
9. We hope to buy a secondhand TV from our friends in good condition.
10. The Board of Education didn't hire the ESL teacher for the class with no references.
11. She borrowed the grammar book from the teacher that was easy.
12. He ordered a sandwich from the waiter with french fries on the side.
"I WONDER WHY DID WE CHANGE THE ORDER."

There are many ways in which we express indirect questions in statements. Have some unfinished indirect questions on the board for your learners to complete.

1. I don't know why
   I don't know where

2. I'd like to find out whose
   I'd like to find out which

3. I don't understand what
   I don't understand how

4. I can't remember how much
   I can't remember how many

We often use indirect questions in questions. Have some unfinished questions on the board for your learners to complete.

1. Did you notice what colour
   Did you notice how tall

2. Could you please tell me how soon
   Could you please tell me how often

3. Has she ever talked about why
   Has she ever talked about what kind of

4. Did you tell the doctor how long
   Did you tell the doctor when
WHAT'S THE DIFFERENCE? NOUN OR VERB?

"Can't I park in the park?"

There are many words in English that can function as either nouns or verbs.

Have a few sentences on the board to show how the underlined words are used.

*The books* cost twenty dollars. (verb)

*The cost of buying a house is very high.* (noun)

*The optometrist will test your eyes.* (verb)

*We are having a test tomorrow.* (noun)

Have people work in pairs. One person uses the word as a verb, the partner uses the word as a noun. Do one or two rows at a session.

<table>
<thead>
<tr>
<th>Basic to Intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>time</td>
</tr>
<tr>
<td>visit</td>
</tr>
<tr>
<td>ride</td>
</tr>
<tr>
<td>iron</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate to Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>service</td>
</tr>
<tr>
<td>wrinkle</td>
</tr>
<tr>
<td>store</td>
</tr>
<tr>
<td>bank</td>
</tr>
<tr>
<td>decrease</td>
</tr>
</tbody>
</table>

Many of these words have more than one meaning. Encourage the students to use the words in as many ways as possible.

There are some English words that can function as nouns or verbs, but the pronunciation changes with each use.

<table>
<thead>
<tr>
<th>Intermediate to Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>insult</td>
</tr>
<tr>
<td>present</td>
</tr>
<tr>
<td>produce</td>
</tr>
</tbody>
</table>
OPENER MAKING NOUNS FROM VERBS

"Am I a loser or a total loss?"

This activity can be used to increase vocabulary and improve sentence structure. Use two or three rows at a time. Some words will have more than one answer.

Basic to Intermediate

Have this instruction on the board.

Write the noun form of each of these verbs in a sentence.

1. arrive       study       teach       write
2. inform       build       visit       travel
3. meet         marry       attend       employ
4. begin        end         drive       wait

Intermediate to Advanced

1. construct    lose        prove       amaze
2. explain      describe    maintain    decorate
3. illustrate   bore         attend      weigh
4. discuss      deliver      receive     believe
5. recover      injure       congratulate promote
6. reduce       instruct     depart      arrive
7. alter        acquaint     hate        laugh
8. sell         open         marry       try
9. lend         fail         please      embarrass
10. calculate   correspond   educate     vary
11. terrify     associate    encourage   refer
12. compare     intend       discover    employ
13. manage      choose       decide      advise
14. perform     suspect      destroy     pronounce
15. obey        reduce       solve       advertise
16. argue       arrange      interfere   occur
**OPENER USING NOUNS OR VERBS TO MAKE ADJECTIVES**

"Is it expensely or costive?"

**Intermediate to Advanced**

Make adjectives from these nouns or verbs and use the adjectives in sentences.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>satisfy</td>
<td>greed</td>
<td>interest</td>
<td>patience</td>
<td>f</td>
<td></td>
<td>p</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>g</td>
<td></td>
<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. fog</td>
<td>ice</td>
<td>expense</td>
<td></td>
<td>cost</td>
<td></td>
<td>p</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>f</td>
<td></td>
<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. sympathy</td>
<td>compassion</td>
<td>energy</td>
<td></td>
<td>health</td>
<td></td>
<td>p</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>p</td>
<td></td>
<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. hunger</td>
<td>thirst</td>
<td>anger</td>
<td></td>
<td>desire</td>
<td></td>
<td>p</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>g</td>
<td></td>
<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. pleasure</td>
<td>beauty</td>
<td>dirt</td>
<td></td>
<td>wind</td>
<td></td>
<td>p</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>f</td>
<td></td>
<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. proof</td>
<td>love</td>
<td>bore</td>
<td></td>
<td>use</td>
<td></td>
<td>p</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>f</td>
<td></td>
<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. pessimism</td>
<td>advise</td>
<td>disappoint</td>
<td></td>
<td>help</td>
<td></td>
<td>p</td>
<td></td>
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<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. guilt</td>
<td>innocence</td>
<td>pride</td>
<td></td>
<td>wealth</td>
<td></td>
<td>p</td>
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</tr>
<tr>
<td>9. friend</td>
<td>reason</td>
<td>unite</td>
<td></td>
<td>agree</td>
<td></td>
<td>p</td>
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<td></td>
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</tr>
<tr>
<td>10. argue</td>
<td>act</td>
<td>define</td>
<td></td>
<td>strength</td>
<td></td>
<td>p</td>
<td></td>
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<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. storm</td>
<td>rain</td>
<td>embarrass</td>
<td></td>
<td>tire</td>
<td></td>
<td>p</td>
<td></td>
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<td></td>
<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. create</td>
<td>sell</td>
<td>break</td>
<td></td>
<td>person</td>
<td></td>
<td>p</td>
<td></td>
<td></td>
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<td>c</td>
<td></td>
<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. respect</td>
<td>differ</td>
<td>vary</td>
<td></td>
<td>excel</td>
<td></td>
<td>p</td>
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<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. crowd</td>
<td>prefer</td>
<td>amaze</td>
<td></td>
<td>comfort</td>
<td></td>
<td>p</td>
<td></td>
<td></td>
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<td>p</td>
<td></td>
<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. ambition</td>
<td>passion</td>
<td>depend</td>
<td></td>
<td>power</td>
<td></td>
<td>p</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>p</td>
<td></td>
<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. humour</td>
<td>attract</td>
<td>success</td>
<td></td>
<td>criticize</td>
<td></td>
<td>p</td>
<td></td>
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<td>a</td>
<td></td>
<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. compliment</td>
<td>insult</td>
<td>taste</td>
<td></td>
<td>noise</td>
<td></td>
<td>p</td>
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<td>i</td>
<td></td>
<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. tragedy</td>
<td>choose</td>
<td>mystery</td>
<td></td>
<td>rely</td>
<td></td>
<td>p</td>
<td></td>
<td></td>
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<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. courage</td>
<td>value</td>
<td>peace</td>
<td></td>
<td>rot</td>
<td></td>
<td>p</td>
<td></td>
<td></td>
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<td>v</td>
<td></td>
<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. hesitate</td>
<td>space</td>
<td>obey</td>
<td></td>
<td>offend</td>
<td></td>
<td>p</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>s</td>
<td></td>
<td>c</td>
<td>e</td>
<td>o</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use two or three rows at a time.
EXPRESSIONS WITH MAKE AND DO

"I made my homework and I did a mistake"

Students often find the words *make* and *do* confusing. It is helpful to use a few of these expressions at a time to practice how each one is used.

<table>
<thead>
<tr>
<th>Basic to Intermediate</th>
<th>Intermediate to Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. make up his mind</td>
<td>1. make an impression</td>
</tr>
<tr>
<td>2. make money</td>
<td>2. make a lot of work</td>
</tr>
<tr>
<td>3. make up</td>
<td>3. make good time</td>
</tr>
<tr>
<td>4. make out</td>
<td>4. make over</td>
</tr>
<tr>
<td>5. make a mistake</td>
<td>5. make away with</td>
</tr>
<tr>
<td>6. make a meal</td>
<td>6. make do with</td>
</tr>
<tr>
<td>7. make a speech</td>
<td>7. make believe</td>
</tr>
<tr>
<td>8. make a plan</td>
<td>8. make a place</td>
</tr>
<tr>
<td>9. make a reservation</td>
<td>9. make it through</td>
</tr>
<tr>
<td>10. make a schedule</td>
<td>10. make a change</td>
</tr>
<tr>
<td>11. make fun of</td>
<td>11. make change</td>
</tr>
<tr>
<td>12. make trouble</td>
<td>12. make a fuss</td>
</tr>
<tr>
<td>13. make an appointment</td>
<td>13. make an effort</td>
</tr>
<tr>
<td>14. make a mess</td>
<td>14. make a bet</td>
</tr>
<tr>
<td>15. do homework</td>
<td>15. do up</td>
</tr>
<tr>
<td>16. do the housework</td>
<td>16. do over</td>
</tr>
<tr>
<td>17. do the ironing</td>
<td>17. do a favour</td>
</tr>
<tr>
<td>18. do the washing</td>
<td>18. do well</td>
</tr>
<tr>
<td>19. do the cleaning</td>
<td>19. do time</td>
</tr>
<tr>
<td>20. do the cooking</td>
<td>20. do away with</td>
</tr>
<tr>
<td>21. do the banking</td>
<td>21. do without</td>
</tr>
<tr>
<td>22. do the job</td>
<td>22. do right</td>
</tr>
<tr>
<td>23. do the test</td>
<td>23. do wrong</td>
</tr>
<tr>
<td>24. do your hair</td>
<td>24. do it</td>
</tr>
</tbody>
</table>
EXTRA PRACTICE WITH MAKE

Have your class answer in sentences.

What do you make when you:

1. choose
2. decide
3. impress someone
4. apply for a job
5. suggest something
6. recommend someone or something
7. withdraw money from your account
8. put money in your account
9. reserve a place
10. predict the future
11. speak in public
12. commit to a responsibility

and

What do you have when you:

1. argue
2. prefer something
3. discuss
4. solve a problem
5. meet
6. give birth
**THE LITTLE WORD UP**

"Hold up your hands, this is a holdup"

How many verbs can be used with *UP*? How does UP change the meaning of the verb? Is *UP* always necessary?

Have your class practice adding *UP* to these verbs, and make sentences. Use one or two rows at a time. Some of the expressions have more than one meaning.

**Basic to Intermediate**

<table>
<thead>
<tr>
<th>look</th>
<th>take</th>
<th>shut</th>
<th>open</th>
<th>sit</th>
</tr>
</thead>
<tbody>
<tr>
<td>stand</td>
<td>get</td>
<td>turn</td>
<td>call</td>
<td>hang</td>
</tr>
<tr>
<td>grow</td>
<td>pick</td>
<td>make</td>
<td>wake</td>
<td>lift</td>
</tr>
<tr>
<td>dress</td>
<td>line</td>
<td>jump</td>
<td>mix</td>
<td>fill</td>
</tr>
<tr>
<td>hold</td>
<td>clean</td>
<td>run</td>
<td>drive</td>
<td>go</td>
</tr>
</tbody>
</table>

**Intermediate to Advanced**

<table>
<thead>
<tr>
<th>turn</th>
<th>act</th>
<th>bring</th>
<th>fix</th>
<th>build</th>
</tr>
</thead>
<tbody>
<tr>
<td>back</td>
<td>lock</td>
<td>wrap</td>
<td>pack</td>
<td>come</td>
</tr>
<tr>
<td>think</td>
<td>do</td>
<td>show</td>
<td>pass</td>
<td>catch</td>
</tr>
<tr>
<td>dry</td>
<td>work</td>
<td>tie</td>
<td>pay</td>
<td>perk</td>
</tr>
<tr>
<td>live</td>
<td>mark</td>
<td>set</td>
<td>give</td>
<td>touch</td>
</tr>
<tr>
<td>light</td>
<td>write</td>
<td>read</td>
<td>use</td>
<td>tear</td>
</tr>
<tr>
<td>rip</td>
<td>pile</td>
<td>cough</td>
<td>stay</td>
<td>send</td>
</tr>
<tr>
<td>add</td>
<td>divide</td>
<td>climb</td>
<td>dream</td>
<td>eat</td>
</tr>
<tr>
<td>join</td>
<td>mess</td>
<td>reach</td>
<td>stir</td>
<td>screw</td>
</tr>
<tr>
<td>start</td>
<td>beat</td>
<td>wash</td>
<td>put</td>
<td>stock</td>
</tr>
<tr>
<td>stack</td>
<td>stuck</td>
<td>fold</td>
<td>dig</td>
<td>let</td>
</tr>
<tr>
<td>pin</td>
<td>round</td>
<td>chop</td>
<td>shake</td>
<td>step</td>
</tr>
<tr>
<td>throw</td>
<td>end</td>
<td>raise</td>
<td>rake</td>
<td>book</td>
</tr>
</tbody>
</table>
"I'm incertain, is this uncorrect?"

Use one or two rows at a time.

**Basic to Intermediate**

Place the correct prefix with the word and make a sentence using the new word.

Choose from this list of prefixes:

<table>
<thead>
<tr>
<th>un,</th>
<th>im,</th>
<th>in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>happy</td>
<td>able</td>
</tr>
<tr>
<td>2.</td>
<td>certain</td>
<td>perfect</td>
</tr>
<tr>
<td>3.</td>
<td>clear</td>
<td>correct</td>
</tr>
<tr>
<td>4.</td>
<td>active</td>
<td>considerate</td>
</tr>
<tr>
<td>5.</td>
<td>patient</td>
<td>necessary</td>
</tr>
<tr>
<td>6.</td>
<td>tie</td>
<td>visible</td>
</tr>
</tbody>
</table>

**Intermediate to Advanced**

Place the correct prefix with the word and make a question using the new word.

Choose from this list of prefixes:

<table>
<thead>
<tr>
<th>il,</th>
<th>im,</th>
<th>in,</th>
<th>un,</th>
<th>dis,</th>
<th>mis,</th>
<th>ir,</th>
<th>non</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>proper</td>
<td>balance</td>
<td>legal</td>
<td>place</td>
<td>obey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>legible</td>
<td>pronounce</td>
<td>moral</td>
<td>modest</td>
<td>correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>cooperative</td>
<td>organized</td>
<td>enchanted</td>
<td>legitimate</td>
<td>violent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>trust</td>
<td>capable</td>
<td>satisfactory</td>
<td>polite</td>
<td>stop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>disturbed</td>
<td>material</td>
<td>relevant</td>
<td>armed</td>
<td>refundable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>eligible</td>
<td>settled</td>
<td>interpret</td>
<td>place</td>
<td>member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>certain</td>
<td>worthy</td>
<td>pure</td>
<td>respect</td>
<td>toxic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>logical</td>
<td>reversible</td>
<td>curable</td>
<td>literate</td>
<td>verbal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ED OR ING
"Am I interesting or interested?"

As ESL instructors, we often hear these endings used incorrectly, even after the class has been exposed to them many times.

A review exercise provides an opportunity to really think about what is meant when either ending is used. Some examples can be practised orally.

1. I am interested in music.
   in travelling.

2. The play was interesting.

3. It was interesting to see the CN Tower.

4. I was bored with the movie.

5. The lesson was boring.

6. Watching T.V. can be boring.

7. I was bored because I wasn't interested in doing anything.

Then have the class make sentences of their own using this format.

1. interested / learning

2. lesson / interesting

3. embarrassed / mistake

4. situation / embarrassing

5. tired / waiting

6. listening her talk / tiring

7. bored / waiting

8. cleaning oven / boring

9. surprised / news

10. life Canada / surprising

11. annoyed / attitude

12. her habits / annoying

13. frightened / dogs

14. walking alone night / frightening

15. fascinated / Niagara Falls
WHAT'S THE DIFFERENCE?

"When I'm full, am I fed up?"

There are many expressions such as the ones listed that are confusing to English students. Have your class use two or three as an opener or closing to the session to clarify the meanings.

- in the way
- on the way
- by the way
- out of the way
- beside
- besides
- out of order
- in order
- on order
- all ready
- already
- all right
- alright
- all together
- altogether
- at night
- in the night
- by accident
- on purpose
- in general
- for the most part
- under the circumstances
- on sale
- for sale
- take over
- overtake
- stay over
- overstay
- come over
- overcome
- step over
- overstep
- look over
- overlook
- sleep over
- oversleep
- all over
- overall
- do over
- overdo
- turn over
- overturn
- try out
- try on
- in that case
- all in all
- at all
- after all
<table>
<thead>
<tr>
<th>another</th>
<th>for all</th>
</tr>
</thead>
<tbody>
<tr>
<td>the other</td>
<td>write off</td>
</tr>
<tr>
<td>to the point</td>
<td>out of the question</td>
</tr>
<tr>
<td>for one thing</td>
<td>by all means</td>
</tr>
<tr>
<td>all of a sudden</td>
<td>once and for all</td>
</tr>
<tr>
<td>in mind</td>
<td>all the more</td>
</tr>
<tr>
<td>by hand</td>
<td>better off</td>
</tr>
<tr>
<td>out of hand</td>
<td>pig out</td>
</tr>
<tr>
<td>hand in hand</td>
<td>pros and cons</td>
</tr>
<tr>
<td>bumper-to-bumper traffic</td>
<td>few and far between</td>
</tr>
<tr>
<td>bumper sticker</td>
<td>goof off</td>
</tr>
<tr>
<td>door-to-door salesperson</td>
<td>know the ropes</td>
</tr>
<tr>
<td>double-breasted</td>
<td>drop in the bucket</td>
</tr>
<tr>
<td>double-cross</td>
<td>out of control</td>
</tr>
<tr>
<td>double negative</td>
<td>in control</td>
</tr>
<tr>
<td>down and out</td>
<td>worn out</td>
</tr>
<tr>
<td>ups and downs</td>
<td>break down</td>
</tr>
<tr>
<td>ins and outs</td>
<td>break in</td>
</tr>
<tr>
<td>off and on</td>
<td>break out</td>
</tr>
</tbody>
</table>

Several pages of idiom practice follow. These can be used according to the level of your class.

One way of using idioms involves having one student ask a question about the sentence, then having another student answer the question using the idiom instead of the underlined word.
If the example given is in question form, then one student would read the question and another one would answer with the idiom.

This can be done individually, in pairs, or with half the class asking and the other half answering.
IDIOMS

Replace the underlined word or words with an idiom.

1. She recovered from her illness.
   _______ _______

2. Please lower the volume.
   _______ _______

3. Please increase the heat.
   _______ _______

4. Did you telephone your friend?
   _______ _______

5. Did you find the word in the dictionary?
   _______ _______

6. She fainted from the heat.
   _______ _______

7. The thief robbed the bank.
   _______ _______

8. A car hit the small child.
   _______ _______

9. Please visit me soon.
   _______ _______

10. We should discuss the situation.
    _______ _______
IDIOMS

Replace the underlined word or words with an idiom.

1. He answered me impolitely.

        _______        _______        _______        _______

2. I'm going to leave you.

        _______        _______        _______        _______

3. We'll remember that day with much joy.

        _______        _______        _______        _______

4. Our friends accompanied us.

        _______        _______        _______        _______

5. He failed to keep his promise.

        _______        _______        _______        _______

6. He and his wife separated.

        _______        _______        _______        _______

7. I hope you manage well on your exam.

        _______        _______        _______        _______

8. He submitted his application.

        _______        _______        _______        _______

9. He dated her for a year.

        _______        _______        _______        _______

10. They are busy on Saturday.

        _______        _______
IDIOMS

Replace the underlined word or words with an idiom.

1. This machine is not working.
   __________  __________  __________

2. Our teacher distributed the papers.
   __________  __________

3. They visited us unexpectedly.
   __________  __________  __________

4. I am confused about this lesson.
   __________  __________

5. We renovated our house.
   __________  __________

6. Where did she hang the picture?
   __________  __________

7. We must consider this possibility.
   __________  __________

8. He will soon surpass his friend.
   __________  __________  __________

9. We are friendly with each other.
   __________  __________

10. Let's continue the lesson.
    __________  __________  __________

11. She understands explanations quickly.
    __________  __________  __________

12. She will take your place for a while.
    __________  __________  __________  __________
IDIOMS

Replace the underlined word or words with an idiom.

1. They will live in Canada permanently.

2. We had to postpone the meeting.

3. They cancelled the picnic.

4. She rejected his offer of marriage.

5. The police investigated the accident.

6. They continued spending money until they were penniless.

7. He resembles his father in many ways.

8. I happened to meet my friend at the plaza.

9. I was raised in Ontario.

10. He was disgusted with the situation.

11. She died last year.

12. He quit school.
IDIOMS

Replace the underlined word or words with an idiom.

1. I was delayed in traffic.
   _______ _______

2. He quit smoking.
   _______ _______

3. My work is finished, up-to-date.
   _______ _______

4. Please take me as far as the subway.
   _______ _______ _______ _______

5. This lesson is difficult, so we'll review it.
   _______ _______

6. The stories she invents are unbelievable.
   _______ _______

7. We have to prepare for emergencies that might arise.
   _______ _______

8. They argued and then they reconciled.
   _______ _______

9. They didn't appear until late.
   _______ _______

10. I can't understand your writing.
    _______ _______

11. She found the old letters by chance.
    _______ _______

12. He chose the ring for his girlfriend.
    _______ _______
WHAT’S THE DIFFERENCE?

Our learners can benefit by giving explanations for the difference between certain expressions, titles and pronunciation.

Choose a few from the list as an opening or closing activity.

What’s the difference between:
1. an optimist and a pessimist
2. won’t and can’t
3. should have had and must have had
4. pass out and pass away
5. I wish and I hope
6. back out of a driveway and back out of an agreement
7. some think and something
8. some sing and something
9. some sink and something
10. look forward to and look back on
11. Mrs. and Ms.
12. take and bring
13. receipt and recipe
14. wink and blink
15. Premier and Prime Minister
16. M.P. and M.P.P.

How many ways can you use each of these words?

fair     miss     part   pass   treat   light
THE WORD LIKE

"I don't, like, understand."

The little work LIKE is a commonly used word in English. It has many different meanings.

How many questions can you make with LIKE? Answer the questions - do you use LIKE in the answers?

Examples:

1. What colour do you LIKE?
   What do you LIKE to do?

2. What is the weather LIKE today?
   What is your new apartment LIKE?
   What is your teacher LIKE?

3. What does it taste LIKE?
   smell
   feel
   look
   sound

4. Who does he look LIKE?
   act

5. Correct the confusion between LIKE and AS IF.
   What does he look LIKE?
   What does he act LIKE?
   He looks LIKE an angel, but he acts AS IF he were an angel.

6. What are your LIKES and DISLIKES?

7. LIKE is commonly used as an unnecessary extra!
   I couldn't come because I was, LIKE, busy.

8. It isn't LIKE him to be late.
SOME STRANGE SPELLING AND PRONUNCIATION

"What's Rong?"

1. Have your class think of words that have silent b after m.
   thumb  comb  bomb  lamb  limb
   climb  crumb  dumb  numb  aplomb  plumber

2. Have your class think of as many words as they can that have a silent k before n.
   knee  know  knock  knead  knife  knot
   knuckle  knit  knowledge  kneel  knight  knack

3. Have your class think of words with the letters ugh that sound like ff.
   cough  rough  laugh  tough  enough

4. Have your class think of words with silent ugh.
   though  dough  taught  bought  brought  caught
   ought  haughty  thorough  through  bough  sought

5. Words that have no excuse for their spelling or pronunciation.
   aisle  yacht  eye  answer  does  says
   tongue  stomach  ache  women  queue

6. Words with c that sounds like g.
   city  certify  face  cell  certain  necessary
   receive  proceed  produce  pronounce  certificate

Words with c that sound like k.
   country  care  card  curtain  clean  act
   expect  cure  company  court  calculate

Words with 2 c's - one sounds like k, one like s.
   success  accident  access  eccentric  accept
7. Words with silent *p* before *n* or *s.*

- pneumonia
- psychology
- psychiatry
- psalm

8. Words with silent *w* before *r.*

- wrong
- write
- wreck
- wring
- wrench

9. Words with *ou* and silent *l.*

- could
- would
- should

10. Words with silent *gh.*

- light
- night
- bright
- sight
- tight
- fright
- height
- weight
- might
- right

11. Explain that *oo* has different pronunciations.

- flood
- blood
- good
- wood
- hood
- stood
- took
- shook
- brood
- mood
- food
- broom
- room
- moon
- floor
- door

12. Explain that *ome* has different pronunciations.

- some
- come
- dome
- home
- Rome

13. Underline the word in the brackets that rhymes with the first word.

- do (go, new) war (far, store)
- down (own, noun) choose (loose, news)
- paid (made, said) warm (harm, storm)
- doll (bowl, hall) word (heard, lord)
REPORTED SPEECH FOR ADVANCED CLASSES

"Is tomorrow today? I thought it was yesterday."

It is confusing when yesterday becomes tomorrow, and tomorrow becomes today, and now becomes then, and here becomes there, and this becomes that, and next week becomes this week - and so on!

On Tuesday, tell your class that you took your car to the garage yesterday. The mechanic couldn't fix it then, but he'll do it today.

Have them make the exact conversation that took place on Monday.

A. "My car needs a new fan belt. Can you do it today?"
B. "I'm sorry, but I'm very busy right now. Leave it here and I'll do it first thing tomorrow."

Change the Monday conversation to reported speech.

The car was not fixed on Tuesday because the mechanic had to order the part.

Have the class make the exact conversation that took place on Tuesday.

Change the Tuesday conversation to reported speech.

Tell the class that you took a film to be developed last week and that you are supposed to pick up the pictures this week.

Have them make the direct conversation between you and the store clerk.

Have the class change the conversation to reported speech.

When you went to get the pictures, they weren't there. They won't be in until next week.

Have the class make the second conversation with the clerk, then change it to reported speech.

Think of other situations and make conversations, then change to reported speech.

Have Fun!
MATH AND WORD PUZZLES

There are numerous puzzles available in books, or you can make up some for your class. This type of activity is useful and fun as an opening or closing to a lesson.

Math Puzzle

1. Take your house number and double it.
2. Add five.
3. Multiply by half a hundred.
4. Add your age (if you're under one hundred).
5. Add the number of days in a year.
7. The last two figures will be your age, the other will be your house number.

Word Puzzle

1. Make as many words as you can by using the letters from these words. If there is one a in the word, you can only use a once. If there are two e's in the word, you can only use e twice in your new word.

   teacher -
   
   tea  eat  ate  at  the
   cheat  hate  her  here  hear
   heart  chat  hat  heat  heater
   teach  each  reach  cart  crate
   rate  rat  tar  tear  create
   act  react  care  car  race
   trace  chart  earth  cheer

2. Unscramble these letters to make the name of a food item.

   ccneki  dwsahnci
   dreba  roract
   otppao  keac
Variation:
Do the same with names of sports, furniture, family members, etc.

3. Make as many new words as you can from these root words.
   
   able  
   use  
   act  
   employ  
   sell  
   pay  

4. Have blank spaces on the board that would spell
   
   English  as  a  Second  Language  
   
   ______  ___  ______  ______  

   Ask one student to name a vowel. Fill in the spaces where that vowel would go. Ask a student to name a consonant. Fill in the spaces where that consonant would go. As the spaces are filled, a student can call out, "Can I solve the puzzle, please?" and say the phrase or word.
   
   You can use names of famous people, events, idioms, etc. to vary the activity.
   
   (a takeoff of "Wheel of Fortune")

5. A man was in prison for many years. Every week another man came to visit. One of the guards asked the prisoner who the visitor was, if he were a relative or a friend. The prisoner replied, "Sisters and brothers I have none. But that man's father is my father's son."
   
   What relation were the two men?
LESSON ON ARTICLES

"Fran's Ford Escort"

From 1980 until 1991 I had a very special car. I thought it was the best car in the world. It was a 1980 Ford Escort. The people in my family laughed at the way I talked about the car. They said it was a little box. It didn't have air conditioning or power windows or the special features that cost a lot of money.

The little Escort took me to all the places I wanted to go. It was never in a bad mood. It was never in a stubborn mood. It did not have the habit of complaining about starting in the cold weather. It had the ability to drive through a snow storm. I used to get into the car and back out of the driveway without a problem.

The best thing about the Ford Escort was the gas tank. I filled it once a month with the cheapest gas.

You will ask me, "Why did you sell the car?"

I will tell you the answer.

As students listen and ask questions about the story, the instructor writes keywords and all articles on the board.
WHAT'S THE DIFFERENCE?

*a, an, the, - or no article*

Questions you have about articles.

When should I use *a* or *an*?
When should I use *the*?
When should I not use *a, an* or *the*?

I hope you'll find some of the answers on these pages.

First of all, you use articles with nouns - and there are different kinds of nouns in English. There are *countable* nouns that you know and use all the time. They can be *singular* or *plural*.

Examples:  

book  purse  class  husband  wife  son  

daughter  city  student  teacher  car  house  
apartment  bus  pen  problem

**Rule 1:**  

Use *a* or *an* with a *singular countable* noun when you mean *one, one of many, each, or unknown or unspecified.*

Examples:  

*I have a car.*  
*She has a husband.*  
*He ate an apple.*  

There are many cars, many husbands, many apples. In the sentences the meaning is *one* of them.

In the following example *a* means *each.*  
*I pay $200.00 a month for insurance.*

*A or an is never used with plurals.*
Rule 2: Use **the** with a singular countable noun when you mean **this** one or **that** one - a particular, specific or known one.

Examples:  
*The car that I drive is a Sunbird.*
*I went to the doctor.*
*In the* sentences **the** meaning is known.

Rule 3: Use **the** with plural countable nouns when you mean **those** or **these** - particular, specific or known ones.

Examples:  
*The cars in the parking lot belong to the students.*
*The houses on the street near us are very expensive.*
*In the* sentences **the** meaning is specific or known.

Now you have a question.
When should I use plural countable nouns WITHOUT **THE**?

Rule 4: Use plural countable nouns WITHOUT **THE** when it is a **general** statement.

Examples:  
*Cars are expensive.*
*I like books.*
*She has problems.*

Now - **What's the difference?**

Use these words in sentences to show the difference in the use of articles.

*a job*      *a house*
*the job*      *the house*
*the jobs*      *the houses*
*jobs*      *houses*
That was easy! Let's look at noncountable nouns now because they are fascinating. They are never made plural.

There are two kinds of noncountable nouns. The first ones we will look at are concrete or mass nouns.

Examples: water furniture information advice homework
milk fun clothing weather money
equipment salt butter traffic gold

Concrete noncountable nouns sometimes need the, and sometimes they don't need the. Confusing? - not really.

**Rule 5:** If a concrete noun is described, it needs the.

Examples: He asked for advice. (no the)  
He didn't like the advice I gave him. (modifier)  
He asked for money.  
He spent the money I lent him.

In these sentences you can see why you sometimes use the, and at other times you don't use the.

But - remember that a or an is NEVER used with concrete, noncountable nouns.

Now - What's the difference?

Use these words in sentences to show the difference in the use of the.

- clothing or clothes
- the clothing or the clothes
- milk
- the milk

- information
- the information
- homework
- the homework
The second kind of noncountable nouns is **abstract**.

**Examples:**
- courage
- honesty
- intelligence
- sincerity
- freedom
- optimism
- friendliness
- loyalty
- beauty
- compassion

Abstract, noncountable nouns do not usually use *a, an, or the* - but sometimes they do.

Confusing? - not really.

**Rule 6:** Zero article is placed with nonspecific abstract nouns.

**Examples:**
- *I admire enthusiasm in a teacher.*
- *I look for loyalty in a friend.*
- *I think freedom is important.*

In these sentences you can see that the nouns *enthusiasm, loyalty,* and *freedom* are used in a general way.

But -

**Rule 7:** Place *the* with specific abstract nouns.

**Examples:**
- *I was pleased with the honesty he showed when he returned the lost wallet.*
- *He was annoyed with the pessimism the government displayed about the future of Canada.*

In these sentences you can see that *honesty* and *pessimism* are used in a specific way.

When do I use *a* or *an* with an abstract noun?

**Rule 8:** Place *a* or *an* with abstract nouns for a kind of quality.

**Examples:**
- *He apologized with a sincerity that surprised me.*
- *After the tragedy, she went on with her life with a courage that inspired everyone.*

In these sentences you can see that sincerity and courage are used in a kind of sense.
Now - What's the difference?

Use these words in sentences to show the difference in the use of *the, a, an*, or *zero article* with abstract, noncountable nouns.

- *intelligence*  
  - *optimism*
- *the intelligence*  
  - *the optimism*
- *an intelligence*  
  - *an optimism*

Here is the fun part!

Place *a, an, the* where necessary.

Be prepared to explain why you made your choice of article or zero article.

1. She ran into house and locked door.
2. I received letter from old friend of mine.
3. Please put books on desk in family room.
4. She has good job teaching English to people from all over world.
5. Please don't ask me for loan. I never lend money to friend.
6. I admire sincerity and humour.
7. We have understanding of problem now.
8. She followed advice she received from rest of students.
9. He wants to finish course by end of month.
10. We all need work, recreation, and love in our lives.
11. I don't agree with information in report.
12. Cup of coffee in morning is necessity.
13. I am usually optimist, but during month of January I was pessimist.
14. He married rich woman because he wanted to get money to start business.
15. I like money, coffee, games and good conversation.
Now that you have learned and practiced article usage, here is an extra challenge.
Can you figure out and explain why *the* is used in some sentences and not in others?

1. Prime Minister Harper lives in Ottawa.

2. The Prime Minister is the leader of the government.

3. They will go sailing on Lake Ontario.

4. The St. Lawrence River is very long.

5. We came to Canada in July.

6. He was born in the United States.

7. Our school is on Bloor St.

8. She graduated from the University of Toronto.

9. We celebrate Canada Day on the first of July.

10. It is the coldest day of the year.

11. Valentine’s Day is the day to talk about love.

12. She has a rare inner beauty.

13. Her son attends Humber College in the city of Etobicoke.

14. The Minister of Education spoke to the group on the first of May.

15. The class went to the C.N. Tower.
What’s the Difference?

Make sentences to show the difference in the use of *a, an, the, zero* article.

- a doctor
- the doctor
- the doctors
- doctors
- Dr. Johnson

- a plaza
- the plaza
- the plazas
- plazas
- Cloverdale Mall
- Rexdale Plaza
- Sherway Gardens
- the Eaton Centre

- a library
- the library
- the libraries
- Libraries
- the Toronto Public Libraries
A LESSON ON PRESENT PERFECT

A Very Special Person

I visited a very special person recently. She is 102 years old. As we talked I became very curious about her life. During that many years she has experienced many milestones. Numerous changes have taken place in her lifetime. I asked her a lot of questions.

1. Have you always lived in Canada?
2. How many countries have you visited?
3. How many languages have you spoken?
4. What was your profession?
5. When did you get married?
6. How many children did you have?
7. How many grandchildren and great-grandchildren do you have?
8. How long have you lived alone in this house?
9. What are some of the activities you are able to enjoy now?
10. What has been the most significant medical advancement in your lifetime?
11. How has transportation changed in the past century?
12. How has communication changed in the past century?
13. Can you compare Toronto in 1904 to Toronto in 2006?
14. Can you imagine Toronto in the year 2020?
15. If you could go back in time, what would you like to do differently?
16. What advice would you like to give:
   a) your great-grandchildren?
   b) political leaders?
   c) everyone?
THE PRESENT PERFECT VERB TENSE

"Is the present perfect?"

This very interesting verb tense tells about actions that started in the past and continue to the present.
It is formed with has or have, and the past participle.
We often use 's or 've instead of has or have.

Example:  

He has known her for a year.  

or

He's known her for a year.

I have been here since 9 o'clock

or

I've been here since 9 o'clock

The Present Perfect is NOT used with definite time markers such as yesterday, last week, on Saturday, in 1990. The Present Perfect is used with past to present time markers such as since or for.

Since - an event, a year, a day, a time, a month.
Example:  

We've lived in our apartment since we came to Canada.

since 1990.

since January.

or

For - a length of time, hours, days, weeks, months, years.
Example:  

He's worked there for a long time.

for ten days.

for three weeks.

for two years.
The Present Perfect is often used with question expressions like these:

*how many, how much, how long, how far.*

Example:  
*How many jobs have you had in your life?*
*How much money has he saved?*

The Present Perfect is often used with frequency adverbs such as *always, never, often, recently, ever, rarely, sometimes, just, already, finally.*

Example:  
*I've never liked sports.*
*He's always been a stubborn person.*
*They've just arrived.*

With questions and negatives in the Present Perfect, we use *yet.*

Example:  
*Have they eaten dinner yet?*
*I haven't received my cheque yet.*

**What's the Difference?**

How is the Present Perfect different from the Present Perfect Continuous?
This verb tense is usually used to tell about a single action that started in the past and extends to the present. It is NOT used to tell about repeated actions.
The Present Perfect and the Present Perfect Continuous can often be interchanged - often, but not always.

Here are some examples where either one can be used.

a.  
*He has worked there since 1989.*
*or*

*He has been working there since 1989.*
b. *She's waited for the bus for twenty minutes.*
   or

   *She's been waiting for the bus for twenty minutes.*

When you want to show the RESULT of a continuous action, you use the Present Perfect Continuous to tell about the action, and the Present Perfect to show the RESULT.

Here are some examples to illustrate this point.

a. *She has been watching television for two hours.*
   but

   *She has watched four programs.*

b. *We've been painting our house since Tuesday.*
   but

   *We've painted three rooms so far.*

The Present Perfect Continuous is not used with the words *just, already, ever, never, finally.*

The most common mistakes in the use of these fascinating verb tenses occur between them and the Simple Past.

**Remember** - the basic rule states that we use Simple Past for actions completed in the past where definite time markers can be used. The Present Perfect is used for actions started in the past that can continue to the present, for result of a continuous past action, and with frequency adverbs. The Present Perfect Continuous is used for a single action that started in the past and continues to the present.
Remember the rules and have fun figuring out which verb tense to use in these sentences. Have even more fun explaining why you chose the one you did. In some cases there may be more than one answer. Can you explain that?

Exercise:
Use the correct verb tense in these sentences.

1. _The plane (land) at ten o'clock last night._
2. _He (attend) classes regularly since the beginning of the term._
3. _She (not yet see) our new apartment._
4. _I (have) a headache since I started to learn this verb tense._
5. _They (spend) a lot of money recently._
6. _They (just pay) $200.00 to have their car repaired._
7. _This is the best cake I (ever taste)._!
8. _They (play) cards since eight o'clock._
9. _I (go) to the same doctor for three years._
10. _She (be) sick last week._
11. _His employer (finally pay) him for the hours he worked._
12. _They (sell) their house a year ago._

**AN EXTRA NEWS BULLETIN**

The Present Perfect Continuous is not used with the verbs _be, own, know,_ and some uses of _have._

Example:  

a. _I've been married for five years._

b. _She's owned a house since 1990._

c. _We've known each other for a long time._

d. _He's had a beard since last fall._
SUGGESTED TIME MANAGEMENT

Time Frame
- 2 1/2 hours including break
- divided into 3 segments

First Segment
- one of the opening activities from the manual
- about 15 minutes for students to work in pairs or individually, at the board or at their desks
- about 15 minutes to take up work and clarify difficulties
- explanation of procedure given the day before if it is the first time the activity is used
- instructions on board before students arrive

Second Segment
- about 60 minutes
- main teaching part of the lesson
- oral communicative practice and related activities for theme from curriculum or unit story lesson with CLB skill evaluations

Third Segment
- about 35 minutes, one of the following activities
- learn to listen, listen to learn
- relate a personal event by individual students, others ask questions, then retell facts in consecutive segments, write what they heard and remembered (for homework).
- short newspaper article, read to find out, key words on board, answer questions, then retell story
- oral presentations by students, questions, answers, discussion following presentations - about 3 in a day
- open-ended sentences, finish and discuss with partner or group
- role-playing with prepared or spontaneous dialogue
- a longer story started one day and continued for the next few days
- dictation, word games, math games, puzzles, songs, Canadiana
- creative writing exercise
- discussions, dialogues

Try to keep a few minutes at the end of the session to ask "What did you learn today?"

or

As the students leave, have each person use one thing - a verb tense you have been doing - particular prepositions, comparisons, idioms, etc.
Thirty Minutes to Review has enough skill building opening activities to last an entire ESL term.

Its focus is on reviewing and reinforcing areas where ESL learners experience difficulties and repeat errors.

It is popular with learners because of the fact that they immediately start to work on their own as soon as they arrive at school. The activities are taken up and difficulties are clarified in the first half hour of the ESL session.

ESL instructors love using it because there is very little advance preparation - and they see positive, tangible evidence of improvement in all skills.

Fran Marshall’s ESL Publications:
Thirty Minutes to Review
The Life and Times of Lillian
The Story of David
ESL According to Fran
The Early Bird Special
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