ESL CURRICULUM
A LEARNING ENGLISH WITH LAUGHTER PUBLICATION

Module 1 Part 1
STUDENT READER
Second Edition

Daisy A. Stocker B.Ed., M.Ed.
George A. Stocker D.D.S.
LEARNING ENGLISH WITH LAUGHTER

ESL CURRICULUM

TEEN-ADULT CURRICULUM

MODULE 1 PART 1

STUDENT READER

An Interactive Structured Approach to Learning English

This Series Includes a Student Reader, Student Workbook and a Teacher’s Guide.

The Students Will Experience Conversation, Grammar, Activities, Competitive Games, Writing and Speaking in Large and Small Groups. Unit Tests, Mid-term Test

George and Daisy Stocker
Learning English with Laughter Ltd.
Victoria, B.C. Canada
V8X 3B6
E-mail: info@successfulesl.com
Learning English with Laughter makes every attempt to present the English language in a form appropriate to the linguistic changes occurring in English around the world. Learning English with Laughter makes no representation or warranty, either expressed or implied as to the accuracy, timeliness, or completeness of the content contained in this book. Learning English with Laughter makes no representation or warranties of any kind, expressed or implied, about the completeness, accuracy, reliability, suitability or availability with respect to the information contained in this document for any purpose. Any reliance you place on such information is therefore strictly at your own risk.

The authors shall not be liable for any loss incurred as a consequence of the use and application, directly or indirectly, of any information presented in this work. Sold with the understanding, the authors are not engaged in rendering professional services or advice. If advice or expert assistance is required, the services of a competent professional should be sought.

The company, product and service names used in this web site are for identification purposes only. All trademarks and registered trademarks are the property of their respective owners. Learning English with Laughter Ltd. is not affiliated with any educational institution.

Published by:
Learning English with Laughter Ltd.
10 – 1030 Hulford Street
Victoria, B.C. Canada V8X 3B6
Visit us on the Web at
Successful ESL:  http://www.esl-curriculum.ca
English for Chinese:  http://www.englishforchinese.ca
About Learning English with Laughter Ltd.

Learning English with Laughter began in Czechoslovakia in 1990. Shortly after the Velvet Revolution that freed the country of Communism, the authors began writing these lessons as they taught English to their Czech Students at the English Centre in Karlovy Vary. The students played a vital role in the development of this series. The authors consulted with them by having them complete student surveys wherein they rated the extensive variety of activities and lessons that they had participated in. Discussion of the results followed and any item that was rated below 8, on a scale of 1 to 10, was discarded. Thus, Learning English with Laughter evolved through consultation with our English second language students.

Since 2005 thousands of people around the world have visited our web sites. At this time purchases of our Teen-Adult Curriculum, Children’s Curriculum, Children’s Storybooks and our listening programs have been made from more than 70 countries.

In this new edition of Learning English with Laughter we are pleased to be able to provide our books in an environmentally friendly way. Electronic routing of our books reduces greenhouse gas emissions worldwide. When a book order is received the order is filled at the printing location closest to the client. The books are printed as they are ordered, reducing the need for storing thousands of books in a warehouse.

Customization of your covers

You may be interested in the customization of your covers. (White Label Services) This personalizes your textbooks and makes them a visible part of your school’s curriculum. For this service contact us at: info@successfulesl.com

Members of our team with professional degrees have combined years of teaching experience and editing to produce these teaching materials. Team Members for this publication:

Editors:
Daisy A. Stocker B.Ed., M.Ed.
Dr. George A. Stocker D.D.S.

Contributor:
Brian Stocker BA, MA
This English second language curriculum provided in our English Second Language (ESL) Curriculum Series includes four Modules. Each Module has 20 lessons in Part 1 and 20 in Part 2. The new concepts are incrementally introduced. Each lesson is contained in three books for each Part of each Module: Student Reader, Student Workbook and Teacher's Guide. The Student Reader can be used a number of times as the students aren't required to write in it.

This Table of Contents includes exercises and activities in the Student Reader, Workbook and Teacher's Guide. It also lists the new concepts, oral activities, written exercises and large and small group activities. Answers are included for all questions and discussions. Unit and final tests are provided throughout.

## MODULE 1 PART 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Student</th>
<th>Workbook</th>
<th>Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Names</td>
<td>Vocabulary</td>
<td>Subject Pronouns</td>
<td>To be</td>
</tr>
<tr>
<td>Written exercises</td>
<td>Oral questions</td>
<td>Whole class team activity</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Possessive adjectives</td>
<td>Vocabulary</td>
<td>Listening and answering</td>
<td></td>
</tr>
<tr>
<td>Role-play – large group in unison</td>
<td>Small group oral question and answer activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written exercises</td>
<td>Large group team activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral questions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MODULE 1  LESSON 1

Hello, I am ___________________________. I am a teacher.

What is your name?

My name is _____________________________________.

VOCABULARY:

<table>
<thead>
<tr>
<th>Singular (1)</th>
<th>TO BE</th>
<th>Plural (2+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>we are</td>
<td>we are</td>
</tr>
<tr>
<td>you are</td>
<td>you are</td>
<td>they are</td>
</tr>
<tr>
<td>he is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>she is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>it is</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY 1:  Listen to your teacher read the question, then you read the answer with the other students in the class.

Singular

What is your name? My name is ________.

Are you a student? Yes, I am a student.

Is he a student? Yes, he is a student.

Is she your friend? Yes, she is my friend.

Is it your dog? Yes, it is my dog.

What is your teacher’s name? My teacher’s name is _____.

Are we friends? Yes, we are friends.

Are you students? Yes, we are students.

Are they students? Yes, they are students.

Are dogs friendly? Yes, dogs are friendly.

EXERCISE 1 – WORKBOOK PAGE 1

ACTIVITY 2 – WORKBOOK PAGE 1

ACTIVITY 3 – TEACHER’S GUIDE PAGE 3

ORAL QUESTIONS TEACHERS’ GUIDE
MODULE 1  LESSON 2

ACTIVITY 1:  Listen and repeat.

VOCABULARY:

<table>
<thead>
<tr>
<th>adjective</th>
<th>possessive</th>
<th>father</th>
<th>classmate</th>
<th>restaurant</th>
</tr>
</thead>
<tbody>
<tr>
<td>class</td>
<td>in</td>
<td>this</td>
<td>mother</td>
<td>like (to)</td>
</tr>
<tr>
<td>have (to)</td>
<td>where</td>
<td>no</td>
<td>motorcycle</td>
<td>drive (to)</td>
</tr>
<tr>
<td>car</td>
<td>do (to)</td>
<td>outside</td>
<td>friendly</td>
<td>an</td>
</tr>
</tbody>
</table>

POSSESSIVE ADJECTIVES

my  our
your your
his / her / its their

ACTIVITY 2:  Listen to your teacher ask each question. You read the answer orally.
Are you in an English class? Yes, I am in an English class.
Are you my friend? (Yes) Yes, I am your friend.
Is he your classmate? (Yes) Yes, he is my classmate.
Is a dog a friend? (Yes) Yes, a dog is a friend.
Is this our English class? Yes, this is our English class.
Are your friends in this class? (Yes) Yes, my friends are in this class.
Are your friends students? (Yes) Yes, my friends are students.

ACTIVITY 3:  Close your book. Listen to your teacher read the above questions again. Answer without looking!

EXERCISE 1 - WORKBOOK PAGE 2

ACTIVITY 4A – WORKBOOK PAGE 2

ACTIVITY 4:  Listen to the dialogue. Role-play it and then change roles.

Raymond: Hello, my name is Raymond.
Nancy: Hello, I am Nancy.
Raymond: Do you like cars?
Nancy: Yes, I like cars.

Raymond: Do you have a car?
Nancy: Yes, I have a car.

Raymond: I have a motorcycle.
Nancy: I like motorcycles.

EXERCISE 2 – WORKBOOK PAGE 2

EXERCISE 3 – WORKBOOK PAGE 2
LESSON 2 CONTINUED

ACTIVITY 5: The students are to work in small groups to ask and answer the following questions.

1. Does Nancy have a car?
2. Is her name Nancy?
3. Does Raymond have a motorcycle?
4. Does Nancy like motorcycles?
5. Do you like motorcycles?

6. What is your friend's name?
7. What is your teacher's name?
8. What is your mother's name?
9. What is your father's name?

10. Do you like cars? (yes)
11. What is your name?
12. Do you like dogs? (yes)
13. Do you have a motorcycle? (yes)
14. Are you a student?
15. Do you drive a car? (yes)
16. Do you like motorcycles? (yes)
17. Do you like restaurants? (yes)

1. Yes, Nancy has a car.
2. Yes, her name is Nancy.
3. Yes, Raymond has a motorcycle.
4. Yes, Nancy likes motorcycles.
5. Yes, I like motorcycles.

6. His / Her name is ...
7. His / Her name is ...
8. Her name is ...
9. His name is ...

10. Yes, I like cars.
11. My name is _________.
12. Yes, I like dogs.
13. Yes, I have a motorcycle.
14. Yes, I am a student.
15. Yes, I drive a car.
17. Yes, I like restaurants.

ORAL QUESTIONS

ACTIVITY 6: Role-play the dialogue together.
Boys are Raymond - Girls are Nancy

TEACHER: Raymond and Nancy are on his motorcycle.
RAYMOND: I like to drive my motorcycle.
NANCY: I like motorcycles and dogs. Do you have a dog?
RAYMOND: Yes, I have a dog.
NANCY: Where is your dog?
RAYMOND: It is outside.
NANCY: Is it friendly?
RAYMOND: Yes, it is a friendly dog.

ACTIVITY 6A – WORKBOOK PAGE 3

EXERCISE 4 – WORKBOOK PAGE 3
MODULE 1  LESSON 1

EXERCISE 1:  Answer in sentences.

1.  What is your name?  ______________________________________________________

2.  Who are you?  ______________________________________________________

3.  Are you a student? ______________________________________________________

ACTIVITY 2:  Complete the sentences.

Who is he?  He is Craig.

Who are they?  They are Craig and Jessica.

Who am I?  You are _________________.

Who am I?  You are _________________.

Who am I?  You ___________ Jessica and ___________.

Who are we?  You ___________ Jessica and ___________.

Who are we?  You ___________ Ruth and ___________.

Who are we?  You ___________ Ruth and ___________.

Jessica  Craig

Ruth  Raymond
MODULE 1  LESSON 2

EXERCISE 1:  EXAMPLE:  What is your name? My name is _____.
1. What is his name? (Craig) __________________________________________
2. What is her name? (Jessica) __________________________________________
3. What are their names? (Ruth and Raymond) __________________________________________
4. What is its name? (dog - Toto) __________________________________________

ACTIVITY 4A: Find a partner: Ask each other:
NOTE: The 's means belonging to someone or something.
1. What is your friend's name?  His / Her __________________________________________
2. What is your teacher's name? His / Her __________________________________________
3. What is your mother's name? Her __________________________________________
4. What is your father's name? His __________________________________________

EXERCISE 2: Answer in sentences.
1. Does Nancy have a car? __________________________________________
2. Is her name Nancy? __________________________________________
3. Does Raymond have a motorcycle? __________________________________________
4. Does Nancy like motorcycles? __________________________________________
5. Do you like motorcycles? __________________________________________

EXERCISE 3: Answer in sentences.
1. Do you have a mother? (yes) __________________________________________
2. Do you have a motorcycle? (yes) __________________________________________
3. Do you have a car? (yes) __________________________________________
4. Do you drive a motorcycle? (yes) __________________________________________
5. What is your name? __________________________________________
6. Do you like cars? (yes) __________________________________________
LESSON 2 CONTINUED

ACTIVITY 6A: Divide into groups of two or three. Role-play the dialogue together. Change roles.

TEACHER: Raymond and Nancy are on his motorcycle.

RAYMOND: I like to drive my motorcycle.

NANCY: I like motorcycles and dogs. Do you have a dog?

RAYMOND: Yes, I have a dog.

NANCY: Where is your dog?

RAYMOND: It is outside.

NANCY: Is it friendly?

RAYMOND: Yes, it is a friendly dog.

EXERCISE 4: Answer in sentences

1. What does Raymond like to do? ____________________________________________
2. What does Nancy like? _________________________________________________
3. Who has a dog? _______________________________________________________
4. Where is Raymond’s dog? _____________________________________________
5. Is his dog friendly? ___________________________________________________
6. Do you like friendly dogs? (yes) _________________________________________
7. Do you like to drive a motorcycle? (yes) _________________________________
### MODULE 1  PART 1  GLOSSARY

<table>
<thead>
<tr>
<th>English</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>address</td>
<td></td>
</tr>
<tr>
<td>adjective</td>
<td></td>
</tr>
<tr>
<td>all</td>
<td></td>
</tr>
<tr>
<td>also</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
</tr>
<tr>
<td>answer (to) answered</td>
<td></td>
</tr>
<tr>
<td>any</td>
<td></td>
</tr>
<tr>
<td>apartment</td>
<td></td>
</tr>
<tr>
<td>apple</td>
<td></td>
</tr>
<tr>
<td>ask (to) asked</td>
<td></td>
</tr>
<tr>
<td>at home</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B b</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td></td>
</tr>
<tr>
<td>be (to) am, is, are</td>
<td></td>
</tr>
<tr>
<td>behind</td>
<td></td>
</tr>
<tr>
<td>beside</td>
<td></td>
</tr>
<tr>
<td>big</td>
<td></td>
</tr>
<tr>
<td>bird</td>
<td></td>
</tr>
<tr>
<td>blouse</td>
<td></td>
</tr>
<tr>
<td>box</td>
<td></td>
</tr>
<tr>
<td>boy</td>
<td></td>
</tr>
<tr>
<td>bridge</td>
<td></td>
</tr>
<tr>
<td>bring (to) brought</td>
<td></td>
</tr>
<tr>
<td>brother</td>
<td></td>
</tr>
<tr>
<td>brown</td>
<td></td>
</tr>
<tr>
<td>building</td>
<td></td>
</tr>
<tr>
<td>but</td>
<td></td>
</tr>
<tr>
<td>buy (to) bought</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C c</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td></td>
</tr>
<tr>
<td>car</td>
<td></td>
</tr>
<tr>
<td>cat</td>
<td></td>
</tr>
<tr>
<td>chair</td>
<td></td>
</tr>
<tr>
<td>Cheers!</td>
<td></td>
</tr>
<tr>
<td>chicken</td>
<td></td>
</tr>
<tr>
<td>church</td>
<td></td>
</tr>
<tr>
<td>city</td>
<td></td>
</tr>
<tr>
<td>class</td>
<td></td>
</tr>
<tr>
<td>classmate</td>
<td></td>
</tr>
<tr>
<td>classroom</td>
<td></td>
</tr>
<tr>
<td>coffee</td>
<td></td>
</tr>
<tr>
<td>cold</td>
<td></td>
</tr>
</tbody>
</table>
ESL CURRICULUM
LEARNING ENGLISH WITH LAUGHTER

PHILOSOPHY

"LEARNING ENGLISH WITH LAUGHTER" means that the students and teachers can combine laughter and learning, while communicating in English. This is a structured approach, meaning that each new concept is mastered in a conversational English environment before another is introduced. During the past decade, research has shown that the students learn more effectively if the teaching of grammar is integrated with a communicative approach to the learning of the English language.

This program is written for students 13 years and older. We introduce the basic tenses and other structures in a logical sequence, integrating them with light hearted activities that provide practice in a conversational setting. The combination achieved in Learning English with Laughter has proved to be popular with the students and successful in achieving its goals.

TIMING AND LESSON STRUCTURE

The most successful order of presentation for the lessons is outlined below:
- Greeting the students in English
- Oral questions (20 to 30 minutes)
Oral Questions may be done before or after the new lesson has been introduced.
The order suggested in the Student’s Book should be adapted to the needs of the group.
- Introduction of a new lesson or continuation of a past lesson.
- Completion of exercises and/or partner activities
- Ending with a more relaxed conversational activity

VOCABULARY

The new words introduced in each lesson are listed under the title and may be introduced in any of the following ways:
- The teacher may write the words on the blackboard and use them in sentences.
- The teacher can dramatize, draw or use the pictures to explain the words.
- The students can work in small groups with their dictionaries.

ORAL QUESTIONS

The oral questions are designed to provide practice in speaking.
The questions and answers stress grammatical structure, and word order of the English language.
When our students completed surveys where Oral Questions were rated “helpful / not helpful” on a scale of 1 to 10, Oral Questions were consistently rated as “10 - very helpful”.
Teaching this Conversational English program without using the oral questions will result in the lessons becoming too difficult for the students.

These questions provide the basic models of the English Language.
They are a vital part of the program, giving practice, review and an opportunity for the teacher to expand the language to talk about local events.

Go English Go!
MODULE 1  PART 1  LESSON 1

At the beginning of the first class the teacher will introduce himself or herself by saying,

My name is ____________.

We suggest that the students could then introduce themselves by saying,

My name is ___________.”

As this is our International Edition we have included a variety of English names in this first book. Our experience has shown us that many students have difficulty identifying the male names and the female names. Lists are provided as a part of the several lessons to help them with this.

INTRODUCING THE NEW VOCABULARY IN EACH LESSON
Each teacher will find their own method for helping the students to understand the new words. We suggest writing the words on the board as they are explained. Possible ways for making their meaning clear might include: dramatizing, drawing, pointing to objects or pictures or using the words in sentences with vocabulary that has been already introduced.

THE ORAL QUESTIONS ARE THE MOST IMPORTANT ACTIVITY OR EXERCISE. Without the Oral Questions the content will become too difficult. This has been verified by the results of surveys given to thousands of students in many countries. The oral questions are based on what is taught in the lesson, and should be asked many times until the students can answer fluently without stopping to think.

We suggest that each Oral Question session should review the Oral Questions from the preceding lesson(s), and then proceed to those for the new lesson. When the students have difficulty with a question it should be put on the blackboard with the sentence answer.

ORAL QUESTIONS
Tell the students that in English the second person singular and plural of “to be” are the same.

EXAMPLE:

<table>
<thead>
<tr>
<th>Are you a student?</th>
<th>Are you students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>plural</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>My name is __________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you a student?</td>
<td>Yes, I am a student.</td>
</tr>
<tr>
<td>Is your friend a student?</td>
<td>Yes, my friend is a student.</td>
</tr>
</tbody>
</table>

PAGE 1  ACTIVITY 1:
We suggest that the students speak in unison to read the answers to these early question and answer activities. This method is well suited to groups that are involved with chanting in their own culture. It also provides a cover for those who are shy about articulating the new sounds of the English language. Directions are provided with each activity.

PAGE 1  ANSWERS TO THE WORKBOOK QUESTIONS  EXERCISE 1:

1. What is your name?  
   My name is ____________.

2. Who are you?  
   I am ____________.

3. Are you a student?  
   Yes, I’m a student.
PAGE 1:

Who am I? You are Craig.
Who are we? You are Jessica and Craig.
Who are we? You are Ruth and Raymond.

ACTIVITY 3:

PAGE 3 OF THIS GUIDE
Photocopy the questions and answers on Page 3 of this guide and cut them into separate cards.
Divide the students into two teams - TEAM 1 and TEAM 2.
Move the chairs so that the teams are facing each other.
Give out all the questions so that each student has at least one.
Some can have more than one.

A student in TEAM 1 asks a member of TEAM 2 the question on his or her card.
If the answer is correct the team gets one point.
Next a student on TEAM 2 asks a member of TEAM 1 the question on his or her card.
Each student should answer at least one question.

Tell the students to answer “Yes” plus the rest of the sentence to all the questions.

All questions are answered in sentences.
ACTIVITY 3:

What is your name?
My name is ___________

Is your friend a student?
Yes, my friend is a student.

What is your teacher’s name?
My teacher’s name is _________.

Are you a student?
Yes, I am a student.

Is your friend in English class?
Yes, my friend is in English class.

Who is your friend?
_________ is my friend.

Are dogs friendly?
Yes, dogs are friendly.

Are dogs in restaurants?
Yes, dogs are in restaurants.

Is your teacher your friend?
Yes, my teacher is my friend.

Are you an English student?
Yes, I am an English student.

Who are you?
I am ___________

Who is your English teacher?
___________ is my English teacher.
MODULE 1  LESSON 2

Note to the teacher:
“dogs” – In some cultures dogs are very important. For example, in the Czech Republic where many people have a dog, they are an important part of everyday living. Mature adults will tell you that their dog is their best friend. Although this may seem to be ridiculous in one culture it is a fact in another.

ORAL QUESTIONS

Do you like dogs?
Yes, I like dogs.
Do you have a motorcycle? (yes)
Yes, I have a motorcycle.
Do you like to drive a car? (yes)
Yes, I like to drive a car.
Do you have a car? (yes)
Yes, I have a car.
Do you like restaurants? (yes)
Yes, I like restaurants.
Do you like your friends? (yes)
Yes, I like my friends.

PAGE 2  ANSWERS TO THE WORKBOOK QUESTIONS

1. What is his name? (Craig)
   His name is Craig.
2. What is her name? (Jessica)
   Her name is Jessica.
3. What are their names? (Ruth and Raymond)
   Their names are Ruth and Raymond.
4. What is its name? (dog - Toto)
   Its name is Toto.

PAGE 2  ANSWERS TO THE WORKBOOK QUESTIONS

What is your friend's name?
His / Her name is __________.
What is your teacher's name?
His / Her name is __________.
What is your mother's name?
Her name is _________.
What is your father's name?
His name is _________.

PAGE 2  ANSWERS TO THE WORKBOOK QUESTIONS

1. Does Nancy have a car?
   Yes, Nancy has a car.
2. Is her name Nancy?
   Yes, her name is Nancy.
3. Does Raymond have a motorcycle?
   Yes, Raymond has a motorcycle.
4. Does Nancy like motorcycles?
   Yes, Nancy likes motorcycles.
5. Do you like motorcycles?
   Yes, I like motorcycles.
Note to the teacher: The Picture Bingo Activity introduces new nouns. The students will know some of them and the pictures will show the meanings of the others.

We understand that the students find using “to do” and “to be” very difficult.

PICTURE BINGO

PAGES 10 – 26

To the teacher: Give a different card to each student. If there aren’t enough different cards, then give the same card to two students who aren’t sitting together.

Give each student a number of small objects such as beans or stones to place over the boxes as the words are called.

The teacher then calls the captions listed on the TEACHER’S COPY page in any order, allowing the students time to find the matching picture.

Help is given as the game is played, as the goal is for the students to hear the sentence captions many times. In this way they learn sentence word order as well as vocabulary.

The winner(s) of the game call BINGO when they have a straight and complete row of covered pictures. The covered rows can be in a straight vertical line, a straight horizontal line, or a straight diagonal line. The diagonal line must go from one corner to the other.

The FREE box is counted as a covered picture when it is a part of the completed row.

The game can be played a number of times until the students know the vocabulary well. At that point go to the Enrichment Copy, having the students use the same Bingo cards.
<table>
<thead>
<tr>
<th>Image</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
<td>She sits.</td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Image" /></td>
<td>He drives a truck.</td>
</tr>
<tr>
<td><img src="image3.jpg" alt="Image" /></td>
<td>They walk.</td>
</tr>
<tr>
<td><img src="image4.jpg" alt="Image" /></td>
<td>He likes hot dogs.</td>
</tr>
<tr>
<td><img src="image5.jpg" alt="Image" /></td>
<td>He has a motorcycle.</td>
</tr>
<tr>
<td><img src="image6.jpg" alt="Image" /></td>
<td>They like pizza.</td>
</tr>
<tr>
<td><img src="image7.jpg" alt="Image" /></td>
<td>They meet.</td>
</tr>
<tr>
<td><img src="image8.jpg" alt="Image" /></td>
<td>She has a horse.</td>
</tr>
<tr>
<td><img src="image9.jpg" alt="Image" /></td>
<td>She is a mother.</td>
</tr>
<tr>
<td><img src="image10.jpg" alt="Image" /></td>
<td>She is Julia.</td>
</tr>
<tr>
<td><img src="image11.jpg" alt="Image" /></td>
<td>It is his bicycle.</td>
</tr>
<tr>
<td><img src="image12.jpg" alt="Image" /></td>
<td>He laughs.</td>
</tr>
<tr>
<td><img src="image13.jpg" alt="Image" /></td>
<td>They have a dog.</td>
</tr>
<tr>
<td><img src="image14.jpg" alt="Image" /></td>
<td>He walks.</td>
</tr>
<tr>
<td><img src="image15.jpg" alt="Image" /></td>
<td>She likes hamburgers.</td>
</tr>
<tr>
<td><img src="image16.jpg" alt="Image" /></td>
<td>They kiss.</td>
</tr>
<tr>
<td><img src="image17.jpg" alt="Image" /></td>
<td>She likes juice.</td>
</tr>
<tr>
<td><img src="image18.jpg" alt="Image" /></td>
<td>They are friends.</td>
</tr>
<tr>
<td><img src="image19.jpg" alt="Image" /></td>
<td>They are in a restaurant.</td>
</tr>
<tr>
<td><img src="image20.jpg" alt="Image" /></td>
<td>She has rollerblades.</td>
</tr>
<tr>
<td><img src="image21.jpg" alt="Image" /></td>
<td>It is her dog.</td>
</tr>
<tr>
<td><img src="image22.jpg" alt="Image" /></td>
<td>It is his pen.</td>
</tr>
<tr>
<td><img src="image23.jpg" alt="Image" /></td>
<td>They live in Canada.</td>
</tr>
<tr>
<td><img src="image24.jpg" alt="Image" /></td>
<td>She drives a car.</td>
</tr>
</tbody>
</table>
### Module 1: Bingo
#### Teacher’s Copy

#### Enrichment

<table>
<thead>
<tr>
<th>Image</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Image" /></td>
<td>She sits on a chair.</td>
</tr>
<tr>
<td><img src="image2" alt="Image" /></td>
<td>It is a big blue truck.</td>
</tr>
<tr>
<td><img src="image3" alt="Image" /></td>
<td>They walk together.</td>
</tr>
<tr>
<td><img src="image4" alt="Image" /></td>
<td>He buys a hot dog.</td>
</tr>
<tr>
<td><img src="image5" alt="Image" /></td>
<td>He drives a motorcycle.</td>
</tr>
<tr>
<td><img src="image6" alt="Image" /></td>
<td>They often eat pizza.</td>
</tr>
<tr>
<td><img src="image7" alt="Image" /></td>
<td>They shake hands.</td>
</tr>
<tr>
<td><img src="image8" alt="Image" /></td>
<td>She rides a horse.</td>
</tr>
<tr>
<td><img src="image9" alt="Image" /></td>
<td>She has a baby.</td>
</tr>
<tr>
<td><img src="image10" alt="Image" /></td>
<td>Her name is Julia.</td>
</tr>
<tr>
<td><img src="image11" alt="Image" /></td>
<td>He has a blue bicycle.</td>
</tr>
<tr>
<td><img src="image12" alt="Image" /></td>
<td>He is wearing a red and blue T-shirt.</td>
</tr>
<tr>
<td><img src="image13" alt="Image" /></td>
<td>The family has a dog.</td>
</tr>
<tr>
<td><img src="image14" alt="Image" /></td>
<td>He walks alone.</td>
</tr>
<tr>
<td><img src="image15" alt="Image" /></td>
<td>She eats hamburgers.</td>
</tr>
<tr>
<td><img src="image16" alt="Image" /></td>
<td>They are in love.</td>
</tr>
<tr>
<td><img src="image17" alt="Image" /></td>
<td>She has some juice.</td>
</tr>
<tr>
<td><img src="image18" alt="Image" /></td>
<td>He is wearing a brown suit.</td>
</tr>
<tr>
<td><img src="image19" alt="Image" /></td>
<td>They are sitting at a table.</td>
</tr>
<tr>
<td><img src="image20" alt="Image" /></td>
<td>She can go fast on her rollerblades.</td>
</tr>
<tr>
<td><img src="image21" alt="Image" /></td>
<td>She walks with her dog.</td>
</tr>
<tr>
<td><img src="image22" alt="Image" /></td>
<td>He has a green pen.</td>
</tr>
<tr>
<td><img src="image23" alt="Image" /></td>
<td>They are Canadians.</td>
</tr>
<tr>
<td><img src="image24" alt="Image" /></td>
<td>Her car is blue.</td>
</tr>
</tbody>
</table>

---

Go English Go!

---

ESL CURRICULUM
A LEARNING ENGLISH WITH LAUGHTER PUBLICATION

Module 1 Part 2
STUDENT READER
Second Edition

Daisy A. Stocker B.Ed., M.Ed.
George A. Stocker D.D.S.
LEARNING ENGLISH WITH LAUGHTER

ESL CURRICULUM

TEEN-ADULT CURRICULUM

MODULE 1 PART 2

STUDENT READER

An Interactive Structured Approach to Learning English

This Series Includes a Student Reader, Student Workbook and a Teacher’s Guide.

The Students Will Experience Conversation in Role-plays, Grammar, Competitive Activities, Writing Sentence Answers, and Speaking in Large and Small Groups, 4 Unit Tests, Final Test

George and Daisy Stocker
Learning English with Laughter Ltd.
Victoria, B.C. Canada
V8X 3B6
E-mail: info@successfulesl.com
About Learning English with Laughter Ltd.

Learning English with Laughter began in Czechoslovakia in 1990. Shortly after the Velvet Revolution that freed the country of Communism, the authors began writing these lessons as they taught English to their Czech Students at the English Centre in Karlovy Vary. The students played a vital role in the development of this series. The authors consulted with them by having them complete student surveys wherein they rated the extensive variety of activities and lessons that they had participated in. Discussion of the results followed and any item that was rated below 8, on a scale of 1 to 10, was discarded. Thus, Learning English with Laughter evolved through consultation with our English second language students.

Since 2005 thousands of people around the world have visited our web sites. At this time purchases of our Teen-Adult Curriculum, Children’s Curriculum, Children’s Storybooks and our listening programs have been made from more than 70 countries.

In this new edition of Learning English with Laughter we are pleased to be able to provide our books in an environmentally friendly way. Electronic routing of our books reduces greenhouse gas emissions worldwide. When a book order is received the order is filled at the printing location closest to the client. The books are printed as they are ordered, reducing the need for storing thousands of books in a warehouse.

Customization of your covers

You may be interested in the customization of your covers. (White Label Services) This personalizes your textbooks and makes them a visible part of your school’s curriculum. For this service contact us at: info@successfulesl.com

Members of our team with professional degrees have combined years of teaching experience and editing to produce these teaching materials.

Team Members for this publication:
Editors:
Daisy A. Stocker B.Ed., M.Ed.
Dr. George A. Stocker D.D.S.

Contributor:
Brian Stocker BA, MA
This English second language curriculum provided in our English Second Language (ESL) Curriculum Series includes four Modules. Each Module has 20 lessons in Part 1 and 20 in Part 2. The new concepts are incrementally introduced. Each lesson is contained in three books for each Part of each Module: Student Reader, Student Workbook and Teacher's Guide. The Student Reader can be used a number of times as the students aren't required to write in it.

This Table of Contents includes exercises and activities in the Student Reader, Workbook and Teacher's Guide. It also lists the new concepts, oral activities, written exercises and large and small group activities. Answers are included for all questions and discussions. Unit and final tests are provided throughout.

**MODULE 1 PART 2**

**Lesson 21**

- Vocabulary
- Listening and repeating
- Using a map
- Street numbers and addresses
- Using “any”
- Word Bingo
- Written exercises
- Oral questions

**Lesson 22**

- Vocabulary
- Days of the week
- Listening and reading
- Paragraph comprehension
- Common idioms
- Small group activity
- Picture activity
- Written exercises
- Review: prepositions, singular and plural
- Oral questions
ACTIVITY 1: Listen to your teacher read the paragraphs. Then take turns reading the sentences orally.

The Carters live on Kent Street at number 11. Raymond and Ruth walk along Wilson Street to their school. They walk two blocks to school.

To go to the supermarket, they walk along Kent Street to West Street, they turn right and walk two blocks. The supermarket is on the right.

The Carters and their friends like to go to the theater to see a movie. The theater is at the corner of Main Street and Wilson Street.

Mr. Carter has lunch in the restaurant across from the park.
LESSON 21 CONTINUED

ACTIVITY 2:
Look at the map on Page 39. Divide into small groups and ask each other these questions. Then look at the answers. If you use a number, use “at”. If you don’t use a number, use “on”.

1. Where is the church?
2. Where is the Odeon Theater?
3. What is the address of the school?
4. Where is the supermarket?
5. Where is Pierre’s Restaurant?
6. What is the Carter’s address?

| 1. The church is on Pine Street.       |
| 2. The Odeon Theater is on Main Street. |
| 3. The school’s address is: 86 Main Street. |
| 4. The supermarket is on West Street.  |
| 5. Pierre’s Restaurant is at 34 Main Street. |
| 6. The Carter’s address is: 11 Kent Street. |

EXERCISE 1 – WORKBOOK PAGE 43

THE USE OF "ANY"

EXAMPLES:
To ask a question when the answer is SINGULAR:
Do you have a hamburger? Yes, I have a hamburger. No, I don't have a hamburger.

To ask a question when the answer is PLURAL:
How many hamburgers do you have? I have six hamburgers.
I don't have any hamburgers.
Do you have some hamburgers? I have some hamburgers.
I don't have any hamburgers.

ORAL QUESTIONS TEACHER’S GUIDE

ACTIVITY 3 – WORKBOOK PAGE 43

EXERCISE 2 – WORKBOOK PAGE 44

EXERCISE 3 – WORKBOOK PAGE 44

ACTIVITY 4 – WORKBOOK PAGE 45 BINGO

DIRECTIONS: First the students are to match the meaning by writing the number of the meanings in List 2, beside the words in List 1.

EXAMPLE:

1 corner

Next they are to write the words in List 1 into the BINGO squares. Then the meanings in List 2 can be called to begin playing the game. For instructions on how to play see Page 75 of Book 1 Part 1 of Guide.
EXERCISE 1:

Do not use "the" before a name. EXAMPLE: He is in Pierre's Restaurant.
Use "the" when it is specific. EXAMPLE: The Church is on Pine Street.

1. How do Ruth and Raymond get to school?
   _______________________________________________________________

2. Where is the school?
   _____________________________________________________________

3. What is across from the park?
   _____________________________________________________________

4. Where is the supermarket?
   _____________________________________________________________

THE USE OF "ANY"

EXAMPLES:

To ask a question when the answer is singular:

Do you have a hamburger? Yes, I have a hamburger. No, I don't have a hamburger.

To ask a question when the answer is plural:

How many hamburgers do you have? I have six hamburgers. I don't have any hamburgers.

Do you have some hamburgers? I have some hamburgers. I don't have any hamburgers.

ACTIVITY 3: Ask your partner. Answer in sentences Use reported speech.

1. Do you have some cats? (no) _______________________________________

2. Do you see some hands? (yes) ______________________________________

3. Do you see some dishes? (no) _______________________________________ 

4. Do you have some apples? (no) ______________________________________

5. Do you see a church? (no) _________________________________________

6. Do you see some flowers? (yes) ______________________________________

7. Do you have some matches? (no) _____________________________________

8. Do you have some books? (yes) ______________________________________
LESSON 21 CONTINUED

EXERCISE 2: Answer the following questions in the positive and the negative:

EXAMPLE: I have ten flowers. I don’t have any flowers.

1. How many pens do you have?
   (Positive) __________________________________________
   (Negative) _________________________________________

2. How many dogs do you have?
   (Positive) __________________________________________
   (Negative) _________________________________________

EXERCISE 3: Answer in sentences

EXAMPLE: Where are the windows? They are on the left.

1. Who is sitting across from you?
   __________________________________________________

2. Who is on your right?
   __________________________________________________

3. Do you sometimes walk along the street?
   __________________________________________________

4. Who is on your left?
   __________________________________________________

5. Do you get apples at the supermarket?
   __________________________________________________

6. Do you live across from a church?
   __________________________________________________

7. Is there a park in your town?
   __________________________________________________

8. Do you go to the theater?
   __________________________________________________

9. Is the school across from the Carter’s house?
   __________________________________________________
LESSON 21 CONTINUED

ACTIVITY 3: Directions for playing BINGO are on Page 84 of the Guide.

LIST 1: WORDS TO WRITE IN THE BINGO SQUARES:
my (mine) theater our (ours) supermarket
outside his house hat
here boy to come
can't
to like dictionary l corner

LIST 2: WORDS TO CALL

1. where you turn on the street
3. to enjoy.
5. opposite of in front of.
7. a mother's son.
9. belongs to us
11. you eat there
13. you put it on your head
15. you sit on it
17. home
19. belongs to him
21. opposite of can
23. not inside

2. belongs to me
4. where you buy things
6. opposite of “there”
8. opposite of right
10. opposite of “to go”
12. opposite of do
14. you see a movie there
16. opposite of bad
18. a nationality
20. a city
22. a book full of words
24. your father's father

BINGO
<table>
<thead>
<tr>
<th>English</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>about</td>
<td></td>
</tr>
<tr>
<td>across from</td>
<td></td>
</tr>
<tr>
<td>actress</td>
<td></td>
</tr>
<tr>
<td>address</td>
<td></td>
</tr>
<tr>
<td>adjective</td>
<td></td>
</tr>
<tr>
<td>after</td>
<td></td>
</tr>
<tr>
<td>afternoon</td>
<td></td>
</tr>
<tr>
<td>ago</td>
<td></td>
</tr>
<tr>
<td>all</td>
<td></td>
</tr>
<tr>
<td>along</td>
<td></td>
</tr>
<tr>
<td>also</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
</tr>
<tr>
<td>another</td>
<td></td>
</tr>
<tr>
<td>answer (to)</td>
<td></td>
</tr>
<tr>
<td>answered</td>
<td></td>
</tr>
<tr>
<td>any</td>
<td></td>
</tr>
<tr>
<td>anyone</td>
<td></td>
</tr>
<tr>
<td>anything</td>
<td></td>
</tr>
<tr>
<td>apartment</td>
<td></td>
</tr>
<tr>
<td>apple</td>
<td></td>
</tr>
<tr>
<td>archery</td>
<td></td>
</tr>
<tr>
<td>arrive (to)</td>
<td></td>
</tr>
<tr>
<td>arrived</td>
<td></td>
</tr>
<tr>
<td>artist</td>
<td></td>
</tr>
<tr>
<td>ask (to)</td>
<td></td>
</tr>
<tr>
<td>asked</td>
<td></td>
</tr>
<tr>
<td>at home</td>
<td></td>
</tr>
<tr>
<td>attend (to)</td>
<td></td>
</tr>
<tr>
<td>attended</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td></td>
</tr>
<tr>
<td>basketball</td>
<td></td>
</tr>
<tr>
<td>be (to)</td>
<td></td>
</tr>
<tr>
<td>am, is, are</td>
<td></td>
</tr>
<tr>
<td>beautiful</td>
<td></td>
</tr>
<tr>
<td>bed</td>
<td></td>
</tr>
<tr>
<td>before</td>
<td></td>
</tr>
<tr>
<td>begin (to)</td>
<td></td>
</tr>
<tr>
<td>began</td>
<td></td>
</tr>
<tr>
<td>behind</td>
<td></td>
</tr>
<tr>
<td>belong (to)</td>
<td></td>
</tr>
<tr>
<td>belonged</td>
<td></td>
</tr>
<tr>
<td>below</td>
<td></td>
</tr>
<tr>
<td>beside</td>
<td></td>
</tr>
<tr>
<td>big</td>
<td></td>
</tr>
<tr>
<td>bird</td>
<td></td>
</tr>
<tr>
<td>block</td>
<td></td>
</tr>
<tr>
<td>blouse</td>
<td></td>
</tr>
<tr>
<td>blue jeans</td>
<td></td>
</tr>
<tr>
<td>both</td>
<td></td>
</tr>
</tbody>
</table>
ESL CURRICULUM
LEARNING ENGLISH WITH LAUGHTER

PHILOSOPHY
"LEARNING ENGLISH WITH LAUGHTER" means that the students and teachers can combine laughter and learning, while communicating in English. This is a structured approach, meaning that each new concept is mastered in a conversational English environment before another is introduced. During the past decade, research has shown that the students learn more effectively if the teaching of grammar is integrated with a communicative approach to the learning of the English language.

This program is written for students 13 years and older. We introduce the basic tenses and other structures in a logical sequence, integrating them with light hearted activities that provide practice in a conversational setting. The combination achieved in Learning English with Laughter has proved to be popular with the students and successful in achieving its goals.

TIMING AND LESSON STRUCTURE
The most successful order of presentation for the lessons is outlined below:
- Greeting the students in English
- Oral questions (20 to 30 minutes)
Oral Questions may be done before or after the new lesson has been introduced. The order suggested in the Student’s Book should be adapted to the needs of the group.
- Introduction of a new lesson or continuation of a past lesson.
- Completion of exercises and/or partner activities
- Ending with a more relaxed conversational activity

VOCABULARY
The new words introduced in each lesson are listed under the title and may be introduced in any of the following ways:
- The teacher may write the words on the blackboard and use them in sentences.
- The teacher can dramatize, draw or use the pictures to explain the words.
- The students can work in small groups with their dictionaries.

ORAL QUESTIONS
The oral questions are designed to provide practice in speaking. The questions and answers stress grammatical structure, and word order of the English language. When our students completed surveys where Oral Questions were rated “helpful / not helpful” on a scale of 1 to 10, Oral Questions were consistently rated as “10 - very helpful”.
Teaching this Conversational English program without using the oral questions will result in the lessons becoming too difficult for the students.

These questions provide the basic models of the English Language. They are a vital part of the program, giving practice, review and an opportunity for the teacher to expand the language to talk about local events.
NOTE: In North America, we go to the theater for plays, or for films, which are called "movies". In England, movies are seen in a cinema, and plays in a theater.

**ORAL QUESTIONS**

Who is across from you?  
Who is in (at) the corner of the room?  
Do you go along the street sometimes?

_____ is across from me.  
_____ is in (at) the corner of the room.  
Yes, I go along the street sometimes.

The students are to look at the map on Page 39 of their Student Book.

Where do the Carters live?  
The Carters live at 11 Kent Street.  
What street do they live on?  
They live on Kent Street.  
Where is the restaurant?  
It's at 34 Main Street.  
Where is the church?  
It's at 22 Pine Street.  
Where is the park?  
It's on Pine Street.  
Where is the school?  
It's at the corner of Wilson St. and Main St.  
It's at 86 Main St.

**PAGE 43 ANSWERS TO THE WORKBOOK QUESTIONS:**

1. How do Ruth and Raymond get to school?  
   *Ruth and Raymond walk to school.*  
2. Where is the school?  
   *The school is at the corner of Main and Wilson Streets.*  
   *The school is at 86 Main Street.*

**EXERCISE 1:**

3. What is across from the park?  
   *The restaurant is across from the park.*  
4. Where is the supermarket?  
   *The supermarket is on West Street.*
LESSON 21 CONTINUED

PAGE 43

ANSWERS TO THE WORKBOOK QUESTIONS

1. Do you have some cats? (no)  No, I don’t have any cats.
2. Do you see some hands? (yes) Yes, I see some hands.
3. Do you see some dishes? (no) No, I don’t see any dishes.
4. Do you have some apples? (no) No, I don’t have any apples.
5. Do you see a church? (no) No, I don’t see a church.
6. Do you see some flowers? (yes) Yes, I see some flowers.
7. Do you have some matches? (no) No, I don’t have any matches.
8. Do you have some books? (yes) Yes, I have some books.

PAGE 44

ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 2:

Answer the following questions in the positive and negative:

1. How many pens do you have? (Positive) I have _____ pens. (Negative) I don’t have any pens.
2. How many dogs do you have? (Positive) I have one dog. (Negative) I don’t have any dogs.

PAGE 44

ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 3:

1. Who is sitting across from you? _________ is sitting across from me.
2. Who is on your right? _________ is on my right.
3. Do you sometimes walk along the street? Yes, I sometimes walk along the street.
4. Who is on your left? _________ is on my left.
5. Do you get apples at the supermarket? Yes, I get apples at the supermarket.
7. Is there a park in your town? Yes, there is a park in our / my town.
8. Do you go to the theatre? Yes, I go to the theater. / No, I don’t go to the theater.
9. Is the school across from the Carter’s house? No, the school is not across from the Carter’s house.

BINGO INSTRUCTIONS

Have the students print all of the words in the WORDS TO PRINT list into any of the empty BINGO squares. Each student should place the words randomly so that all of the printed cards are different. Give each student a number of small objects such as beans or stones to place over the boxes as the words are called.

The teacher or a student then calls the words in the WORDS TO CALL list, allowing the students time to find the matching word. Some help is given as the game is played, as the goal is for the students to learn the vocabulary.

The winner(s) of the game call BINGO when they have a straight and complete row of covered boxes. The covered rows can be in a straight vertical line, a straight horizontal line, or a straight diagonal line. The diagonal line must go from one corner to the other.

The FREE box is counted as a covered word when it is a part of the completed row.

The game can be played a number of times until the students know the vocabulary well.

PAGE 45

ANSWERS TO THE BINGO

2 my (mine)  14 theater  9 our (ours)  4 supermarket  18 Canadian
23 outside  19 his  17 house  13 hat  5 behind
6 here  7 boy  10 to come  24 grandfather  16 good
15 chair  22 dictionary  1 corner  20 Vancouver  8 left
3 to like  11 restaurant  21 can’t  12 don’t

Go English Go!
LESSON 23 CONTINUED

PAGE 50

ANSWERS TO THE WORKBOOK QUESTIONS

1. No, the dog is not on the table.
2. The book is on the table.
3. The dog is between the lamp and the table.
4. No, the lamp isn’t beside the table.
5. Yes, the dog is beside the table.
6. No, the dog is not under the table.
7. No, there is one book on the table.
8. The dog is between the lamp and the table.
9. No, the book is on the table.
10. Yes, I have a dog under my desk.
    No, I don’t have a dog under my desk.

ACTIVITY 3:

LARGE GROUP TEAM ACTIVITY

Photocopy and cut the items from Page 88 of this guide into separate cards. Divide the class into Team 1 and Team 2. Give out the cards so that each student has one or more, and they are equally divided between the teams.

The first student on Team 1 is to ask a student on Team 2 their question. If the student answers correctly, they get 1 point for their team. Then Team 2 asks a student on Team 1. Continue until all the questions have been asked.

Each student should ask and answer at least one question.

ACTIVITY 4:

Go English Go!
LESSON 23 CONTINUED

Can you drive a car?
Yes, I can drive a car.
No, I can’t drive a car.

Do you hike in the mountains?
Yes, I hike in the mountains.
No, I don’t hike in the mountains.

Can you hike through deep snow?
Yes, I can hike through deep snow.
No, I can’t hike through deep snow.

Do you have warm clothes?
Yes, I have warm clothes.
No, I don’t have warm clothes.

Do you want to learn English?
Yes, I want to learn English.
No, I don’t want to learn English.

Can you see the mountains from your home?
Yes, I can see the mountains from my home.
No, I can’t see the mountains from my home.

Do you try to answer English questions?
Yes, I try to answer English questions.
No, I don’t try to hike through deep snow.

Do you try to hike through deep snow?
Yes, I try to hike through deep snow.

Do you wear warm clothes when it’s cold?
Yes, I wear warm clothes when it’s cold.
No, I don’t wear warm clothes when it’s cold.

Do you like to walk along mountain trails?
Yes, I like to walk along mountain trails.
No, I don’t like to walk along mountain trails.

Do you go to the stores in town?
Yes, I go to the stores in town.
No, I don’t go to the stores in town.

Do you like to use a sewing machine?
Yes, I like to use a sewing machine.
No, I don’t like to use a sewing machine.

Do you go to the temple?
Yes, I go to the temple.
No, I don’t go to the temple.

Do you do volunteer work?
Yes, I do volunteer work.
No, I don’t do volunteer work.

Is the theater across from your home?
Yes, the theater is across from my home.
No, the theater isn’t across from my home.

Do you eat lunch in a restaurant?
Yes, I eat lunch in a restaurant.
No, I don’t eat lunch in a restaurant.

Do you know some English words?
Yes, I know some English words.

Do you see some people on the way home?
Yes, I see some people on the (my) way home.
No, I don’t see any people on the (my) way home.
ESL CURRICULUM
A LEARNING ENGLISH WITH LAUGHTER PUBLICATION

Module 2 Part 1
STUDENT READER
Second Edition

Daisy A. Stocker B.Ed., M.Ed.
George A. Stocker D.D.S.
LEARNING ENGLISH WITH LAUGHTER

ESL CURRICULUM

TEEN-ADULT CURRICULUM

MODULE 2 PART 1

STUDENT READER

An Interactive Structured Approach to Learning English

This Series Includes a Student Reader, Student Workbook and a Teacher’s Guide.

The Students Will Experience Conversation Through Role-plays, Grammar, Activities, Competitive Games, Writing and Speaking in Large and Small Groups.

George and Daisy Stocker
Learning English with Laughter Ltd.
Victoria, B.C. Canada
V8X 3B6
E-mail: info@successfulesl.com
About Learning English with Laughter Ltd.

Learning English with Laughter began in Czechoslovakia in 1990. Shortly after the Velvet Revolution that freed the country of Communism, the authors began writing these lessons as they taught English to their Czech Students at the English Centre in Karlovy Vary. The students played a vital role in the development of this series. The authors consulted with them by having them complete student surveys wherein they rated the extensive variety of activities and lessons that they had participated in. Discussion of the results followed and any item that was rated below 8, on a scale of 1 to 10, was discarded. Thus, Learning English with Laughter evolved through consultation with our English second language students.

Since 2005 thousands of people around the world have visited our web sites. At this time purchases of our Teen-Adult Curriculum, Children’s Curriculum, Children’s Storybooks and our listening programs have been made from more than 70 countries.

In this new edition of Learning English with Laughter we are pleased to be able to provide our books in an environmentally friendly way. Electronic routing of our books reduces greenhouse gas emissions worldwide. When a book order is received the order is filled at the printing location closest to the client. The books are printed as they are ordered, reducing the need for storing thousands of books in a warehouse.

Customization of your covers

You may be interested in the customization of your covers. (White Label Services)
This personalizes your textbooks and makes them a visible part of your school’s curriculum.
For this service contact us at: info@successfulesl.com

Members of our team with professional degrees have combined years of teaching experience and editing to produce these teaching materials.
Team Members for this publication:
Editors:
Daisy A. Stocker B.Ed., M.Ed.
Dr. George A. Stocker D.D.S.

Contributor:
Brian Stocker BA, MA
This English second language curriculum provided in our English Second Language (ESL) Curriculum Series includes four Modules. Each Module has 20 lessons in Part 1 and 20 in Part 2. The new concepts are incrementally introduced. Each lesson is contained in three books for each Part of each Module: Student Reader, Student Workbook and Teacher’s Guide. The Student Reader can be used a number of times as the students aren't required to write in it.

This Table of Contents includes exercises and activities in the Student Reader, Workbook and Teacher’s Guide. It also lists the new concepts, oral activities, written exercises and large and small group activities. Answers are included for all questions and discussions. Unit and final tests are provided.

### MODULE 2 PART 1

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Student</th>
<th>Workbook</th>
<th>Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role-play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small group question and answer activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Bingo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral question review of Student Reader Part 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral questions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 2</th>
<th>Student</th>
<th>Workbook</th>
<th>Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening and reading paragraphs orally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of “in” and “on” with time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small group question and answer activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing answers in sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large group activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral questions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MODULE 2  PART 1  LESSON 1

ORAL QUESTIONS  TEACHER’S GUIDE

VOCABULARY:  legs  start (to)  time-off  love (to)  hospital  note (to)  subject  object  auxiliary verb  move (to)  the best  preposition  think (to)  remember (to)  return (to)  travel (to)  leave (to)

ACTIVITY 1:  Listen to your teacher read what Silvia and Ronald say. Then role-play their dialogue.

Silvia and Ronald are learning to speak English at English School this year.

RONALD:  Are you working on Friday night Silvia?
SILVIA:  No, I have some time-off.
RONALD:  Can we go to the movies?
SILVIA:  I can’t Ronald.
RONALD:  Can we go on Saturday night?
SILVIA:  Yes, that’s the best.
RONALD:  We can talk about it tomorrow.
SILVIA:  Thanks Ronald.

ACTIVITY 2:  Divide into small groups. Ask and answer the questions and then look in the box to check your answer.

1. Where are Silvia and Ronald?
2. Does Silvia have some time-off on Friday night?
3. What does Ronald want to do?
4. Can Silvia go to the movies on Friday night?
5. What is the best time for Silvia to go to the movies?
6. What are they going to do tomorrow?
7. Do you think they will go to the movies on Saturday night?

EXERCISES 1 AND 2 – WORKBOOK PAGE 1

1. They are at English School.
2. Yes, she does.
3. He wants to go to the movies.
4. No, she can’t.
5. Saturday is the best.
6. They are going to talk about it.
7. I think they will go to the movies.

Go English Go!
LESSON 1 CONTINUED

SENTENCE WORD ORDER
They are playing basketball.

QUESTION WORD ORDER
What are they playing?

SENTENCE WORD ORDER:
Ruth and Nancy are playing basketball at school tonight.

QUESTION WORD ORDER
Are they playing basketball at school tonight?

ACTIVITY 3:
Divide into groups. Read the answer, make the question and check the box.
Note the bold faced words for the answers and the questions.

1. I can’t go out on Friday night.
2. There is a good movie in town.
3. I am working on Friday night.
4. They are going hiking on Saturday.
5. There are many students at the school.
6. He was at the theater.

1. Can you go out on Friday night?
2. Is there a good movie in town?
3. Are you working on Friday night?
4. Are they going hiking on Saturday?
5. Are there many students at the school?
6. Was he at the theater?

ACTIVITY 4 – WORKBOOK PAGE 2

Go English Go!
MODULE 2  LESSON 2

ACTIVITY 1:  Listen to your teacher read the paragraphs.  Then take turns reading the sentences orally.

A FAMILY VISIT

Craig, Jessica, Ruth and Raymond are going to visit Craig’s brother, Jim, his wife Janet, and their two children Pam and Brian. They live in Canada. Pam and Brian are Ruth and Raymond’s cousins.

Craig and his family are going to arrive in Vancouver on Saturday two days from now. They will travel from Melbourne to Sydney by bus and then go by plane to Vancouver, Canada. They are going to arrive at the airport at 10:00 AM*. The two families last saw each other five years ago.

Jim does not work on Saturdays, so Jim, Janet, Pam and Brian will all go to the airport by car to pick up their relatives. Brian is three months younger than Raymond, and Pam is two months older than Ruth. Brian has tickets for a soccer game, and the girls are going to go to a fashion show at one of the department stores.

ACTIVITY 2:  Divide into small groups. Ask and answer these questions.  Then check your answers.

1. How will Ruth and Raymond travel to Canada?
2. When did they last see their cousins?
3. Does Jim work on Saturdays?
4. Are the boys going to go to a fashion show?

REVIEW:  * 10 AM = ten o'clock in the morning.  10 PM = ten o'clock in the evening.

THE USE OF “IN” AND “ON” WITH TIME

Raymond was born in May.  Raymond was born on May 25th.
Raymond was born on the 25th of May.

EXERCISE 1 – WORKBOOK PAGE 3

Go English Go!
MODULE 2  PART 1  LESSON 1

EXERCISE 1: One day Silvia and Ronald talk about going to a movie.

Write their words in the correct order.
Remember the punctuation: . ? !
Sentences begin with a capital letter.

RONALD: There is a good town movie in Silvia.

SILVIA: I know.

RONALD: Can we go tonight?

SILVIA: Saturday can I go on night.

RONALD: Great, that is.

SILVIA: Can we go time?

RONALD: Eight, how about?

SILVIA: Great. That’s Ronald. Thanks.

EXERCISE 2: MATCH THE MEANING

time-off __________________________
to note __________________________
to love __________________________
to think __________________________
a movie __________________________
legs __________________________
to have an idea about something you don’t have to work you walk with them

to like something / someone very much you want to remember it you watch it

NOTE: Ronald says “eight o’clock”. We know he is talking about the evening because we don’t usually go to the movies at eight in the morning.
## LESSON 1 CONTINUED

### ACTIVITY 4:

**BINGO**

**MATCH THE MEANING**

Some of the verbs match the infinitive of the verb to the past tense.

### LIST 1:

<table>
<thead>
<tr>
<th>PRINT THESE WORDS</th>
<th>LIST 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>to start</td>
<td>morning</td>
</tr>
<tr>
<td>legs</td>
<td>an actress</td>
</tr>
<tr>
<td>to know</td>
<td>to stay</td>
</tr>
<tr>
<td>nearby</td>
<td>noon</td>
</tr>
<tr>
<td>clothes</td>
<td>to sleep</td>
</tr>
<tr>
<td>notebook</td>
<td>time-off</td>
</tr>
</tbody>
</table>

### LIST 2:

<table>
<thead>
<tr>
<th>WORDS TO CALL</th>
<th>LIST 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a nurse</td>
<td>1 works in a hospital</td>
</tr>
<tr>
<td>2 to leave</td>
<td>2 12:00 o’clock</td>
</tr>
<tr>
<td>3 to visit</td>
<td>3 you walk along it</td>
</tr>
<tr>
<td>4 to give</td>
<td>4 you walk with them</td>
</tr>
<tr>
<td>5 to listen</td>
<td>5 works in a theater</td>
</tr>
<tr>
<td>6 road</td>
<td>6 you write in it</td>
</tr>
</tbody>
</table>

---

Go English Go!
<table>
<thead>
<tr>
<th>English</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>accessories</td>
<td></td>
</tr>
<tr>
<td>across from</td>
<td></td>
</tr>
<tr>
<td>actor</td>
<td></td>
</tr>
<tr>
<td>add (to), added</td>
<td></td>
</tr>
<tr>
<td>agree (to), agreed</td>
<td></td>
</tr>
<tr>
<td>airport</td>
<td></td>
</tr>
<tr>
<td>alcohol</td>
<td></td>
</tr>
<tr>
<td>alone</td>
<td></td>
</tr>
<tr>
<td>aloud</td>
<td></td>
</tr>
<tr>
<td>already</td>
<td></td>
</tr>
<tr>
<td>although</td>
<td></td>
</tr>
<tr>
<td>always</td>
<td></td>
</tr>
<tr>
<td>animal</td>
<td></td>
</tr>
<tr>
<td>arena</td>
<td></td>
</tr>
<tr>
<td>arrive (to), arrived</td>
<td></td>
</tr>
<tr>
<td>arrive at (to), arrived at</td>
<td></td>
</tr>
<tr>
<td>as</td>
<td></td>
</tr>
<tr>
<td>ask for (to) asked for</td>
<td></td>
</tr>
<tr>
<td>aunt</td>
<td></td>
</tr>
<tr>
<td>auxiliary verb</td>
<td></td>
</tr>
<tr>
<td>away</td>
<td></td>
</tr>
<tr>
<td>baby</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td></td>
</tr>
<tr>
<td>banana</td>
<td></td>
</tr>
<tr>
<td>baseball</td>
<td></td>
</tr>
<tr>
<td>bathing suit</td>
<td></td>
</tr>
<tr>
<td>be able (to), is/are/was/were/ able</td>
<td></td>
</tr>
<tr>
<td>beach</td>
<td></td>
</tr>
<tr>
<td>because</td>
<td></td>
</tr>
<tr>
<td>best (the)</td>
<td></td>
</tr>
<tr>
<td>beverage</td>
<td></td>
</tr>
<tr>
<td>black</td>
<td></td>
</tr>
<tr>
<td>blue</td>
<td></td>
</tr>
<tr>
<td>boat</td>
<td></td>
</tr>
<tr>
<td>born (to), was/were born</td>
<td></td>
</tr>
<tr>
<td>bow</td>
<td></td>
</tr>
<tr>
<td>brainstorm (to) brainstormed</td>
<td></td>
</tr>
<tr>
<td>bread</td>
<td></td>
</tr>
<tr>
<td>break (to), broke</td>
<td></td>
</tr>
<tr>
<td>building</td>
<td></td>
</tr>
<tr>
<td>busy</td>
<td></td>
</tr>
<tr>
<td>but</td>
<td></td>
</tr>
</tbody>
</table>
PHILOSOPHY

"LEARNING ENGLISH WITH LAUGHTER" means that the students and teachers can combine laughter and learning, while communicating in English. This is a structured approach, meaning that each new concept is mastered in a conversational English environment before another is introduced. During the past decade, research has shown that the students learn more effectively if the teaching of grammar is integrated with a communicative approach to the learning of the English language.

This program is written for students 13 years and older. We introduce the basic tenses and other structures in a logical sequence, integrating them with light hearted activities that provide practice in a conversational setting. The combination achieved in Learning English with Laughter has proved to be popular with the students and successful in achieving its goals.

TIMING AND LESSON STRUCTURE

The most successful order of presentation for the lessons is outlined below:
- Greeting the students in English
- Oral questions (20 to 30 minutes)
Oral Questions may be done before or after the new lesson has been introduced.
The order suggested in the Student’s Book should be adapted to the needs of the group.
- Introduction of a new lesson or continuation of a past lesson.
- Completion of exercises and/or partner activities
- Ending with a more relaxed conversational activity

VOCABULARY

The new words introduced in each lesson are listed under the title and may be introduced in any of the following ways:
- The teacher may write the words on the blackboard and use them in sentences.
- The teacher can dramatize, draw or use the pictures to explain the words.
- The students can work in small groups with their dictionaries.

ORAL QUESTIONS

The oral questions are designed to provide practice in speaking. The questions and answers stress grammatical structure, and word order of the English language. When our students completed surveys where Oral Questions were rated “helpful / not helpful” on a scale of 1 to 10, Oral Questions were consistently rated as “10 - very helpful”.

Teaching this Conversational English program without using the oral questions will result in the lessons becoming too difficult for the students.

These questions provide the basic models of the English Language. They are a vital part of the program, giving practice, review and an opportunity for the teacher to expand the language to talk about local events.
MODULE 2  PART 1  LESSON 1

ORAL QUESTIONS
REVIEW OF BOOK 1

To the teacher:
This oral question review of Module 1 includes the important grammatical points that were taught and stresses sentence word order. The lesson numbers for the questions are listed with the sample questions. If the students have difficulty with specific questions, then go to the listed lesson in the Teacher Guides of Module 1, Parts 1 or 2, to find more questions that teach the same grammatical point. This review may also help you to identify any students who are not ready to continue with Module 2 Part 1. They should be able to answer about 80% of the questions.

Lesson 5
Is this your pen?
Yes, it’s my pen. / No, it isn’t my pen.
Whose book is this?
It’s his / her book.

Lessons 9 and 10
Do you have a daughter?
Yes, I have a daughter. / No, I don’t have a daughter.
Now go to another student and ask this question as you point to the student you just asked.

Does he / she have a daughter?
Yes, he / she has a daughter.
No, he / she doesn’t have a daughter.

Does your father come from Delhi?
Yes, my father comes from Delhi.
No, my father doesn’t come from Delhi.
Now go to another student and ask this question as you point to the student you just asked.

Does his / her father come from Delhi?
Yes, his / her father comes from Delhi.
No, his / her father doesn’t come from Delhi.

Lesson 11
How are you today?
I’m fine thank you. (thanks)
Just great!
I’m so-so. I’m okay.
I’m not so good.

Lesson 13
Does she have two watches?
Yes, she has two watches.
No, she doesn’t have two watches.
No, she doesn’t have any...

Lesson 14
Do you have some juice?
Yes, I have some juice.
No, I don’t have any juice.
My surname is __________.

Go English Go!
LESSON 1 CONTINUED

Lesson 33
Were you **wearing** a hat this morning?
Yes, I **was wearing** a hat this morning.
No, I **wasn’t wearing** a hat this morning.

Lesson 35
Will it rain tomorrow?
Yes, it **will** rain tomorrow.
No, it **won’t** rain tomorrow.

Will you have some juice?
Yes, I’ll have some juice please.
No, I won’t have any juice, thanks.

Lesson 37
Are you **going to** see your friend today?
Yes, I’m **going to** see my friend today.
No, I’m **not going to** see my friend today.

Lesson 38
Do many people travel **by** plane?
Yes, many people travel **by** plane.

Do you go to town **on** foot?
Yes, I go to town **on** foot.
No, I don’t go to town **on** foot.

PAGE 1
ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 1:
Ronald: There is a good movie in town Silvia.
Silvia: I know.
Ronald: Can we go tonight?
Silvia: I can go on Saturday night.
Ronald: That is great!
Silvia: What time can we go?
Ronald: How about eight o’clock?
Silvia: That’s great! Thanks Ronald.

PAGE 1
ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 2:
time-off you don’t have to work
to note you want to remember it
to love you want to remember it
to think you have an idea about something
a movie you watch it
legs you walk with them

Go English Go!
LESSON 1 CONTINUED

BINGO

DIRECTIONS:
First, the students are to match the meaning by writing the number of the meanings in List 2 beside the words in List 1.

EXAMPLE:

Next, they are to write the **words** in List 1 into the BINGO squares. The words should be placed randomly so that all of the printed cards are different. The meanings in List 2 can then be called to begin playing the game as outlined below.

The teacher or a student can call the words in the WORDS TO CALL list, allowing the students time to find the matching word(s) among the ones that they have printed into the squares. Some help is given as the game is played, as the goal is for the students to learn the vocabulary.

For the first game, the students are to mark the matching word box with a small x in the top left-hand corner or use small objects such as a stones or beans for markers. The winner(s) of the game call BINGO when they have a straight and complete row of x marked boxes. The marked rows can be in a straight vertical line, a straight horizontal line, or a straight diagonal line. The diagonal line must go from one corner to the other.

The FREE box is counted as a marked word when it is a part of the completed row. The game can be played a number of times until the students know the vocabulary well. For each successive game, use a different symbol to mark the boxes.

PAGE 2

ANSWERS TO THE WORKBOOK BINGO

MATCH THE MEANING

<table>
<thead>
<tr>
<th>24</th>
<th>to start</th>
<th>9</th>
<th>morning</th>
<th>15</th>
<th>to travel</th>
<th>1</th>
<th>a nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>legs</td>
<td>5</td>
<td>an actress</td>
<td>7</td>
<td>to tell</td>
<td>13</td>
<td>to leave</td>
</tr>
<tr>
<td>19</td>
<td>to know</td>
<td>21</td>
<td>to stay</td>
<td>10</td>
<td>will not</td>
<td>16</td>
<td>to visit</td>
</tr>
<tr>
<td>22</td>
<td>nearby</td>
<td>2</td>
<td>noon</td>
<td>8</td>
<td>to return</td>
<td>14</td>
<td>to give</td>
</tr>
<tr>
<td>11</td>
<td>clothes</td>
<td>20</td>
<td>to sleep</td>
<td>17</td>
<td>to laugh</td>
<td>23</td>
<td>to listen</td>
</tr>
<tr>
<td>6</td>
<td>notebook</td>
<td>12</td>
<td>time-off</td>
<td>18</td>
<td>to say</td>
<td>3</td>
<td>road</td>
</tr>
</tbody>
</table>

Go English Go!
LESSON 2 CONTINUED

ACTIVITY 6: This is best done with the whole class. Have the students sit in two rows (teams) facing each other. Give each student some questions to ask members of the other row (team).

Did you visit your relatives during your holiday?
Yes, I visited my relatives during (my) (the) holiday.
No, I didn't visit my relatives during (my) (the) holiday.

Did you meet your friends at the airport?
Yes, I met my friends at the airport.
No, I didn't meet my friends at the airport.

Is your cousin younger than you are?
Yes, my cousin is younger than I am.
No, my cousin isn't younger than I am.

Did you buy tickets for a basketball game?
Yes, I bought tickets for a basketball game.
No, I didn't buy tickets for a basketball game.

Did you buy tickets for the bus to Sydney?
Yes, I bought tickets for the bus to Sydney.
No, I didn't buy tickets for the bus to Sydney.

Are you going to have some coffee for breakfast?
Yes, I am going to have some coffee for breakfast.
No, I'm not going to have any coffee for breakfast.

Are you going to have dinner tonight?
Yes, I'm going to have dinner tonight.
No, I'm not going to have dinner tonight.
LESSON 2 CONTINUED

Are you going to pick up your friend in your car?
Yes, I'm going to pick up my friend in my car.
No, I'm not going to pick up my friend in my car.

How will you get to school tomorrow?
I'll get to school by car / bus / on foot.
I won't go to school tomorrow.

Who will you see at the movies next week?
I'll see my friend.
I won't see my friend.

What are you going to have for supper?
I'm going to have _______ for supper.

When will it be dinnertime?
It'll be dinnertime at ________.

Do you eat dinner at 12:15?
Yes, I eat dinner at 12:15.
No, I don't eat dinner at 12:15.

Do you get up at 7:00?
Yes, I get up at 7:00.
No, I don't get up at 7:00.

Do you eat breakfast at half past seven?
Yes, I eat breakfast at half past seven.
No, I don't eat breakfast at 7:30.
LEARNING ENGLISH WITH LAUGHTER

ESL CURRICULUM

TEEN-ADULT CURRICULUM

MODULE 2 PART 2

STUDENT READER

An Interactive Structured Approach to Learning English

This Series Includes a Student Reader, Student Workbook and a Teacher’s Guide.

The Students Will Experience Conversation Through Role-plays, Listening and Reading, Grammar, Activities, Competitive Games, Writing and Speaking in Large and Small Groups, 4 Unit Tests, Final Test

George and Daisy Stocker
Learning English with Laughter Ltd.
Victoria, B.C. Canada
V8X 3B6
E-mail: info@successfulesl.com
About Learning English with Laughter Ltd.

Learning English with Laughter began in Czechoslovakia in 1990. Shortly after the Velvet Revolution that freed the country of Communism, the authors began writing these lessons as they taught English to their Czech Students at the English Centre in Karlovy Vary. The students played a vital role in the development of this series. The authors consulted with them by having them complete student surveys wherein they rated the extensive variety of activities and lessons that they had participated in. Discussion of the results followed and any item that was rated below 8, on a scale of 1 to 10, was discarded. Thus, Learning English with Laughter evolved through consultation with our English second language students.

Since 2005 thousands of people around the world have visited our web sites. At this time purchases of our Teen-Adult Curriculum, Children’s Curriculum, Children’s Storybooks and our listening programs have been made from more than 70 countries.

In this new edition of Learning English with Laughter we are pleased to be able to provide our books in an environmentally friendly way. Electronic routing of our books reduces greenhouse gas emissions worldwide. When a book order is received the order is filled at the printing location closest to the client. The books are printed as they are ordered, reducing the need for storing thousands of books in a warehouse.

Customization of your covers

You may be interested in the customization of your covers. (White Label Services) This personalizes your textbooks and makes them a visible part of your school’s curriculum. For this service contact us at: info@successfulesl.com

Members of our team with professional degrees have combined years of teaching experience and editing to produce these teaching materials.

Team Members for this publication:
Editors:
Daisy A. Stocker B.Ed., M.Ed.
Dr. George A. Stocker D.D.S.

Contributor:
Brian Stocker BA, MA
This English second language curriculum provided in our Learning English with Laughter Series includes four Modules. Each Module has 20 lessons in Part 1 and 20 in Part 2. The new concepts are incrementally introduced. Each lesson is contained in three books for each Part of each Module: Student Reader, Student Workbook and Teacher's Guide. The Student Reader can be used a number of times as the students aren't required to write in it.

This Table of Contents includes exercises and activities in the Student Reader, Workbook and Teacher's Guide. It also lists the new concepts, oral activities, written exercises and large and small group activities. Answers are included for all questions and discussions. Unit and final tests are provided.

### Module 2 Part 2

#### Lesson 21

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short article: Terry Fox</td>
<td>47</td>
</tr>
<tr>
<td>Map</td>
<td>65</td>
</tr>
<tr>
<td>Whole class vocabulary activity</td>
<td></td>
</tr>
<tr>
<td>Small group question, answer and check answers activity</td>
<td></td>
</tr>
<tr>
<td>Using “even though” and “although”</td>
<td></td>
</tr>
<tr>
<td>Using “un” in a word</td>
<td></td>
</tr>
<tr>
<td>Using “although” and “even though” in sentences</td>
<td></td>
</tr>
<tr>
<td>Match the meaning</td>
<td></td>
</tr>
<tr>
<td>Sentence answers to questions</td>
<td></td>
</tr>
<tr>
<td>Cloze exercise</td>
<td></td>
</tr>
<tr>
<td>Oral questions</td>
<td></td>
</tr>
</tbody>
</table>

#### Lesson 22

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>44</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article continued</td>
<td>49</td>
</tr>
<tr>
<td>Small group question, answer and check answers activity</td>
<td>68</td>
</tr>
<tr>
<td>Conditional sentences</td>
<td></td>
</tr>
<tr>
<td>Whole class activity using “would, could and should”</td>
<td></td>
</tr>
<tr>
<td>Role-play</td>
<td></td>
</tr>
<tr>
<td>Tag questions using the conditional</td>
<td></td>
</tr>
<tr>
<td>Using “a” and “the”</td>
<td></td>
</tr>
<tr>
<td>Word Bingo</td>
<td></td>
</tr>
<tr>
<td>Oral questions</td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY 1:

Listen to your teacher read these paragraphs. Then take turns reading the sentences orally.

TERRY FOX: A CANADIAN HERO

One day Terry Fox, a young athletic boy, got a sore knee. When he went to his doctor his world came crashing down. Cancer! How could it be?

One of Terry’s greatest strengths was that he was young. His youth, strength and his determination made Terry a hero. These characteristics gave him the courage that very few people would have. Although the doctors had to amputate his right leg, he wouldn’t give up. With an artificial leg, he learned to walk again.

Then Terry made an impossible plan! He decided to run across Canada, to make money for cancer research. Everyone said, "That’s impossible, he can’t run with just one leg!"

Terry didn’t listen. He planned his run and called it the Marathon of Hope.
LESSON 21 CONTINUED

ACTIVITY 2: Whole class activity. Discuss these questions with your teacher.

1. Terry’s world came crashing down. What does crashing down mean?
2. “These characteristics” What does characteristics refer to?
3. Terry wouldn’t “give up”. What does give up mean?
4. He called his run the Marathon of Hope. What is a marathon?

ACTIVITY 3:
Divide into small groups. Ask and answer these questions. Then check your answers.

1. What kind of a boy was Terry Fox before he got his sore knee?
2. What did his doctor tell him?
3. How do you think he felt when his world came “crashing down”?
4. What characteristics gave Terry his courage?
5. What did Terry have to learn again?
6. What made him decide to run across Canada?
7. Do people in your country get cancer?
8. Would you try to run with just one leg?
9. Terry didn’t listen to what everyone said. What did he do?
LESSON 21 CONTINUED

EXERCISES 1 AND 2 – WORKBOOK PAGE 47

Using “even though” and “although”
“Even though” and “although” are used to show the relationship between two ideas.
They express unexpected results.

EXAMPLES:

Even though he was tired, he didn’t stop running.
Although it was raining, he ran for twenty-six kilometers that day.

ACTIVITY 4:

Whole class activity. Work with your teacher to join these sentences orally.
Use although or even though for unexpected results.
Use and for expected results.

1. Terry was very athletic. He loved to run and play basketball.
2. Terry never gave up. He got cancer.
3. The doctors found cancer in his leg. They amputated it.
4. He learned to walk again. He had an artificial leg.
5. He ran for 5,300 kilometers. Everyone said it was impossible.
6. Terry didn’t listen. He planned his run.
7. Terry did what people said was impossible. Today he is a hero.
8. He ran. His leg was uncomfortable.

ORAL QUESTIONS TEACHER’S GUIDE

USING “UN” IN FRONT OF A WORD

“un” makes a word negative.

EXAMPLE:

POSITIVE
comfortable
This chair is comfortable.

NEGATIVE
uncomfortable
This chair is uncomfortable.

Whole class activity. Work orally with your teacher to make sentences using these words.
expected unexpected
fortunate unfortunate
interesting uninteresting

EXERCISES 3 AND 4 – WORKBOOK PAGE 48
ESL CURRICULUM
A LEARNING ENGLISH WITH LAUGHTER PUBLICATION

Module 2 Part 2
WORKBOOK
Second Edition

Daisy A. Stocker B.Ed., M.Ed.
George A. Stocker D.D.S.
EXERCISE 1: Join the sentences below.
Use although or even though for unexpected results.
Use and for expected results.

1. Terry Fox was athletic. He had a sore knee.

2. Terry didn’t give up. His doctor said he had cancer.

3. Terry was strong and determined. He didn’t give up.

4. He ran 42 kilometers (26 miles) every day. He had an artificial leg.

5. He wouldn’t give up. He had to learn to walk again.

6. Terry decided to run. Everyone said it was impossible.

7. Terry didn’t listen. He planned his run.

EXERCISE 2: Answer in sentences.

1. Are you athletic?

2. Did you ever have a sore leg?

3. What does a doctor do when he or she amputates a leg?

4. Who do you think is a hero in your country?

5. Do some people in your country have artificial legs?

6. Would Terry’s run be possible in your country?

7. Do people ever tell you that your ideas are impossible?

8. Do you usually plan what you are going to do?
LESSON 21 CONTINUED

EXERCISE 3: MATCH THE MEANING

| youth                                   | __________________________________________________________________________ |
| an athlete                              | __________________________________________________________________________ |
| to amputate                             | __________________________________________________________________________ |
| strength                                | __________________________________________________________________________ |
| called                                  | __________________________________________________________________________ |
| to give up                              | __________________________________________________________________________ |
| determined                              | __________________________________________________________________________ |
| it’s impossible                         | __________________________________________________________________________ |
| to crash down                           | __________________________________________________________________________ |
| cancer                                  | __________________________________________________________________________ |
| a hero                                  | __________________________________________________________________________ |
| unexpected                              | __________________________________________________________________________ |

| to cut something off                    | __________________________________________________________________________ |
| how strong                              | __________________________________________________________________________ |
| you decide you are going to do something difficult | __________________________________________________________________________ |
| something that can’t be done            | __________________________________________________________________________ |
| someone who does something very good or very difficult | __________________________________________________________________________ |
| you think it won’t happen               | __________________________________________________________________________ |

| young                                   | __________________________________________________________________________ |
| to decide you can’t do something         | __________________________________________________________________________ |
| someone who likes sports                | __________________________________________________________________________ |
| to have an unhappy change               | __________________________________________________________________________ |
| a sickness                              | __________________________________________________________________________ |
| named                                   | __________________________________________________________________________ |

EXERCISE 4: Complete the sentences using a word from below.

Terry Fox loved ____________. When he was in high school his friends said he was an ____________ basketball player. Terry didn’t ____________ to them. He practiced basketball every morning before school ____________ they said he was a ____________ player. Later, when Terry tried to get on another basketball team, he succeeded because he ____________. When Terry found out that he had ____________, he planned an impossible run across Canada. ____________ he didn’t run all the way to the Pacific Ocean, he did run for 5,300 kilometers (3,286 miles). He ran ____________ 143 days.
<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td></td>
</tr>
<tr>
<td>accelerate (to), accelerated</td>
<td></td>
</tr>
<tr>
<td>accomplish (to), accomplished</td>
<td></td>
</tr>
<tr>
<td>addiction</td>
<td></td>
</tr>
<tr>
<td>again</td>
<td></td>
</tr>
<tr>
<td>ahead</td>
<td></td>
</tr>
<tr>
<td>air</td>
<td></td>
</tr>
<tr>
<td>album</td>
<td></td>
</tr>
<tr>
<td>almost</td>
<td></td>
</tr>
<tr>
<td>amaze (to), amazed</td>
<td></td>
</tr>
<tr>
<td>amputate (to), amputated</td>
<td></td>
</tr>
<tr>
<td>ankle</td>
<td></td>
</tr>
<tr>
<td>annual</td>
<td></td>
</tr>
<tr>
<td>arm</td>
<td></td>
</tr>
<tr>
<td>around</td>
<td></td>
</tr>
<tr>
<td>artificial</td>
<td></td>
</tr>
<tr>
<td>astronaut</td>
<td></td>
</tr>
<tr>
<td>athletic</td>
<td></td>
</tr>
<tr>
<td>attack (to), attacked</td>
<td></td>
</tr>
<tr>
<td>attempt (to), attempted,</td>
<td></td>
</tr>
<tr>
<td>B b</td>
<td></td>
</tr>
<tr>
<td>back</td>
<td></td>
</tr>
<tr>
<td>bakery</td>
<td></td>
</tr>
<tr>
<td>balloon</td>
<td></td>
</tr>
<tr>
<td>bank</td>
<td></td>
</tr>
<tr>
<td>barrel</td>
<td></td>
</tr>
<tr>
<td>basket</td>
<td></td>
</tr>
<tr>
<td>become (to), became</td>
<td></td>
</tr>
<tr>
<td>believe (to), believed</td>
<td></td>
</tr>
<tr>
<td>blue flier</td>
<td></td>
</tr>
<tr>
<td>boomer</td>
<td></td>
</tr>
<tr>
<td>border</td>
<td></td>
</tr>
<tr>
<td>brave</td>
<td></td>
</tr>
<tr>
<td>brazier</td>
<td></td>
</tr>
<tr>
<td>build (to), built</td>
<td></td>
</tr>
<tr>
<td>burn (to), burned</td>
<td></td>
</tr>
<tr>
<td>C c</td>
<td></td>
</tr>
<tr>
<td>cable</td>
<td></td>
</tr>
<tr>
<td>call (to), called</td>
<td></td>
</tr>
<tr>
<td>cancer</td>
<td></td>
</tr>
<tr>
<td>car</td>
<td></td>
</tr>
<tr>
<td>cave</td>
<td></td>
</tr>
<tr>
<td>cell phone</td>
<td></td>
</tr>
<tr>
<td>century</td>
<td></td>
</tr>
</tbody>
</table>
LEARNING ENGLISH WITH LAUGHTER

PHILOSOPHY

"LEARNING ENGLISH WITH LAUGHTER" means that the students and teachers can combine laughter and learning, while communicating in English. This is a structured approach, meaning that each new concept is mastered in a conversational English environment before another is introduced. During the past decade, research has shown that the students learn more effectively if the teaching of grammar is integrated with a communicative approach to the learning of the English language.

This program is written for students 13 years and older. We introduce the basic tenses and other structures in a logical sequence, integrating them with light hearted activities that provide practice in a conversational setting. The combination achieved in Learning English with Laughter has proved to be popular with the students and successful in achieving its goals.

TIMING AND LESSON STRUCTURE

The most successful order of presentation for the lessons is outlined below:
- Greeting the students in English
- Oral questions (20 to 30 minutes)

Oral Questions may be done before or after the new lesson has been introduced. The order suggested in the Student’s Book should be adapted to the needs of the group.
- Introduction of a new lesson or continuation of a past lesson.
- Completion of exercises and/or partner activities
- Ending with a more relaxed conversational activity

VOCABULARY

The new words introduced in each lesson are listed under the title and may be introduced in any of the following ways:
- The teacher may write the words on the blackboard and use them in sentences.
- The teacher can dramatize, draw or use the pictures to explain the words.
- The students can work in small groups with their dictionaries.

ORAL QUESTIONS

The oral questions are designed to provide practice in speaking. The questions and answers stress grammatical structure, and word order of the English language. When our students completed surveys where Oral Questions were rated “helpful/not helpful” on a scale of 1 to 10, Oral Questions were consistently rated as “10 - very helpful”.

Teaching this Conversational English program without using the oral questions will result in the lessons becoming too difficult for the students.

These questions provide the basic models of the English Language. They are a vital part of the program, giving practice, review and an opportunity for the teacher to expand the language to talk about local events.
LEARNING ENGLISH WITH LAUGHTER

SUGGESTIONS FOR PRESENTING ORAL QUESTIONS

If the group has fewer than 15 students the teacher can work with the whole group.
- It is best to begin at the top of the oral question page and work down, as the first questions are often a review.
- Avoid asking students in the order in which they sit. Their attention will be the best if they don’t know who you are going to ask next!
- It is important to write difficult questions on the blackboard and discuss the possible answers with the students.
- Always be willing to use the blackboard to clarify a question or answer. Encourage the students to request such clarification.
- Be sure to ask the same question a number of times until the students can answer fluently. This is especially important for the difficult questions.
- As the basic questions and answers are learned, it will be important for the teacher to adapt and expand the questions and answers. The given questions and suggested answers provide basic grammatically correct English. It will be helpful if teachers try to provide additional humorous and/or questions about local events.

ALTERNATIVE WAYS OF PRESENTING THE ORAL QUESTIONS SO THEY CAN BE ADAPTED TO DIFFERENT GROUPS

If the whole group approach is not appropriate to the situation then the presentation of the questions may be adapted in the following ways:

The class can be divided in half.
One copy of the oral questions can be given to each pair of students in one half of the class. They can then take turns asking each other the questions. Meanwhile the teacher can be working orally with the other half as explained above.
Working with half of the class at a time is well suited to using volunteers.

EXERCISES
The exercises are designed to give the students practice in important points of grammar. These can be done in class or assigned as homework. Due to the differences between the English language and other languages, students should understand the meaning of each sentence, but they should avoid making a direct translation, (a translation of each word). Word by word translation often changes the meaning, takes too much time, and prevents the student from learning the correct English word order. Teachers should use their discretion when deciding the order in which the students complete the exercises.

ACTIVITIES
The activities are often designed to take place in a more relaxed atmosphere, with the students moving around the room, and practicing what they have learned. The goal of these activities is for the students to gain practice, and not to finish the activity quickly. They will require supervision, so that they do practice the English, and not complete the activity in their own language. If time is limited, then an activity may be skipped and returned to at a later time. Teachers should use their discretion when deciding the order in which the students complete the activities.

SEATING ARRANGEMENT
We suggest that the students sit facing each other. A U shaped configuration works well.
LESSON 21 CONTINUED

PAGE 47  ANSWERS TO THE WORKBOOK QUESTIONS  EXERCISE 1:

1. Terry Fox was athletic. He had a sore knee.
   Terry Fox was athletic *although / even though* he had a sore knee

2. Terry didn’t give up. His doctor said he had cancer.
   Terry didn’t give up *although / even though* his doctor said he had cancer.

3. Terry was strong and determined. He didn’t give up.
   Terry was strong and determined *and* he didn’t give up.

4. He ran 42 kilometers (26 miles) every day. He had an artificial leg.
   He ran 42 kilometers (26 miles) every day *although / even though* he had an artificial leg.

5. He wouldn’t give up. He had to learn to walk again.
   He wouldn’t give up *although / even though* he had to learn to walk again.

6. Terry decided to run. Everyone said it was impossible.
   Terry decided to run *although / even though* everyone said it was impossible.

7. Terry didn’t listen. He planned his run.
   Terry didn’t listen *and* he planned his run.

PAGE 47  ANSWERS TO THE WORKBOOK QUESTIONS  EXERCISE 2:

1. Are you athletic?
   *Yes, I’m athletic.* / *No, I’m not athletic.*

2. Did you ever have a sore leg?
   *Yes, I had a sore leg.* / *No, I never had a sore leg.*

3. What does a doctor do when he or she amputates a leg?
   *He or she cuts it off.*

4. Who do you think is a hero in your country?
   I think ______________ is a hero.

5. Do some people in your country have artificial legs?
   *Yes, some people have artificial legs.* / *No, people don’t have artificial legs.*

6. Would Terry’s run be possible in your country?
   *Yes, it would be possible.* / *No, it wouldn’t be possible.*

7. Do people ever tell you that your ideas are impossible?
   *Yes, people tell me that my ideas are impossible.*
   *No, people never tell me that my ideas are impossible.*

8. Do you usually plan what you are going to do?
   *Yes, I usually plan what I’m going to do.*
   *No, I don’t usually plan what I’m going to do.*
LESSON 21 CONTINUED

PAGE 48  ANSWERS TO THE WORKBOOK QUESTIONS  EXERCISE 3:

<table>
<thead>
<tr>
<th>youth</th>
<th>young</th>
</tr>
</thead>
<tbody>
<tr>
<td>an athlete</td>
<td>someone who likes sports</td>
</tr>
<tr>
<td>amputate</td>
<td>to cut something off</td>
</tr>
<tr>
<td>strength</td>
<td>how strong</td>
</tr>
<tr>
<td>called</td>
<td>named</td>
</tr>
<tr>
<td>to give up</td>
<td>to decide you can’t do something</td>
</tr>
<tr>
<td>determined</td>
<td>you decide you are going to do something difficult</td>
</tr>
<tr>
<td>it’s impossible</td>
<td>something that can’t be done</td>
</tr>
<tr>
<td>to crash down</td>
<td>to have an unhappy change</td>
</tr>
<tr>
<td>cancer</td>
<td>a sickness</td>
</tr>
<tr>
<td>a hero</td>
<td>someone who does something very good or very difficult</td>
</tr>
<tr>
<td>unexpected</td>
<td>you think it won’t happen</td>
</tr>
</tbody>
</table>

PAGE 48  ANSWERS TO THE WORKBOOK QUESTIONS  EXERCISE 4:

Terry Fox loved sports. When he was in high school his friends said he was a terrible basketball player. Terry didn’t listen to them. He practiced basketball every morning before school even though they said he was a terrible player. Later, when Terry tried to get on another basketball team, he succeeded because he never gave up. When Terry found out that he had cancer he planned an impossible run across Canada. Although he didn’t run all the way to the Pacific Ocean, he did run for 5,300 kilometers (3,286 miles). He ran for 143 days.
ESL CURRICULUM
A LEARNING ENGLISH WITH LAUGHTER PUBLICATION

Module 3 Part 1
STUDENT READER
Second Edition

Daisy A. Stocker B.Ed., M.Ed.
George A. Stocker D.D.S.
LEARNING ENGLISH WITH LAUGHTER

ESL CURRICULUM

TEEN–ADULT CURRICULUM

MODULE 3 PART 1

STUDENT READER

An Interactive Structured Approach to Learning English

This Series Includes a Student Reader, Student Workbook and a Teacher’s Guide.

The Students Will Experience Conversation Through Role-plays, Listening and Reading, Grammar, Activities, Competitive Games, Problem Solving, Writing and Speaking in Large and Small Groups, 4 Unit Tests, Mid-term Test

George and Daisy Stocker
Learning English with Laughter Ltd.
Victoria, B.C. Canada
V8X 3B6
E-mail: info@successfulesl.com
About Learning English with Laughter Ltd.

Learning English with Laughter began in Czechoslovakia in 1990. Shortly after the Velvet Revolution that freed the country of Communism, the authors began writing these lessons as they taught English to their Czech Students at the English Centre in Karlovy Vary. The students played a vital role in the development of this series. The authors consulted with them by having them complete student surveys wherein they rated the extensive variety of activities and lessons that they had participated in. Discussion of the results followed and any item that was rated below 8, on a scale of 1 to 10, was discarded. Thus, Learning English with Laughter evolved through consultation with our English second language students.

Since 2005 thousands of people around the world have visited our web sites. At this time purchases of our Teen-Adult Curriculum, Children’s Curriculum, Children’s Storybooks and our listening programs have been made from more than 70 countries.

In this new edition of Learning English with Laughter we are pleased to be able to provide our books in an environmentally friendly way. Electronic routing of our books reduces greenhouse gas emissions worldwide. When a book order is received the order is filled at the printing location closest to the client. The books are printed as they are ordered, reducing the need for storing thousands of books in a warehouse.

Customization of your covers

You may be interested in the customization of your covers. (White Label Services)
This personalizes your textbooks and makes them a visible part of your school’s curriculum.
For this service contact us at: info@successfulesl.com

Members of our team with professional degrees have combined years of teaching experience and editing to produce these teaching materials.
Team Members for this publication:
Editors:
Daisy A. Stocker B.Ed., M.Ed.
Dr. George A. Stocker D.D.S.

Contributor:
Brian Stocker BA, MA
This English second language curriculum provided in our English Second Language (ESL) Curriculum Series includes four Modules. Each Module has 20 lessons in Part 1 and 20 in Part 2. The new concepts are incrementally introduced. Each lesson is contained in three books for each Part of each Module: Student Reader, Student Workbook and Teacher’s Guide. THE STUDENT READER CAN BE USED A NUMBER OF TIMES AS THE STUDENTS AREN’T REQUIRED TO WRITE IN IT.

This Table of Contents includes exercises and activities in the Student Reader, Workbook and Teacher’s Guide. It also lists the new concepts, oral activities, written exercises and large and small group activities. Answers are included for all questions and discussions. Unit and final tests are provided throughout.

### Lesson 1

<table>
<thead>
<tr>
<th>Student</th>
<th>Workbook</th>
<th>Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

- Vocabulary
- Paragraph comprehension
- Small group question, answer and check answers activity
- Whole class brainstorming
- Role-play
- Writing sentence answers
- Match the meaning
- Using “un” or “dis” to form the negative
- Small group brainstorming
- Completing a role-play
- Word bingo
- Oral Questions Review of Module 2
- Oral Questions for Lesson 1

### Lesson 2

<table>
<thead>
<tr>
<th>Student</th>
<th>Workbook</th>
<th>Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

- Vocabulary
- Listening, reading aloud and understanding
- Future progressive tense
- Small group question, answer and check answers activity
- Small group oral activity
- Joke – listening and understanding
- Writing sentences using the future progressive tense
- Phrasal verbs
- Completing sentences using the future progressive tense
- Crossword puzzle
- Oral Questions
- Whole class team activity
MODULE 3  LESSON 1

VOCABULARY:
- relocate (to)
- advantage
- commute (to)
- depart (to)
- active (to be)
- disadvantage
- whether
- manage (to)
- twice
- gas
- unhappy [not happy]
- kid (slang for a young person)
- bore (to)
- opportunity
- village
- drama

ACTIVITY 1:
Listen to your teacher read each paragraph. Then take turns reading the sentences orally.

AN OPPORTUNITY OR A PROBLEM

Alex is unhappy because his work in an insurance office is boring. He has an offer of a better job as manager of a small office in a village fifty kilometers away. He will be paid more, but his family must decide whether they want to relocate.

His teenage children are in high school. They are athletic and enjoy playing on many teams. His wife, Martha, has job a teaching pre-teen students in a middle school. She enjoys it and she is also very active with a music group in their church. Her music group meets twice a week.

ACTIVITY 2:
Divide into small groups. Ask and answer the questions orally, then check your answers with those supplied in the box.

1. What kind of office does Alex work in?
2. Why is Alex unhappy?
3. What will he do in the small village?
4. How far away is the village?
5. Why is the small office job better?
6. What must his family decide?

7. What kind of school do his teenage children attend?
8. What do his children enjoy doing?
9. What does Martha do at work?
10. How old are pre-teen students?
11. Is Martha musical?
12. How often does Martha’s music group meet?
13. Martha is “very active” with a music group. What does that mean?

EXERCISES 1 AND 2 – WORKBOOK PAGE 1

1. He works in an insurance office.
2. He is unhappy because his office work is boring.
3. He will manage a small office.
4. The village is fifty kilometers away.
5. It’s better because he will be paid more money. It will be more interesting.
6. They must decide whether they want to relocate.

7. They attend high school.
8. They enjoy playing on many sports teams.
9. She teaches pre-teen students.
10. They are ten, eleven or twelve years old.
11. Yes, she is musical.
12. It meets twice a week.
13. It means that she does a lot of work with them.

EXERCISE 3 – WORKBOOK PAGE 2

Go English Go!
LESSON 1 CONTINUED

ACTIVITY 3: WHOLE CLASS ACTIVITY

BRAINSTORM: WHAT SHOULD ALEX DO?

List everyone’s ideas on the board.
The students then move about the room asking: What do you think Alex should do?

When they find others who agree with them, they are to sit down together and decide why they made that decision. They are then ready to tell the class what they decided and why.

ORAL QUESTIONS TEACHER’S GUIDE

ACTIVITY 4 – WORKBOOK PAGE 2

EXERCISE 4 – WORKBOOK PAGE 2

ACTIVITY 5: Listen to your teacher read the dialogue. Role-play it for the whole class.

Then divide into small groups and role-play it several times, changing roles each time.

NARRATOR: Alex and Martha are talking about moving to the small village.

ALEX: My job here is really boring. I need a change.

MARTHA: I understand how you feel but I like my job and my music group.

ALEX: It would be expensive for me to commute because the price of gas is so high.

MARTHA: Can you ask for another job here in the city?

ALEX: Yes, but it would be the same as the one I have. In the village I’ll be the manager.

MARTHA: I worry about moving our family. Our kids would miss their friends and the sports.

ALEX: That’s true, but I don’t know what to do.

MARTHA: Perhaps you should commute. The price of gas may go down.

ALEX: The company would pay me more, so I’d have more money for transportation.

MARTHA: I think that’s the best plan. Let’s tell the kids that we aren’t going to move.

ALEX: They’ll be happy about that and I feel okay about it too.

NARRATOR: Alex goes to tell his kids about his decision.

ALEX: Hi, everyone. We’ve decided to stay here. We aren’t going to move. I’ll commute.

KIDS: That’s cool, Dad. Thanks!

ACTIVITY 6 – WORKBOOK PAGE 3

ACTIVITY 7 – WORKBOOK PAGES 3 AND 4
MODULE 3  LESSON 1

EXERCISE 1:  
See Page 1 of the Student Reader.
Answer these questions in sentences.

1. Where is Alex’s new job?
_______________________________________________________________________________

2. Does Martha like her job?
_______________________________________________________________________________

3. What does Alex think about his present job?
_______________________________________________________________________________

4. What do you think Martha will say about moving to a small village?
_______________________________________________________________________________

5. Would you want to live in a small village?
_______________________________________________________________________________

6. Do you think that a small village would have a high school with a lot of athletic activities?
_______________________________________________________________________________

7. Do you enjoy athletic activities?
_______________________________________________________________________________

8. How old are pre-teen kids?
_______________________________________________________________________________

9. What are you very active in?
_______________________________________________________________________________

10. Would you want to work in an office?
_______________________________________________________________________________

EXERCISE 2: MATCH THE MEANING

a village ___________________________ a job _________________________________
to relocate __________________________ to be active __________________________
the present time _____________________ an opportunity__________________________
to bore ______________________________ whether ______________________________
twice ________________________________ a disadvantage _________________________

a bad thing  your work
to do many things  a very small town
a chance to do something different two times
to go to live in a different place to be uninteresting now
if

Go English Go!
LESSON 1 CONTINUED

EXERCISE 3:  The letters “un” or “dis” in front of a word make it negative.
EXAMPLE:  happy – unhappy  advantage - disadvantage

Make these words negative.

Add “un”  Add “dis”
available _______________________ agree ______________________
clean _______________________ please ______________________
ingteresting _______________________ respect ______________________

ACTIVITY 4:  BRAINSTORM IN SMALL GROUPS

If you were Alex, what would be the advantages and disadvantages of moving to a small town?

ADVANTAGES  DISADVANTAGES
_______________________________________  ____________________________________
_______________________________________  ____________________________________
_______________________________________  ____________________________________

Every group is to list their advantages and disadvantages on the board.
In the large group prioritize the advantages and disadvantages starting with the best one.

EXERCISE 4:  Complete the following:

1. If Martha has to stay in a small village, she will ________________________________

2. If Alex has to commute, he ________________________________

3. If the children have to move to a small village ________________________________

4. If Martha has to give up her job ________________________________

5. If Alex decided to take the job offer, he could ________________________________

6. If you were Alex, what would you do? ________________________________
LESSON 1 CONTINUED

ACTIVITY 6:  DIVIDE INTO SMALL GROUPS:

Alex receives the job offer. He is very happy about it, but he has to talk to Martha. He doesn't think that she will want to move to another place. Make a conversation about this.

ALEX: I just received a job offer! It is a much better job, and it pays a lot more money.

MARTHA: _________________, but where is it?

ALEX: The job is in Southtown.

MARTHA: _________________

ALEX: But it's only fifty kilometers away.

MARTHA: _________________

ALEX: If we moved there, we could ______________________________________________

MARTHA: _________________

ALEX: I know so ______________________________________________________________

ACTIVITY 7:  BINGO

DIRECTIONS: First, the students are to match the meaning by writing the number of the words in List 1 beside the meaning in List 2. EXAMPLE: 1. a very small town

Next, they are to write the words in List 1 into the BINGO squares. The words should be placed randomly so that all of the printed cards are different. The meanings in List 2 can then be called to begin playing the game as outlined below.

The teacher or a student can call the words in the WORDS TO CALL list, allowing the students time to find the matching word(s) among the ones that they have printed into the squares. Some help is given as the game is played, as the goal is for the students to learn the vocabulary.

For the first game, the students are to mark the matching word box with a small x The winner(s) of the game call BINGO when they have a straight and complete row of x marked boxes. The marked rows can be in a straight vertical line, a straight horizontal line, or a straight diagonal line. The diagonal line must go from one corner to the other.

The FREE box is counted as a marked word when it is a part of the completed row. The game can be played a number of times until the students know the vocabulary well. For each successive game, use a different symbol to mark the boxes.
LESSON 1 CONTINUED

BINGO

LIST 1
1 a village
2 your job
3 to relocate
4 to be active
5 the present time
6 an offer
7 to bore
8 an advantage
9 whether
10 a disadvantage
11 twice
12 to return
13 to be able
14 wine
15 different
16 downtown
17 to shop
18 a couple
19 a decision
20 to afford
21 airport
22 to leave
23 in advance
24 a bathing suit

LIST 2
1 a very small town
   you decide what to do
   your work
   a bad thing
   now
   to depart
   to be uninteresting
   two times
to look for things to buy
   two people or things
   to move your home to a another place
   to have enough money
   where the planes are
   an opportunity for something
   before
   you wear it swimming
   if
to do many things
a good thing
to come back
can
you drink it
not the same
in town

Go English Go!
## MODULE 3  PART 1  GLOSSARY

<table>
<thead>
<tr>
<th>English</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>accept (to), accepted</td>
<td></td>
</tr>
<tr>
<td>accident</td>
<td></td>
</tr>
<tr>
<td>active</td>
<td></td>
</tr>
<tr>
<td>adapt (to), adapted</td>
<td></td>
</tr>
<tr>
<td>addition</td>
<td></td>
</tr>
<tr>
<td>advantage</td>
<td></td>
</tr>
<tr>
<td>age</td>
<td></td>
</tr>
<tr>
<td>aids</td>
<td></td>
</tr>
<tr>
<td>album</td>
<td></td>
</tr>
<tr>
<td>alone</td>
<td></td>
</tr>
<tr>
<td>aloud</td>
<td></td>
</tr>
<tr>
<td>ancient</td>
<td></td>
</tr>
<tr>
<td>area</td>
<td></td>
</tr>
<tr>
<td>art</td>
<td></td>
</tr>
<tr>
<td>asleep</td>
<td></td>
</tr>
<tr>
<td>aspects</td>
<td></td>
</tr>
<tr>
<td>awful</td>
<td></td>
</tr>
<tr>
<td>baby</td>
<td></td>
</tr>
<tr>
<td>band</td>
<td></td>
</tr>
<tr>
<td>bargain (to), bargained</td>
<td></td>
</tr>
<tr>
<td>benefit (to), benefited</td>
<td></td>
</tr>
<tr>
<td>bill</td>
<td></td>
</tr>
<tr>
<td>blues</td>
<td></td>
</tr>
<tr>
<td>body</td>
<td></td>
</tr>
<tr>
<td>bore (to), bored</td>
<td></td>
</tr>
<tr>
<td>boyfriend</td>
<td></td>
</tr>
<tr>
<td>bulimia</td>
<td></td>
</tr>
<tr>
<td>camp</td>
<td></td>
</tr>
<tr>
<td>cancer</td>
<td></td>
</tr>
<tr>
<td>case</td>
<td></td>
</tr>
<tr>
<td>celebrity</td>
<td></td>
</tr>
<tr>
<td>Celt</td>
<td></td>
</tr>
<tr>
<td>century</td>
<td></td>
</tr>
<tr>
<td>choice</td>
<td></td>
</tr>
<tr>
<td>choose (to), chose</td>
<td></td>
</tr>
<tr>
<td>civilization</td>
<td></td>
</tr>
<tr>
<td>climate</td>
<td></td>
</tr>
<tr>
<td>club</td>
<td></td>
</tr>
<tr>
<td>coach</td>
<td></td>
</tr>
</tbody>
</table>
### PAST PARTICIPLES

<table>
<thead>
<tr>
<th><strong>Aa</strong></th>
<th><strong>Cc</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>able (to) (to be) – been able to</td>
<td>commute (to) – commuted</td>
</tr>
<tr>
<td>accept (to) - accepted</td>
<td>compare (to) – compared</td>
</tr>
<tr>
<td>accompany (to) - accompanied</td>
<td>compete (to) - competed</td>
</tr>
<tr>
<td>act (to) - acted</td>
<td>confess (to) – confessed</td>
</tr>
<tr>
<td>active (to be) - been active</td>
<td>cook (to) - cooked</td>
</tr>
<tr>
<td>adapt (to) - adapted</td>
<td>correct (to) – corrected</td>
</tr>
<tr>
<td>add (to) – added</td>
<td>count (to) – counted</td>
</tr>
<tr>
<td>affect (to) – affected</td>
<td>crown (to) – crowned</td>
</tr>
<tr>
<td>amaze (to) – amazed</td>
<td>cry (to) – cried</td>
</tr>
<tr>
<td>approach (to) – approached</td>
<td>culture (to) – cultured</td>
</tr>
<tr>
<td>arrange (to) – arranged</td>
<td>cut (to) – cut</td>
</tr>
<tr>
<td>arrive (to) – arrived</td>
<td></td>
</tr>
<tr>
<td>attempt (to) – attempted</td>
<td>dance (to) – danced</td>
</tr>
<tr>
<td>attend (to) – attended</td>
<td>decide (to) – decided</td>
</tr>
<tr>
<td>be (to) – been</td>
<td>describe (to) – described</td>
</tr>
<tr>
<td>be cut out for (to) – been cut out for</td>
<td>develop (to) – developed</td>
</tr>
<tr>
<td>become (to) - become</td>
<td>dial (to) – dialed</td>
</tr>
<tr>
<td>begin (to) – begun</td>
<td>die (to) – died</td>
</tr>
<tr>
<td>book (to) – booked</td>
<td>discuss (to) – discussed</td>
</tr>
<tr>
<td>bore (to) – bored</td>
<td>divorce (to) – divorced</td>
</tr>
<tr>
<td>born (to be) - been born</td>
<td>do (to) – done</td>
</tr>
<tr>
<td>brainstorm (to) – brainstormed</td>
<td>doubt (to) – doubted</td>
</tr>
<tr>
<td>bring (to) – brought</td>
<td>dream (to) – dreamed</td>
</tr>
<tr>
<td>buy (to) – bought</td>
<td>drink (to) – drunk</td>
</tr>
<tr>
<td>call (to) – called</td>
<td>drive (to) – driven</td>
</tr>
<tr>
<td>call back (to) - called back</td>
<td>eat (to) – eaten</td>
</tr>
<tr>
<td>carry (to) – carried</td>
<td>enjoy (to) – enjoyed</td>
</tr>
<tr>
<td>carry (to) – carried</td>
<td>enter (to) – entered</td>
</tr>
<tr>
<td>catch (to) – caught</td>
<td>excite (to) – excited</td>
</tr>
<tr>
<td>celebrate (to) – celebrated</td>
<td>excuse (to) – excused</td>
</tr>
<tr>
<td>change (to) – changed</td>
<td>expect (to) – expected</td>
</tr>
<tr>
<td>charge (to) – charged</td>
<td>explain (to) – explained</td>
</tr>
<tr>
<td>check in (to) - checked in</td>
<td>express (to) – expressed</td>
</tr>
<tr>
<td>cheer (to) – cheered</td>
<td></td>
</tr>
<tr>
<td>chill (to) – chilled</td>
<td>fall (to) – fallen</td>
</tr>
<tr>
<td>choose (to) - chosen</td>
<td>fall in love (to) - fallen in love</td>
</tr>
<tr>
<td>clap (to) – clapped</td>
<td>fatten (to) – fattened</td>
</tr>
<tr>
<td>climb (to) – climbed</td>
<td>feel (to) – felt</td>
</tr>
<tr>
<td>close (to) – closed</td>
<td>fight (to) – fought</td>
</tr>
<tr>
<td>combine (to) – combined</td>
<td>find (to) – found</td>
</tr>
<tr>
<td>come (to) – come</td>
<td>find out (to) - found out</td>
</tr>
</tbody>
</table>

Go English Go!
ESL CURRICULUM
LEARNING ENGLISH WITH LAUGHTER

PHILOSOPHY

"LEARNING ENGLISH WITH LAUGHTER" means that the students and teachers can combine laughter and learning, while communicating in English. This is a structured approach, meaning that each new concept is mastered in a conversational English environment before another is introduced. During the past decade, research has shown that the students learn more effectively if the teaching of grammar is integrated with a communicative approach to the learning of the English language.

This program is written for students 13 years and older. We introduce the basic tenses and other structures in a logical sequence, integrating them with light-hearted activities that provide practice in a conversational setting. The combination achieved in Learning English with Laughter has proved to be popular with the students and successful in achieving its goals.

TIMING AND LESSON STRUCTURE

The most successful order of presentation for the lessons is outlined below:
- Greeting the students in English
- Oral questions (20 to 30 minutes)
Oral Questions may be done before or after the new lesson has been introduced.
The order suggested in the Student’s Book should be adapted to the needs of the group.
- Introduction of a new lesson or continuation of a past lesson.
- Completion of exercises and / or partner activities
- Ending with a more relaxed conversational activity

VOCABULARY

The new words introduced in each lesson are listed under the title and may be introduced in any of the following ways:
- The teacher may write the words on the blackboard and use them in sentences.
- The teacher can dramatize, draw or use the pictures to explain the words.
- The students can work in small groups with their dictionaries.

ORAL QUESTIONS

The oral questions are designed to provide practice in speaking.
The questions and answers stress grammatical structure, and word order of the English language.
When our students completed surveys where Oral Questions were rated “helpful / not helpful” on a scale of 1 to 10, Oral Questions were consistently rated as “10 - very helpful”.
Teaching this Conversational English program without using the oral questions will result in the lessons becoming too difficult for the students.

These questions provide the basic models of the English Language. They are a vital part of the program, giving practice, review and an opportunity for the teacher to expand the language to talk about local events.
LEARNING ENGLISH WITH LAUGHTER

SUGGESTIONS FOR PRESENTING ORAL QUESTIONS

If the group has fewer than 15 students the teacher can work with the whole group.

- It is best to begin at the top of the oral question page and work down, as the first questions are often a review.
- Avoid asking students in the order in which they sit. Their attention will be the best if they don’t know who you are going to ask next!
- It is important to write difficult questions on the blackboard and discuss the possible answers with the students.
- Always be willing to use the blackboard to clarify a question or answer. Encourage the students to request such clarification.
- Be sure to ask the same question a number of times until the students can answer fluently. This is especially important for the difficult questions.
- As the basic questions and answers are learned, it will be important for the teacher to adapt and expand the questions and answers. The given questions and suggested answers provide basic grammatically correct English. It will be helpful if teachers try to provide additional humorous and / or questions about local events.

ALTERNATIVE WAYS OF PRESENTING THE ORAL QUESTIONS SO THEY CAN BE ADAPTED TO DIFFERENT GROUPS

If the whole group approach is not appropriate to the situation then the presentation of the questions may be adapted in the following ways:

The class can be divided in half.

One copy of the oral questions can be given to each pair of students in one half of the class. They can then take turns asking each other the questions. Meanwhile the teacher can be working orally with the other half as explained above.

Working with half of the class at a time is well suited to using volunteers.

EXERCISES

The exercises are designed to give the students practice in important points of grammar. These can be done in class or assigned as homework. Due to the differences between the English language and other languages, students should understand the meaning of each sentence, but they should avoid making a direct translation, (a translation of each word). Word by word translation often changes the meaning, takes too much time, and prevents the student from learning the correct English word order. Teachers should use their discretion when deciding the order in which the students complete the exercises.

ACTIVITIES

The activities are often designed to take place in a more relaxed atmosphere, with the students moving around the room, and practicing what they have learned. The goal of these activities is for the students to gain practice, and not to finish the activity quickly. They will require supervision, so that they do practice the English, and not complete the activity in their own language. If time is limited, then an activity may be skipped and returned to at a later time. Teachers should use their discretion when deciding the order in which the students complete the activities.

SEATING ARRANGEMENT

Go English Go!
We suggest that the students sit facing each other. A U shaped configuration works well.

LEARNING ENGLISH WITH LAUGHTER

TESTS
The tests are a part of the learning process. They allow the students to identify the areas they need to study. When marking the sentence answers, subtract one mark for each error.
- If a student has one mistake he or she will get 3 marks for that answer
- If a student has two mistakes, he or she will get 2 marks for that answer
- If a student has three mistakes, he or she will get 1 mark for that answer
- If a student has four or more mistakes, he or she won’t get any marks

GIVE SPECIAL ATTENTION TO INDIVIDUAL NEEDS WHEN MARKING
The teacher should use discretion when marking. Some students work very hard but have difficulty. They should be given the best possible mark. Some students learn easily but become careless, so they should be marked down for their mistakes. In other words, the teacher needs to be aware of the needs of the students. The tests are designed to make most of the students feel good about their English but also give a clear signal to those who aren’t making satisfactory progress.

WHAT KIND OF MISTAKES SHOULD BE CONSIDERED?
Marks should be deducted for:
- not knowing the right vocabulary
- word order mistakes
- grammatical errors
- no marks are given if the student doesn’t understand the question

Do not deduct marks for spelling mistakes if you can understand what the student means.

Students with marks above 80% are ready to continue with the program.
Test answers are included in the Guide.

ANSWERS TO THE ORAL TEST QUESTIONS
The teachers have the choice of having the students answer orally or in writing. As some of the teachers are speaking English as a second language, it might be difficult for them to test pronunciation. If the teacher can understand what the student is saying then the pronunciation should be accepted. Internationally, it is acceptable if the speaker is understood.

The tests are out of 50 except for the last test in Part 1 and in Part 2.
There are no absolutes when assessing test marks. Many factors always enter into the mark. These can range from the student being sick that day to some problem at home. It’s also possible that the student missed a lot of classes due to illness.

The purpose of these tests is to allow the students to see where they are having difficulty. This lets them know where they should spend their time when they study.

This is the most important aspect of the tests.

ANSWERS
Answers in the Guide are written in italics. The suggested answers are the most likely, but others are possible.

GLOSSARY
The glossary contains the vocabulary for this Module.
The verbs are shown in the infinitive form: do (to).
The past tenses are included for reference in the glossary, shown as: infinitive, past tense.
MODULE 3 LESSON 1
ORAL QUESTIONS

REVIEW OF MODULE 2

To the teacher: We suggest that you take time to do this review of Module 2 with the students. You can return to the lesson indicated in Module 2 if the students are having difficulty with a particular part. The review lessons in Module 1 are not included in this review. Assign the written exercises in Lesson 1 as homework if you are short of time.

Lesson 2
In what month is your national holiday?
What day of the month is Christmas?

Lesson 3
You’re not a nurse, are you?
You eat dinner at noon, don’t you?
You wear shoes to work, don’t you?
You didn’t get time off from work today, did you?

Lesson 5
Do you live the same distance from school as ___?
Do you live as far from school as __________?

Lesson 6
Do you like tennis better than basketball?
What drink do you like the best?

Lesson 7
Are bicycles lighter than buses?
Who came to class the earliest?
Who came to class the latest?

Lesson 8
Lakes are wonderful, aren’t they?
She's beautiful, isn't she?

Lesson 10
Are you wearing a black jacket?
Does ______ have long hair?

Go English Go!
LESSON 1 CONTINUED

Lesson 34
Do you frequently travel a long way?
Yes, I frequently travel a long way.
No, I seldom / never travel a long way.

Do you often take a bus?
Yes, I often take a bus.
No, I never take a bus.

Do you have many monuments in your city?
Yes, we have many monuments in our city.
No, we don’t have many monuments in our city.

Lesson 35
Can you drive a truck?
Yes, I can drive a truck.
No, I can’t drive a truck.

Do you ever go to the movies?
Yes, I sometimes go to the movies.
No, I never go to the movies.

Lesson 37
Do you put food in a refrigerator?
Yes, I put food in a refrigerator.

Do you usually make a shopping list?
Yes, I usually make a shopping list.
No, I don’t (usually) make a shopping list.

Lesson 38
Are you going to have a holiday soon?
Yes, I’m going to have a holiday soon.

Do you practice a sport with an instructor?
Yes, I practice with an instructor.
No, I don’t practice with an instructor.

Lesson 39
Do you ever ride a bicycle?
Yes, I ride a bicycle.
No, I don’t ever ride a bicycle.

Are you taller than your friend is?
Yes, I’m taller than my friend is.
No, I’m not taller than my friend is.

ORAL QUESTIONS FOR LESSON 1

Did you get an offer for (of) a better job?
Yes, I got an offer for (of) a better job.
No, I didn't get an offer for (of) a better job.

Do you like your job / school?
Yes, I like my job / school.
No, I don’t like my job / school.

Do you live in a village?
Yes, I live in a village.
No, I don’t live in a village.

How far from town do you live?
I live ________ kilometres from town.
I live in town.

Do you live as far from town as _______?
Yes, I live as far from town as _______.
No, I don’t live as far from town as ______.

Have you ever relocated with your family?
Yes, I have relocated with my family.
No, I haven’t ever relocated with my family.
No, I’ve never relocated with my family.

Are you active with a group?
Yes, I’m active with a _______ group.
No, I’m not active with a group.
LESSON 1 CONTINUED

PAGE 1: ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 1:
1. Where is Alex’s new job?
   It is in a small village fifty kilometers away.
2. Does Martha like her job?
   Yes, she likes / enjoys her job.
3. What does Alex think about his present job?
   He thinks it is boring.
4. What do you think Martha will say about moving to a small village?
   She’ll say she doesn’t want to leave her job.
   She’ll say she doesn’t want to live in a small village.
5. Would you want to live in a small village?
   Yes, I’d want to live in a small village.
   No, I wouldn’t want to live in a small village.

6. Do you think that a small village would have a high school with a lot of athletic activities?
   No, I don’t think that a small village would have a high school with a lot of athletic activities.

7. Do you enjoy athletic activities?
   Yes, I enjoy athletic activities.
   No, I don’t enjoy athletic activities.

8. How old are pre-teen kids?
   Pre-teen kids are ten, eleven or twelve years old.

9. What are you very active in?
   I’m very active in ...
   I’m not very active in anything.

10. Would you want to work in an office?
    Yes, I’d want to work in an office.
    No, I wouldn’t want to work in an office.

PAGE 1: ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 2:

Page 1:   ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 2:
a village a very small town a job your work to relocate to go to live in a different place to be active to do many things the present time now an opportunity a chance to do something different to bore to be uninteresting whether if twice two times a disadvantage a bad thing

PAGE 2: ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 3:

Page 2: ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 3:
available unavailable agree disagree

Go English Go!
LESSON 1 CONTINUED

PAGE 2: SUGGESTED ANSWERS TO THE WORKBOOK QUESTIONS

**ACTIVITY 4:**

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a more interesting job</td>
<td>moving the family</td>
</tr>
<tr>
<td>more money</td>
<td>changing Martha’s job</td>
</tr>
<tr>
<td>new friends</td>
<td>leaving Martha’s church group</td>
</tr>
<tr>
<td>quiet life</td>
<td>children will miss their friends</td>
</tr>
</tbody>
</table>

**PAGE 2**

**ANSWERS TO THE WORKBOOK QUESTIONS**

**EXERCISE 4:**

1. If Martha has to stay in a small village, she will **be unhappy. / be bored.**
2. If Alex has to commute, he **will drive a long way each day.**
3. If the children have to move to a small village they **will find new friends. / go to a new school.**
4. If Martha has to give up her job she **will need to find another one.**
5. If Alex decided to take the job offer, he could **make more money.**
6. If you were Alex, what would you do? _____________________________________________

**PAGE 3**

**SUGGESTED ANSWERS TO THE WORKBOOK QUESTIONS**

**ACTIVITY 6:**

Alex receives the job offer. He is very happy about it, but he has to talk to Martha. He doesn't think that she will want to move to another place. Make a conversation about this.

**ALEX:** I just received a job offer! It is a much better job, and it pays a lot more money.

**MARTHA:** That’s great, but where is it?

**ALEX:** The job is in Souhtown.

**MARTHA:** That’s a long way from here.

**ALEX:** But it's only fifty kilometers away.

**MARTHA:** Your gas would be expensive.

**ALEX:** If we moved there, we could have a better house. / buy some nice things.

**MARTHA:** I don’t know what we should do. / I like living here.

**ALEX:** I know so I think I’ll have to commute. / I’ll have to think about it.

**PAGE 4**

**ANSWERS TO THE WORKBOOK BINGO**

**ACTIVITY 7:**

| 1 a very small town | 17 to look for things to buy | 9 if |
| 19 you decide what to do | 18 two people or things | 4 to do many things |
| 2 your work | 3 to move your home to another place | 8 a good thing |
| 10 a bad thing | 20 to have enough money | 12 to come back |
| 5 now | 21 where the planes are | 13 can |
| 22 to depart | 6 an opportunity for something | 14 you drink it |
| 7 to be uninteresting | 23 before | 15 not the same |
| 11 two times | 24 you wear it swimming | 16 in town |
LEARNING ENGLISH WITH LAUGHTER

ESL CURRICULUM

TEEN-ADULT CURRICULUM

MODULE 3 PART 2

STUDENT READER

An Interactive Structured Approach to Learning English

This Series Includes a Student Reader, Student Workbook and a Teacher’s Guide.

The Students Will Experience Conversation Through Role-plays, Listening and Reading Articles, Grammar, Activities, Competitive Games, Problem Solving, Writing and Speaking in Large and Small Groups, 4 Unit Tests, Final Test

George and Daisy Stocker
Learning English with Laughter Ltd.
Victoria, B.C. Canada
V8X 3B6
E-mail: info@successfulesl.com
About Learning English with Laughter Ltd.

Learning English with Laughter began in Czechoslovakia in 1990. Shortly after the Velvet Revolution that freed the country of Communism, the authors began writing these lessons as they taught English to their Czech Students at the English Centre in Karlovy Vary. The students played a vital role in the development of this series. The authors consulted with them by having them complete student surveys wherein they rated the extensive variety of activities and lessons that they had participated in. Discussion of the results followed and any item that was rated below 8, on a scale of 1 to 10, was discarded. Thus, Learning English with Laughter evolved through consultation with our English second language students.

Since 2005 thousands of people around the world have visited our web sites. At this time purchases of our Teen-Adult Curriculum, Children’s Curriculum, Children’s Storybooks and our listening programs have been made from more than 70 countries.

In this new edition of Learning English with Laughter we are pleased to be able to provide our books in an environmentally friendly way. Electronic routing of our books reduces greenhouse gas emissions worldwide. When a book order is received the order is filled at the printing location closest to the client. The books are printed as they are ordered, reducing the need for storing thousands of books in a warehouse.

Customization of your covers

You may be interested in the customization of your covers. (White Label Services)
This personalizes your textbooks and makes them a visible part of your school’s curriculum. For this service contact us at: info@successfulesl.com

Members of our team with professional degrees have combined years of teaching experience and editing to produce these teaching materials.

Team Members for this publication:
Editors:
Daisy A. Stocker B.Ed., M.Ed.
Dr. George A. Stocker D.D.S.

Contributor:
Brian Stocker BA, MA
This English second language curriculum provided in our English Second Language (ESL) Curriculum Series includes four Modules. Each Module has 20 lessons in Part 1 and 20 in Part 2. The new concepts are incrementally introduced. Each lesson is contained in three books for each Part of each Module: Student Reader, Student Workbook and Teacher's Guide. THE STUDENT READER CAN BE USED A NUMBER OF TIMES AS THE STUDENTS AREN'T REQUIRED TO WRITE IN IT.

This Table of Contents includes exercises and activities in the Student Reader, Workbook and Teacher's Guide. It also lists the new concepts, oral activities, written exercises and large and small group activities. Answers are included for all questions and discussions. Unit and final tests are provided throughout.

### Lesson 21

**Vocabulary**
Listening, reading aloud and understanding  
Role-play  
Small group question, answer and check answers activity  
Whole class activity – rooms in a house  
Small group activity - Identifying personal things  
Match the meaning  
Labeling furniture  
Listing and organizing items  
Choosing a location for your house  
Finding the right person to share your house  
Oral questions

### Lesson 22

**Vocabulary**
The Blouse - Listening, reading aloud and understanding  
Small group question, answer and check answers activity  
Writing sentence answers  
Match the meaning  
Using verb tenses  
Brainstorming  
Completing sentences  
Completing role-plays  
Small groups - describing pictures  
Oral questions
ACTIVITY 1: Listen to your teacher read these paragraphs. Then take turns reading the sentences aloud.

MOVING DAY
Daniel and Kate are moving into a new house with their two children, Douglas and Susanna. They had a lot of furniture to move to their new home. Tom and Peter came to help them with the heavy lifting.

They worked hard all morning, and by afternoon, everything had been carried into the house. It was a very hot day and they were all tired, hot, thirsty and hungry. Kate opened a box that she had filled with juices, sandwiches, tomatoes and fruit.

ACTIVITY 2: Divide into groups of two or three and role-play the dialogue several times.

WHERE DOES EVERYTHING GO?
NARRATOR: After they had eaten and Tom and Peter had gone home, Daniel and Kate started planning where everything should go. Douglas and Susanna wanted to help.

KATE: Your clothes are here, Susanna. Would you put them in your cupboard and put everything in these boxes away in your dresser drawers?

DANIEL: I need some help with some of this furniture, Douglas. Would you carry these coffee tables and lamps into the living room? Then you can put your clothes away in your bedroom.

KATE: Would you help me to move the refrigerator, Daniel? When it’s in place, I can put the food away.

DANIEL: Sure, let’s do it now.

NARRATOR: By evening many things had been put away and the beds had been made. They went to bed early that night, as they were all very tired.

ACTIVITY 3 – WORKBOOK PAGE 53
EXERCISES 1 AND 2 – WORKBOOK PAGE 54
LESSON 21 CONTINUED

ACTIVITY 4: Stay in your small groups and ask each other these questions. Then check your answers.

1. Have you ever moved to another place?
2. Do you drink much juice?
3. Are you tired?
4. Do you ever lift heavy things?
5. Does a refrigerator keep things cold?
6. Does a dresser have some drawers?

ACTIVITY 5: WHOLE CLASS ACTIVITY

Listen to your teacher read this paragraph and then take turns reading the sentences orally. Look at the plan of their house and discuss how it is different from yours.

Daniel and Kate’s new house has a yard at the back of the house. The living room and dining room are together in one room. They will likely eat breakfast and lunch in the kitchen and have dinner in the dining room. The cupboard in the kitchen is above the sink. There is a counter under it. The master bedroom is always bigger than the other bedrooms.

ORAL QUESTIONS TEACHER’S QUIDE

EXERCISE 3 – WORKBOOK PAGE 55
EXERCISE 4 – WORKBOOK PAGE 55
ACTIVITY 6 – WORKBOOK PAGE 55
ACTIVITY 7 – WORKBOOK PAGE 55

Go English Go!
MODULE 3  LESSON 21

ACTIVITY 3:
When the family woke up on the first morning in their new house, they had trouble finding their things. Please help them.

Divide into groups of two, three or four. Look at the pictures below.

Ask each other: Where is / are ________________________________?
Write your answers under each person’s lost things.

EXAMPLE:  ASK: Where is Kate’s lipstick?  ANSWER: It is in her handbag.
Each person in the group should ask and answer some questions.

Daniel can’t find: his underpants, briefcase, umbrella or the mouse for his computer.

Kate can’t find : the box with her underwear, her pantyhose, her handbag with her lipstick

Susanna can’t find: her bedside table, her sandals, her bedroom lamp, her tennis racquet.

Douglas can’t find: his football, his runners, his packsack, his hat

Go English Go!
LESSON 21 CONTINUED

EXERCISE 1: MATCH THE MEANING

kitchen ____________________________ drawers ____________________________
furniture ____________________________ an armchair ____________________________
briefcase ____________________________ lamp ____________________________
cupboard ____________________________ a dresser ____________________________
runners ____________________________ tennis racquet ____________________________
packsack ____________________________ stove ____________________________

it has some drawers
you cook food in this room
you keep important papers / letters in it
for carrying things on your back

you sleep, eat or sit on it
they open and close
where you keep clothes or dishes
you play a game with it

it gives light
shoes
a comfortable chair
you cook on it

EXERCISE 2: Draw and label these things on the house plan.

one dining room table
one couch
two single beds

four bedside tables
one mirror
one coffee table

two living room lamps
one armchair
one queen-sized bed

three dressers
dining room chairs
small kitchen table
LESSON 21 CONTINUED

EXERCISE 3: Make a list of five more things you will need to buy for your house. You may need to use your dictionary.

________________ ________________ ________________
________________ ________________

ACTIVITY 6: Divide into groups of three or four.
Make a group list of all the extra things that those in your group bought.

________________ ________________ ________________ ________________
________________ ________________ ________________ ________________
________________ ________________ ________________ ________________

Were there some things that everyone in your group bought? List them.

________________ ________________

EXERCISE 4: If this were your house, what kind of a location would you want it to have?
The location of your house will affect the way you feel.
Put an X beside three of the things that would be the most important to you.

________ area with new houses ________ beautiful buildings
________ near a school __________ quiet
________ near some stores ________ near your work
________ near a bus stop ________ away from other houses
________ among some trees ________ other? ______________

ACTIVITY 7: Who will you share the house with?
Find the right person. Ask three other students in the class these questions.
They should answer: “Yes, I do.” or “No, I don’t.”
If the answer is “yes”, then write that person’s name beside the question.
The person with the most answers that are the same as yours, is the best person to share the house.

1. Do you like cats and dogs? ________ ________ ________
2. Do you like rock music? ________ ________ ________
3. Do you have a lot of parties? ________ ________ ________
4. Do your visitors stay until after midnight? ________ ________ ________
5. Do you watch TV all evening? ________ ________ ________

Go English Go!
<table>
<thead>
<tr>
<th>English</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td></td>
</tr>
<tr>
<td>accompany (to), accompanied</td>
<td></td>
</tr>
<tr>
<td>afford (to), afforded</td>
<td></td>
</tr>
<tr>
<td>allow (to), allowed</td>
<td></td>
</tr>
<tr>
<td>Almighty</td>
<td></td>
</tr>
<tr>
<td>almost</td>
<td></td>
</tr>
<tr>
<td>anniversary</td>
<td></td>
</tr>
<tr>
<td>announce (to), announced</td>
<td></td>
</tr>
<tr>
<td>antibiotic</td>
<td></td>
</tr>
<tr>
<td>appointment</td>
<td></td>
</tr>
<tr>
<td>army</td>
<td></td>
</tr>
<tr>
<td>arrest (to), arrested</td>
<td></td>
</tr>
<tr>
<td>art</td>
<td></td>
</tr>
<tr>
<td>asleep</td>
<td></td>
</tr>
<tr>
<td>assassinate (to), assassinated</td>
<td></td>
</tr>
<tr>
<td>atmosphere</td>
<td></td>
</tr>
<tr>
<td>awesome</td>
<td></td>
</tr>
<tr>
<td>Bb</td>
<td></td>
</tr>
<tr>
<td>barbecue (to), barbecued</td>
<td></td>
</tr>
<tr>
<td>bathroom</td>
<td></td>
</tr>
<tr>
<td>battery</td>
<td></td>
</tr>
<tr>
<td>be seated</td>
<td></td>
</tr>
<tr>
<td>beat (to), beat</td>
<td></td>
</tr>
<tr>
<td>bedroom</td>
<td></td>
</tr>
<tr>
<td>beef</td>
<td></td>
</tr>
<tr>
<td>blow (to), blew</td>
<td></td>
</tr>
<tr>
<td>bomb</td>
<td></td>
</tr>
<tr>
<td>bookcase</td>
<td></td>
</tr>
<tr>
<td>boycott (to), boycotted</td>
<td></td>
</tr>
<tr>
<td>brave</td>
<td></td>
</tr>
<tr>
<td>bus</td>
<td></td>
</tr>
<tr>
<td>Cc</td>
<td></td>
</tr>
<tr>
<td>cake</td>
<td></td>
</tr>
<tr>
<td>call back (to), called back</td>
<td></td>
</tr>
<tr>
<td>calypso</td>
<td></td>
</tr>
<tr>
<td>carnival</td>
<td></td>
</tr>
<tr>
<td>carry (to), carried</td>
<td></td>
</tr>
<tr>
<td>Catholic</td>
<td></td>
</tr>
<tr>
<td>cell phone</td>
<td></td>
</tr>
<tr>
<td>ceremony</td>
<td></td>
</tr>
</tbody>
</table>
## PAST PARTICIPLES

<table>
<thead>
<tr>
<th>Aa</th>
<th>Ce</th>
</tr>
</thead>
<tbody>
<tr>
<td>able (to) (to be) – been able to</td>
<td>commute (to) – commuted</td>
</tr>
<tr>
<td>accept (to) - accepted</td>
<td>compare (to) – compared</td>
</tr>
<tr>
<td>accompany (to) - accompanied</td>
<td>compete (to) - competed</td>
</tr>
<tr>
<td>act (to) - acted</td>
<td>confess (to) – confessed</td>
</tr>
<tr>
<td>active (to be) - been active</td>
<td>cook (to) - cooked</td>
</tr>
<tr>
<td>adapt (to) - adapted</td>
<td>correct (to) – corrected</td>
</tr>
<tr>
<td>add (to) – added</td>
<td>count (to) – counted</td>
</tr>
<tr>
<td>affect (to) – affected</td>
<td>crown (to) – crowned</td>
</tr>
<tr>
<td>amaze (to) – amazed</td>
<td>cry (to) – cried</td>
</tr>
<tr>
<td>approach (to) – approached</td>
<td>culture (to) – cultured</td>
</tr>
<tr>
<td>arrange (to) – arranged</td>
<td>cut (to) – cut</td>
</tr>
<tr>
<td>arrive (to) – arrived</td>
<td></td>
</tr>
<tr>
<td>attempt (to) – attempted</td>
<td>dance (to) – danced</td>
</tr>
<tr>
<td>attend (to) – attended</td>
<td>decide (to) – decided</td>
</tr>
<tr>
<td>be (to) – been</td>
<td>describe (to) – described</td>
</tr>
<tr>
<td>be cut out for (to) – been cut out for</td>
<td>develop (to) – developed</td>
</tr>
<tr>
<td>become (to) - become</td>
<td>dial (to) – dialed</td>
</tr>
<tr>
<td>begin (to) – begun</td>
<td>die (to) – died</td>
</tr>
<tr>
<td>book (to) – booked</td>
<td>discuss (to) – discussed</td>
</tr>
<tr>
<td>bore (to) – bored</td>
<td>divorce (to) – divorced</td>
</tr>
<tr>
<td>born (to be) - been born</td>
<td>do (to) – done</td>
</tr>
<tr>
<td>brainstorm (to) – brainstormed</td>
<td>doubt (to) – doubted</td>
</tr>
<tr>
<td>bring (to) – brought</td>
<td>dream (to) – dreamed</td>
</tr>
<tr>
<td>buy (to) – bought</td>
<td>drink (to) – drunk</td>
</tr>
<tr>
<td>call (to) – called</td>
<td>drive (to) – driven</td>
</tr>
<tr>
<td>call back (to) - called back</td>
<td>eat (to) – eaten</td>
</tr>
<tr>
<td>carry (to) – carried</td>
<td>enjoy (to) – enjoyed</td>
</tr>
<tr>
<td>carry (to) – carried</td>
<td>enter (to) – entered</td>
</tr>
<tr>
<td>catch (to) – caught</td>
<td>excite (to) – excited</td>
</tr>
<tr>
<td>celebrate (to) – celebrated</td>
<td>excuse (to) – excused</td>
</tr>
<tr>
<td>change (to) – changed</td>
<td>expect (to) – expected</td>
</tr>
<tr>
<td>charge (to) – charged</td>
<td>explain (to) – explained</td>
</tr>
<tr>
<td>check in (to) - checked in</td>
<td>express (to) – expressed</td>
</tr>
<tr>
<td>cheer (to) – cheered</td>
<td></td>
</tr>
<tr>
<td>chill (to) – chilled</td>
<td>fall (to) – fallen</td>
</tr>
<tr>
<td>choose (to) - chosen</td>
<td>fall in love (to) - fallen in love</td>
</tr>
<tr>
<td>clap (to) – clapped</td>
<td>fatten (to) – fattened</td>
</tr>
<tr>
<td>climb (to) – climbed</td>
<td>feel (to) – felt</td>
</tr>
<tr>
<td>close (to) – closed</td>
<td>fight (to) – fought</td>
</tr>
<tr>
<td>combine (to) – combined</td>
<td>find (to) – found</td>
</tr>
<tr>
<td>come (to) – come</td>
<td>find out (to) - found out</td>
</tr>
</tbody>
</table>
ESL CURRICULUM
LEARNING ENGLISH WITH LAUGHTER

PHILOSOPHY

"LEARNING ENGLISH WITH LAUGHTER" means that the students and teachers can combine laughter and learning, while communicating in English. This is a structured approach, meaning that each new concept is mastered in a conversational English environment before another is introduced. During the past decade, research has shown that the students learn more effectively if the teaching of grammar is integrated with a communicative approach to the learning of the English language.

This program is written for students 13 years and older. We introduce the basic tenses and other structures in a logical sequence, integrating them with light hearted activities that provide practice in a conversational setting. The combination achieved in Learning English with Laughter has proved to be popular with the students and successful in achieving its goals.

TIMING AND LESSON STRUCTURE

The most successful order of presentation for the lessons is outlined below:
- Greeting the students in English
- Oral questions (20 to 30 minutes)

Oral Questions may be done before or after the new lesson has been introduced. The order suggested in the Student’s Book should be adapted to the needs of the group.
- Introduction of a new lesson or continuation of a past lesson.
- Completion of exercises and/or partner activities
- Ending with a more relaxed conversational activity

VOCABULARY

The new words introduced in each lesson are listed under the title and may be introduced in any of the following ways:
- The teacher may write the words on the blackboard and use them in sentences.
- The teacher can dramatize, draw or use the pictures to explain the words.
- The students can work in small groups with their dictionaries.

ORAL QUESTIONS

The oral questions are designed to provide practice in speaking. The questions and answers stress grammatical structure, and word order of the English language. When our students completed surveys where Oral Questions were rated “helpful / not helpful” on a scale of 1 to 10, Oral Questions were consistently rated as “10 - very helpful”.

Teaching this Conversational English program without using the oral questions will result in the lessons becoming too difficult for the students.

These questions provide the basic models of the English Language. They are a vital part of the program, giving practice, review and an opportunity for the teacher to expand the language to talk about local events.

Go English Go!
MODULE 3 LESSON 21

ORAL QUESTIONS

Is your home located near a bus stop?
Yes, it’s located near a bus stop.
No, it isn’t located near a bus stop.

Is this school located near the city center?
Yes, it’s located near the city center.
No, it isn’t located near the city center.

Is there a couch in your living room?
Yes, there’s a couch in my living room.
No, there isn’t a couch in my living room.

Do most bedrooms have a clothes cupboard?
Yes, most bedrooms have a clothes cupboard.
Some bedrooms don’t have a clothes cupboard.

Would you put a television in the living room?
Yes, I’d put a television in the living room.

Is the master bedroom the biggest bedroom?
Yes, it’s the biggest bedroom.

How many people sit in an armchair?
One person sits in an armchair.

Is a queen-sized bed bigger than a single bed?
Yes, a queen-sized bed is bigger than a single bed.

How many people sleep in a single bed?
One person sleeps in a single bed.

Is your home among the trees?
Yes, my home is among the trees.
No, my home isn’t among the trees.

Where is an entrance hall?
It’s at the front door.
It’s where you enter the house.

Is the toilet always in the bathroom?
Yes, the toilet is always in the bathroom.

Do people cook in the kitchen?
Yes, people cook in the kitchen.

Where do you put a coffee table?
I put it in the living room.

Where do you carry a packsack?
I carry it on my back.

Do you wear runners?
Yes, I wear runners.
No, I don’t wear runners.

Do people wear sandals in the summer?
Yes, they wear sandals in the summer.

Does a refrigerator keep food cold?
Yes, it keeps food cold.

Do you have a mirror in your bathroom?
Yes, I have a mirror in my bathroom.
No, I don’t have a mirror in my bathroom.

What game do people play with a tennis racket?
They play tennis.

Does a computer have a mouse?
Yes, it has a mouse.

Do some women wear lipstick?
Yes, some women wear lipstick.

Would you put a couch in your bathroom?
No, I wouldn’t put a couch in my bathroom.

Do some people carry a briefcase to work?
Yes, some people carry a briefcase to work.

Does a stove get hot?
Yes, a stove gets hot.
LESSON 21 CONTINUED

PAGE 51  ANSWERS TO THE WORKBOOK QUESTIONS

ACTIVITY 3:

Daniel can’t find: his underpants, briefcase, umbrella or the mouse for his computer.

His underpants are on the couch.
His briefcase is beside the TV.
His umbrella is on the floor beside the bed.
His mouse is on the table beside the couch.
His mouse is on the table in front of the bookcase.

Kate can’t find: the box with her underwear, her pantyhose, her handbag with her lipstick

Kate’s box is beside the bed.
Her box is on the floor at the foot of the bed.
Her pantyhose is on the floor beside her box.
Her pantyhose is on the floor in the bedroom.
Her handbag is on the floor beside the bed.

Susanna can’t find: her bedside table, her sandals, her bedroom lamp, her tennis racquet.

Her bedside table is on the floor beside the bed.
Her sandals are on the floor beside the coffee table.
Her bedroom lamp is in front of the TV.
Her tennis racquet is on the floor in front of the dresser.
Her tennis racquet is beside the packsack.

Douglas can’t find: his football, his runners, his packsack, his hat

His football is on the bed.
His runners are on the couch.
His packsack is beside the dresser.
His hat is on the floor in front of the couch.

PAGE 52  ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 2:

kitchen  you cook food in this room
drawers  they open and close
furniture  you sleep, eat or sit on it
an armchair  a comfortable chair
briefcase  you keep important papers / letters in it
lamp  it gives light
cupboard  where you keep clothes or dishes
a dresser  it has some drawers
runners  shoes
tennis racquet  you play a game with it
packsack  for carrying things on your back
stove  you cook on it

PAGE 53  POSSIBLE ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 3:

small table
plants
dvd player
television
dvd player
electric stove
curtains
radio
bookcase
vcr player
buffet for dishes

Go English Go!
LESSON 25 CONTINUED
Cut the questions into separate cards and give at least one to each student.
Divide the students into two groups or teams and have them ask each other these questions.
Points can be given for correct answers if appropriate.

<table>
<thead>
<tr>
<th>Have you ever been to Barbados?</th>
<th>Do you ever go to the theater?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I’ve been to Barbados.</td>
<td>Yes, I go to the theater.</td>
</tr>
<tr>
<td>No, I haven’t ever been to Barbados.</td>
<td>No, I never go to the theater.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What to you enjoy the most, music, art or dancing?</th>
<th>Is Barbados an island country?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy … the most.</td>
<td>Yes, it’s an island country.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do you like the least, sports, homework or TV?</th>
<th>What languages do you speak?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like … the least.</td>
<td>I speak …</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are there many artists in this country?</th>
<th>Does our country get a lot of wind?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, there are many artists in this country.</td>
<td>Yes, we get a lot of wind.</td>
</tr>
<tr>
<td>No, there aren’t many artists in this country.</td>
<td>No, we don’t get a lot of wind.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is music an important part of our country’s history?</th>
<th>Have you ever attended a festival?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, our music is an important part of our history.</td>
<td>Yes, I’ve attended a festival.</td>
</tr>
<tr>
<td>No, music isn’t an important part of our history.</td>
<td>No, I haven’t ever attended a festival.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does our government support the arts?</th>
<th>Do palm trees grow in our country?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, our government supports the arts.</td>
<td>Yes, palm trees grow in our country.</td>
</tr>
<tr>
<td>No, our government doesn’t support the arts country.</td>
<td>No, palm trees don’t grow in our</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have you ever listened to Calypso music?</th>
<th>Do you play a musical instrument?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I’ve listened to Calypso music.</td>
<td>Yes, I play a musical instrument.</td>
</tr>
<tr>
<td>No, I’ve never listened to calypso music.</td>
<td>No, I don’t play a musical instrument.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do many tourists come to our country?</th>
<th>Is freedom important to you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, many tourists come to our country.</td>
<td>Yes, freedom is important to me.</td>
</tr>
<tr>
<td>No, not many tourists come to our country.</td>
<td>No, I don’t worry about it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you think music is awesome?</th>
<th>Is your T-shirt made of cotton?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I think it’s awesome.</td>
<td>Yes, it’s made of cotton.</td>
</tr>
<tr>
<td>No, I don’t listen to much music.</td>
<td>No, it isn’t made of cotton.</td>
</tr>
</tbody>
</table>
ESL CURRICULUM
A LEARNING ENGLISH WITH LAUGHTER PUBLICATION

Module 4 Part 1
STUDENT READER
Second Edition

Daisy A. Stocker B.Ed., M.Ed.
George A. Stocker D.D.S.
LEARNING ENGLISH WITH LAUGHTER

ESL CURRICULUM

TEEN-ADULT CURRICULUM

MODULE 4 PART 1

STUDENT READER

An Interactive Structured Approach to Learning English

This Series Includes a Student Reader, Student Workbook and a Teacher’s Guide.

The Students Will Experience Conversation Through Role-plays, Listening and Reading Articles, Grammar, Activities, Competitive Games, Problem Solving, Debates, Writing and Speaking in Large and Small Groups, 4 Unit Tests, Mid-term Test

George and Daisy Stocker
Learning English with Laughter Ltd.
Victoria, B.C. Canada
V8X 3B6
E-mail: info@successfulesl.com
Learning English with Laughter Ltd. © Copyright 2005 by George and Daisy Stocker. ALL RIGHTS RESERVED.

Printing and or photocopying for sale is prohibited.

Print or photocopy as many copies as you need for your school.

Contact us at: info@successfulesl.com if you are dealing with more than one school.

Learning English with Laughter makes every attempt to present the English language in a form appropriate to the linguistic changes occurring in English around the world. Learning English with Laughter makes no representation or warranty, either expressed or implied as to the accuracy, timeliness, or completeness of the content contained in this book. Learning English with Laughter makes no representation or warranties of any kind, expressed or implied, about the completeness, accuracy, reliability, suitability or availability with respect to the information contained in this document for any purpose. Any reliance you place on such information is therefore strictly at your own risk.

The authors shall not be liable for any loss incurred as a consequence of the use and application, directly or indirectly, of any information presented in this work. Sold with the understanding, the authors are not engaged in rendering professional services or advice. If advice or expert assistance is required, the services of a competent professional should be sought.

The company, product and service names used in this web site are for identification purposes only. All trademarks and registered trademarks are the property of their respective owners. Learning English with Laughter Ltd. is not affiliated with any educational institution.

Published by:
Learning English with Laughter Ltd.
10 – 1030 Hulford Street
Victoria, B.C. Canada V8X 3B6
Visit us on the Web at
Successful ESL: http://www.esl-curriculum.ca
English for Chinese: http://www.englishforchinese.ca
About Learning English with Laughter Ltd.

Learning English with Laughter began in Czechoslovakia in 1990. Shortly after the Velvet Revolution that freed the country of Communism, the authors began writing these lessons as they taught English to their Czech Students at the English Centre in Karlovy Vary. The students played a vital role in the development of this series. The authors consulted with them by having them complete student surveys wherein they rated the extensive variety of activities and lessons that they had participated in. Discussion of the results followed and any item that was rated below 8, on a scale of 1 to 10, was discarded. Thus, Learning English with Laughter evolved through consultation with our English second language students.

Since 2005 thousands of people around the world have visited our web sites. At this time purchases of our Teen-Adult Curriculum, Children’s Curriculum, Children’s Storybooks and our listening programs have been made from more than 70 countries.

In this new edition of Learning English with Laughter we are pleased to be able to provide our books in an environmentally friendly way. Electronic routing of our books reduces greenhouse gas emissions worldwide. When a book order is received the order is filled at the printing location closest to the client. The books are printed as they are ordered, reducing the need for storing thousands of books in a warehouse.

Customization of your covers

You may be interested in the customization of your covers. (White Label Services) This personalizes your textbooks and makes them a visible part of your school’s curriculum. For this service contact us at: info@successfulesl.com

Members of our team with professional degrees have combined years of teaching experience and editing to produce these teaching materials.

Team Members for this publication:
Editors:
Daisy A. Stocker B.Ed., M.Ed.
Dr. George A. Stocker D.D.S.

Contributor:
Brian Stocker BA, MA
This English second language curriculum provided in our English Second Language (ESL) Curriculum Series includes four Modules. Each Module has 20 lessons in Part 1 and 20 in Part 2. The new concepts are incrementally introduced. Each lesson is contained in three books for each Part of each Module: Student Reader, Student Workbook and Teacher's Guide. The Student Reader can be used a number of times as the students aren't required to write in it.

This Table of Contents includes exercises and activities in the Student Reader, Workbook and Teacher's Guide. It also lists the new concepts, oral activities, written exercises and large and small group activities. Answers are included for all questions and discussions. Unit and final tests are provided throughout.

Lesson 1

<table>
<thead>
<tr>
<th>Student</th>
<th>Workbook</th>
<th>Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Vocabulary
Does Money Rule Your Life? - Listening, reading orally and understanding
Small group discussions
Time clauses
Small group question, answer and check answers activity
Debating
Match the meaning
Small group brainstorming
Large group discussion
Writing conditional sentences
Expressing the future in time clauses
Writing to complete sentences using the right tense
Completing a role-play
Small group activity - writing a role play
Oral questions
MODULE 4 PART 1

Lesson 2

Vocabulary
The Gold Rush - Listening, reading orally and understanding
Small group discussions – sharing ideas with the whole class
Prepositions with adjectives and verbs
Small group – reading and completing sentences using verbs with prepositions
Small group question, answer and check answers activity
Match the meaning
Writing sentences using verbs with prepositions
True – False
Verb tenses – completing sentences
Crossword puzzle
Oral questions

Lesson 3

Vocabulary
Billy Barker - A Famous Prospector - Listening, reading orally and understanding
Whole class brainstorming and discussions
Using Gerunds- review
Verbs followed by infinitives – review
The Shooting of Dan Mcgrew – several stanzas of the poem by Robert Service
Listening, reading orally and understanding – using context clues
Small group question, answer and check answers activities
Small group role-play
Match the meaning
Verbs followed by infinitives
Gerunds as the object of prepositions
Crossword puzzle
Oral questions

Lesson 4

Vocabulary
New Towns and New Industries - Listening, reading orally and understanding
Whole class discussion
Small group question, answer and check answers activities
Role-play
The Spell of the Yukon - stanzas of poem by Robert Service
Small group activity
Match the meaning
True – False
Verb tenses
Identifying gerunds
Crossword puzzle
Oral questions
MODULE 4  LESSON 1

ACTIVITY 1:  Listen to each paragraph, and take turns reading the sentences aloud.

DOES MONEY RULE YOUR LIFE?

Tom and Carol are a young couple in their early twenties. Carol has worked as a legal secretary for a big company for the past year. She makes good money. Tom is an accountant. He has finished college and is employed at a bank. This year Carol has to take her holidays in April, because she has worked for the company for only one year. Tom will ask for a holiday in April.

Tom wants to go to Rio de Janeiro for their holidays. Tom would like to go to the discos at night and enjoy surfing during the day. They don’t have enough money for this, but Tom wants to borrow the rest.

Carol makes as much money as Tom, and thinks they should agree on how to spend it. She is opposed to Tom's plan and is worried about going into debt for a holiday. She thinks the discos would be too expensive for their small savings.

Carol would prefer to spend the week at a beach or lake nearby. They could stay in a hotel with lower rates that they could afford. It would be so nice to spend time in the water in the mornings and play games of volleyball on the beach or beside a lake in the evening. Carol thinks that they could have a good holiday on their meager savings. They will have to decide soon so they can book their hotel in advance and get a cheaper rate.

EXERCISE 1 – WORKBOOK PAGE 1

EXERCISE 2 – WORKBOOK PAGE 2

Go English Go!
LESSON 1 CONTINUED

ACTIVITY 2: Divide into small groups and discuss these questions.

1. If you were planning a holiday, where would you want to go?

2. If you had a partner, do you think the one who makes the most money should have the most say in making decisions?

3. You are going to have a holiday but you don’t have much money. What will you do?

4. How would you describe the difference between a disco and a beach?

EXPRESSING THE FUTURE USING TIME CLAUSES

When a clause begins with a word that specifies a time in the future, then the verb that follows is put into the present tense.

A time clause begins with words or phrases such as:
when before after as soon as until by the time

EXAMPLES: Tom and Carol will make a decision before her holidays arrive.
Before her holidays arrive, Tom and Carol will make a decision.

NOTE: The time clause can come at the beginning of the sentence or in the second part. Even though both clauses are about the future, the present tense is used in the clause that has the time clause.

ACTIVITY 3: Divide into small groups.
Complete each sentence putting the words in brackets into the correct tense.
Then check your answers on the next page.

1. Carol will save some of her money until she (to have)… enough.

2. She will need to work for a few years before she (to be)… able to take her course.

3. Tom will want to spend his money before he (to earn)… it.

4. When the holiday (to be)… over they will have to repay the debt.

5. As soon as they (to decide)… about their holiday they will start making plans.

6. They won’t make any plans until they (to agree)… on their destination.

7. After they (to settle down)… in their hotel they will be able to relax.

8. When you (to book)… your hotel a few months in advance you will likely get a cheaper rate.

ACTIVITY 4 – WORKBOOK PAGE 1
ACTIVITY 5 – WORKBOOK PAGE 3
EXERCISE 4 – WORKBOOK PAGE 3

ORAL QUESTIONS TEACHER’S GUIDE

Go English Go!
LESSON 1 CONTINUED

ACTIVITY 6:  DEBATING

Debating is the discussion of two points of view.
A moderator organizes the discussions.
Name of moderator________________________________________

Divide into two groups.

Group 1 agrees with the statement.  We say they are “Pro”

Group 2 doesn’t agree with the statement.  We say they are “Con”.

The statement to be discussed today is:  It’s okay to go into debt for a holiday.

The moderator is between the groups but at one end.  The two groups are often referred to as Pro and Con.  Each group brainstorms and writes down ideas that support what they think.

One person from each group will present their group’s ideas to the large group.  It is very important that the students sit with the two groups facing each other.  Return to the large group

MODERATOR:  The statement for today is:  It’s okay to go into debt for a holiday.
Now we will hear from Group 1, speaking for the Pro side.

MODERATOR:  Now we will hear from Group 2, speaking for the Con side.

Now everyone in the room, except the Moderator, should say why they agree or disagree with the statement.  They are to think of as many things as they can.  Unusual or funny ideas are very good.  Remember, you are learning English, not solving the problems of the world.

Go English Go!

ACTIVITY 3:  ANSWERS

1. Carol will save some of her money until she (to have) has enough.
2. She will need to work for a few years before she (to be) is able to take her course.
3. Tom will want to spend his money before he (to earn) earns it.
4. When the holiday (to be) is over they will have to repay the debt.
5. As soon as they (to decide) decide about their holiday they will start making plans.
6. They won’t make any plans until they (to agree) agree on their destination.
7. After they (to settle down) settle down in their hotel they will be able to relax.
8. When you (to book) book your hotel a few months in advance you will likely get a cheaper rate.
MODULE 4  LESSON 1

EXERCISE 1: MATCH THE MEANING

assets ___________________________________________________________
surf (to) ___________________________________________________________
a debt ___________________________________________________________
meager ___________________________________________________________
save (to) ___________________________________________________________
to borrow ___________________________________________________________
to be opposed ___________________________________________________________
in spite of ___________________________________________________________

small money you must pay back
to ride the waves on a board
to have money that you don’t spend
things you own
to get money that you haven't earned
to be against something
doing something even though there are difficulties

ACTIVITY 4: What should they do?

Brainstorm in groups of three or four.

1. Go to Rio de Janeiro in spite of Carol’s wishes.
2. Go to a beach or lake nearby in spite of Tom's wishes.
3. ___________________________________________
4. ___________________________________________
5. ___________________________________________
6. ___________________________________________

Return to the large group.
List all the suggestions on the board

Return to the small group.
Discuss all the ideas listed on the board. Decide which idea your group thinks is the best solution.
If someone in your group doesn’t agree, then their opinion should be respected.

Each group is to report their decision to the whole class.
LESSON 1 CONTINUED

EXERCISE 2:  Answer these questions in sentences.
Remember to use the past tense in the “if” clause of a conditional sentence.

1. What would you decide to do if you didn’t have enough money for a holiday?

2. What does a secretary do?

3. Do the banks in your country loan money?

4. Do you have to pay to borrow money?

5. What is “interest”?

6. Do many people in your country borrow money?

EXPRESSING THE FUTURE USING TIME CLAUSES

When a clause begins with a word that specifies a time in the future, then the verb that follows is put into the present tense.

A time clause begins with words or phrases such as:
when    before    after    as soon as    until    by the time

EXAMPLES:
Tom and Carol will make a decision before her holidays arrive.
Before her holidays arrive, Tom and Carol will make a decision.

NOTE: The time clause can come at the beginning of the sentence or in the second part. Even though both clauses are about the future, the present tense is used in the clause that has the time clause.

EXERCISE 3: Complete these sentences using the right tense.

1. They (to go) ___________ to Rio de Janeiro as soon as they (to have) ___________ enough money.

2. Before they (to leave) ___________ for Rio they (to borrow) ___________ money from the bank.

3. Carol (not, to agree) ___________ to going to Rio until they (to have) ___________ enough money.

4. When they (save) ___________ enough money they (to go) ___________ to Rio.

5. As soon as they (decide) ___________ what to do Tom (to ask) ___________ the bank if he can have his holiday in April.

Go English Go!
ACTIVITY 5: If Tom and Carol had decided to borrow money for their holiday in Rio, they would have gone to the bank to talk to the person in charge of loans. Divide into small groups, complete the conversation, role play, then change roles.

LOANS MANAGER: ___________________________. How can I help you?

TOM: We want to borrow $1,000.00 (one thousand dollars) for our holiday in Rio.

LOANS MANAGER: Do you own your own house?

CAROL: We bought it five years ago but we still owe $60,000.00. (sixty thousand dollars)

LOANS MANAGER: Do you have any other assets?

TOM: No.

LOANS MANAGER: Are you both employed?

TOM: ________________________________

LOANS MANAGER: I’m sorry, I can only let you have $500.00 (five hundred dollars) because you still owe so much on your house.

CAROL: What interest rate would we have to pay?

LOANS MANAGER: It would be higher than usual, about 12%, because you already owe money on your house.

CAROL: ________________________________

LOANS MANAGER: Thank you for coming in, let me know if you decide to go ahead with the loan.

EXERCISE 4: Tom and Carol must decide what they will do. Write what they say as they make their decision. Tom wants to borrow money and go to Rio. Carol doesn’t want to borrow any more money.

Use several of these phrases to begin your sentences:

as far as I’m concerned for my part in spite of it’s unlikely that

Tom: ________________________________

Carol: ________________________________

Tom: ________________________________

Carol: ________________________________

Tom: ________________________________

Carol: ________________________________

Go English Go!
<table>
<thead>
<tr>
<th><strong>English</strong></th>
<th><strong>Notes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aa</strong></td>
<td></td>
</tr>
<tr>
<td>ability</td>
<td></td>
</tr>
<tr>
<td>abundant</td>
<td></td>
</tr>
<tr>
<td>achievement</td>
<td></td>
</tr>
<tr>
<td>admirable</td>
<td></td>
</tr>
<tr>
<td>admire (to), admired</td>
<td></td>
</tr>
<tr>
<td>advance</td>
<td></td>
</tr>
<tr>
<td>adventure</td>
<td></td>
</tr>
<tr>
<td>adversity</td>
<td></td>
</tr>
<tr>
<td>advise (to), advised</td>
<td></td>
</tr>
<tr>
<td>affect (to), affected</td>
<td></td>
</tr>
<tr>
<td>afford (to), afforded</td>
<td></td>
</tr>
<tr>
<td>among</td>
<td></td>
</tr>
<tr>
<td>amount</td>
<td></td>
</tr>
<tr>
<td>ancestor</td>
<td></td>
</tr>
<tr>
<td>anticipate (to), anticipated</td>
<td></td>
</tr>
<tr>
<td>anticipate, (to), anticipated</td>
<td></td>
</tr>
<tr>
<td>appear (to), appeared</td>
<td></td>
</tr>
<tr>
<td>apple seed</td>
<td></td>
</tr>
<tr>
<td>aquatic</td>
<td></td>
</tr>
<tr>
<td>arm in arm</td>
<td></td>
</tr>
<tr>
<td>arrest (to), arrested</td>
<td></td>
</tr>
<tr>
<td>ascend (to), ascended</td>
<td></td>
</tr>
<tr>
<td>asset</td>
<td></td>
</tr>
<tr>
<td>asteroid belt</td>
<td></td>
</tr>
<tr>
<td>astonished, (to be), was astonished</td>
<td></td>
</tr>
<tr>
<td>attract (to), attracted</td>
<td></td>
</tr>
<tr>
<td>audience</td>
<td></td>
</tr>
<tr>
<td>auspicious</td>
<td></td>
</tr>
<tr>
<td>available</td>
<td></td>
</tr>
<tr>
<td>aware (to be), …aware</td>
<td></td>
</tr>
<tr>
<td>axe</td>
<td></td>
</tr>
<tr>
<td><strong>Bb</strong></td>
<td></td>
</tr>
<tr>
<td>bag</td>
<td></td>
</tr>
<tr>
<td>balance (to), balance</td>
<td></td>
</tr>
<tr>
<td>bamboo</td>
<td></td>
</tr>
<tr>
<td>bank</td>
<td></td>
</tr>
<tr>
<td>bar</td>
<td></td>
</tr>
<tr>
<td>basis</td>
<td></td>
</tr>
<tr>
<td>battle</td>
<td></td>
</tr>
</tbody>
</table>
## PAST PARTICIPLES

<table>
<thead>
<tr>
<th>Aa</th>
<th>Ce</th>
</tr>
</thead>
<tbody>
<tr>
<td>able (to) (to be) – been able to</td>
<td>commute (to) – commuted</td>
</tr>
<tr>
<td>accept (to) - accepted</td>
<td>compare (to) – compared</td>
</tr>
<tr>
<td>accompany (to) - accompanied</td>
<td>compete (to) - competed</td>
</tr>
<tr>
<td>act (to) - acted</td>
<td>confess (to) – confessed</td>
</tr>
<tr>
<td>active (to be) - been active</td>
<td>cook (to) - cooked</td>
</tr>
<tr>
<td>adapt (to) - adapted</td>
<td>correct (to) – corrected</td>
</tr>
<tr>
<td>add (to) – added</td>
<td>count (to) – counted</td>
</tr>
<tr>
<td>affect (to) – affected</td>
<td>crown (to) – crowned</td>
</tr>
<tr>
<td>amaze (to) – amazed</td>
<td>cry (to) – cried</td>
</tr>
<tr>
<td>approach (to) – approached</td>
<td>culture (to) – cultured</td>
</tr>
<tr>
<td>arrange (to) – arranged</td>
<td>cut (to) – cut</td>
</tr>
<tr>
<td>arrive (to) – arrived</td>
<td></td>
</tr>
<tr>
<td>attempt (to) – attempted</td>
<td>dance (to) – danced</td>
</tr>
<tr>
<td>attend (to) – attended</td>
<td>decide (to) – decided</td>
</tr>
<tr>
<td>be (to) – been</td>
<td>describe (to) – described</td>
</tr>
<tr>
<td>be cut out for (to) – been cut out for</td>
<td>develop (to) – developed</td>
</tr>
<tr>
<td>become (to) - become</td>
<td>dial (to) – dialed</td>
</tr>
<tr>
<td>begin (to) – begun</td>
<td>die (to) – died</td>
</tr>
<tr>
<td>book (to) – booked</td>
<td>discuss (to) – discussed</td>
</tr>
<tr>
<td>bore (to) – bored</td>
<td>divorce (to) – divorced</td>
</tr>
<tr>
<td>born (to be) - been born</td>
<td>do (to) – done</td>
</tr>
<tr>
<td>brainstorm (to) – brainstormed</td>
<td>doubt (to) – doubted</td>
</tr>
<tr>
<td>bring (to) – brought</td>
<td>dream (to) – dreamed</td>
</tr>
<tr>
<td>buy (to) – bought</td>
<td>drink (to) – drunk</td>
</tr>
<tr>
<td>call (to) – called</td>
<td>drive (to) – driven</td>
</tr>
<tr>
<td>call back (to) - called back</td>
<td>eat (to) – eaten</td>
</tr>
<tr>
<td>carry (to) – carried</td>
<td>enjoy (to) – enjoyed</td>
</tr>
<tr>
<td>carry (to) – carried</td>
<td>enter (to) – entered</td>
</tr>
<tr>
<td>catch (to) – caught</td>
<td>excite (to) – excited</td>
</tr>
<tr>
<td>celebrate (to) – celebrated</td>
<td>excuse (to) – excused</td>
</tr>
<tr>
<td>change (to) – changed</td>
<td>expect (to) – expected</td>
</tr>
<tr>
<td>charge (to) – charged</td>
<td>explain (to) – explained</td>
</tr>
<tr>
<td>check in (to) - checked in</td>
<td>express (to) – expressed</td>
</tr>
<tr>
<td>cheer (to) – cheered</td>
<td></td>
</tr>
<tr>
<td>chill (to) – chilled</td>
<td>fall (to) – fallen</td>
</tr>
<tr>
<td>choose (to) - chosen</td>
<td>fall in love (to) - fallen in love</td>
</tr>
<tr>
<td>clap (to) – clapped</td>
<td>fatten (to) – fattened</td>
</tr>
<tr>
<td>climb (to) – climbed</td>
<td>feel (to) – felt</td>
</tr>
<tr>
<td>close (to) – closed</td>
<td>fight (to) – fought</td>
</tr>
<tr>
<td>combine (to) – combined</td>
<td>find (to) – found</td>
</tr>
<tr>
<td>come (to) – come</td>
<td>find out (to) - found out</td>
</tr>
</tbody>
</table>
LEARNING ENGLISH WITH LAUGHTER

PHILOSOPHY

"LEARNING ENGLISH WITH LAUGHTER" means that the students and teachers can combine laughter and learning, while communicating in English. This is a structured approach, meaning that each new concept is mastered in a conversational English environment before another is introduced. During the past decade, research has shown that the students learn more effectively if the teaching of grammar is integrated with a communicative approach to the learning of the English language.

This program is written for students 13 years and older. We introduce the basic tenses and other structures in a logical sequence, integrating them with light hearted activities that provide practice in a conversational setting. The combination achieved in Learning English with Laughter has proved to be popular with the students and successful in achieving its goals.

TIMING AND LESSON STRUCTURE

The most successful order of presentation for the lessons is outlined below:
- Greeting the students in English
- Oral questions (20 to 30 minutes)

Oral Questions may be done before or after the new lesson has been introduced.
The order suggested in the Student’s Book should be adapted to the needs of the group.
- Introduction of a new lesson or continuation of a past lesson.
- Completion of exercises and / or partner activities
- Ending with a more relaxed conversational activity

VOCABULARY

The new words introduced in each lesson are listed under the title and may be introduced in any of the following ways:
- The teacher may write the words on the blackboard and use them in sentences.
- The teacher can dramatize, draw or use the pictures to explain the words.
- The students can work in small groups with their dictionaries.

ORAL QUESTIONS

The oral questions are designed to provide practice in speaking.
The questions and answers stress grammatical structure, and word order of the English language.
When our students completed surveys where Oral Questions were rated “helpful / not helpful” on a scale of 1 to 10, Oral Questions were consistently rated as “10 - very helpful”.
Teaching this Conversational English program without using the oral questions will result in the lessons becoming too difficult for the students.

These questions provide the basic models of the English Language.
They are a vital part of the program, giving practice, review and an opportunity for the teacher to expand the language to talk about local events.
MODULE 4 LESSON 1

Note to the teacher:
You may want to consider using these oral questions and introducing the vocabulary in a different way now that the students have reached this level.

We suggest the following:
- The teacher can introduce and discuss the vocabulary with the whole class.
- The students can work individually or in small groups with their dictionaries to understand the vocabulary.
- The teacher can ask the oral questions to the whole group.
- The students can take turns asking the questions to the whole class after they have reviewed the vocabulary.
- The students can work in small groups asking each other the questions.
- The class can be divided into two teams that question each other.

- In the audio sections, listening to the teacher read the text without the help of reading is very important that they learn to understand the audio only.

Phrases and idioms
Some of the suggested phrases are idioms and some are not.
Throughout this Guide we will explain the meaning and usage of those that are idiomatic.

as far as I’m concerned – usually refers to what a person thinks
for my part – what I think, know or will do
Note: for my part and as far as I’m concerned have almost the same meaning
in spite of – difficulties don’t stop you
take care of – to be responsible for something

ORAL QUESTIONS

Do tourists come to surf on our beaches?
Yes, many tourists come to surf on our...
No, tourists don’t come to surf on our...
We don’t have beaches suitable for surfing.

Would you be comfortable with having a big debt?
Yes, I’d be comfortable with having a big...
No, I wouldn’t be comfortable with having...
Yes, most people have meager savings.
No, most people don’t have meager savings.

Do most people have meager savings?
Yes, most people have meager savings.
No, most people don’t have meager savings.

Would you oppose borrowing money for a holiday?
Yes, I’d oppose borrowing money for a...
No, I wouldn’t oppose borrowing money...

Can young people in your country afford to take expensive holidays?
Yes, some can afford such holidays.
No, most young people can’t afford it.

Tom is an accountant in a bank. Should he know about borrowing money?
Maybe not. He doesn’t work in the loans department.
Yes, he should know about banking policy.
LESSON 1 CONTINUED

ORAL QUESTIONS CONTINUED

Carol is a legal secretary. What profession is she working for?

Do banks always charge interest?
Do most people owe money on their home?

Do the banks charge more or less than 12% interest?
For your part, what do you think about borrowing money?
As far as you’re concerned, would you borrow money at 12%?

She is working for a lawyer.
She is working for the legal profession.
Yes, they always charge interest.
Yes, many people owe money on their home.
Many people can’t afford to buy a home.

They charge...
For my part I think...
As far as I’m concerned I...

Expressing the Future using Time Clauses

Note to the teacher:
Time clauses using – to be + going to – to express the future are used in the same way.
This will be introduced and practiced in a later lesson.

Will you go to Rio when you save enough money?

Will you oppose borrowing money when your holidays arrive?

Will you take many friends when you go on a holiday?

Will you go to a disco when you are on holiday?

Will you leave for your holiday as soon as you finish work?

Will you wait until you have enough money for a holiday?

Will you buy a home before you take a holiday?

Will you have to pay a lot of interest after you borrow money?

Will you feel good about getting a loan by the time you get home?

Yes, I will go to Rio when I save enough...
No, I won’t go to Rio when I save enough...

Yes, I will oppose borrowing money when my holidays arrive.
No, I will not oppose borrowing money when my holidays arrive.

Yes, I’ll take many friends when I go on a...
No, I won’t take many friends when I go...
Yes, I’ll go to the disco when I’m on holiday.

No, I won’t go to the disco when I’m on...

Yes, I’ll leave for my holiday as soon as I finish work.
No, I won’t leave for my holiday as soon as I finish work.

Yes, I’ll wait until I have enough money.
No, I won’t wait until I have enough money.
Yes, I’ll buy a home before I take a holiday.
No, I’ll take a holiday before I buy a home.

Yes, I’ll have to pay a lot of interest.

No, I won’t likely feel good about the loan by the time I get home.
ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 1:

资产		事情你拥有
冲浪 (去)		冲浪板上的波浪
债务		你必须偿还的钱
微薄		小
节约 (去)		不花的钱
借		没有赚的钱
反对		反对某事
尽管

EXERCISE 4:

1. 去里约热内卢，尽管卡罗尔的愿望。
2. 去附近的海滩或湖边，尽管汤姆的愿望。
3. 决定单独度假并各自付费。
4. 决定明年再做。
5. 决定拜访住在有趣地方的亲戚。

EXERCISE 2:

记住使用条件句中的“如果”从句的过去时态。

1. 如果你没有足够的钱去度假，你会决定做什么？
   我会决定...
2. 什么才是秘书的职责？
   秘书打字和处理法律文件。
3. 你们国家的银行贷款吗？
   是的，它们贷款。
4. 当你借钱时，你必须付利息吗？
   是的，我借钱时必须付利息。
5. “利息”是什么？
   利息是你借钱时要付的钱。
6. 你们国家的许多人借钱吗？
   是的，我们国家的许多人借钱。
   不，不在许多国家借钱。

EXERCISE 3:

1. 他们将尽快去里约热内卢，因为他们（拥有）有足够的钱。
2. 在他们离开里约热内卢之前，他们将向银行借钱。
3. 卡罗尔不赞成去里约热内卢，因为他们（拥有）不够的钱。
4. 当他们存够钱时，他们将去里约热内卢。
5. 一旦他们决定做什么，汤姆将向银行询问他是否有资格在四月度假。
LESSON 1 CONTINUED

PAGE 3  ANSWERS TO THE WORKBOOK QUESTIONS  ACTIVITY 5:

LOANS MANAGER: Good morning. How can I help you?

TOM: We want to borrow $1,000.00 (one thousand dollars) for our holiday in Rio.

LOANS MANAGER: Do you own your own house?

CAROL: We bought it five years ago but we still owe $60,000.00. (sixty thousand dollars)

LOANS MANAGER: Do you have any other assets?

TOM: No.

LOANS MANAGER: Are you both employed?

TOM: Yes, Carol is a secretary and I’m an accountant.

LOANS MANAGER: I’m sorry, I can only let you have $500.00 (five hundred dollars) because you still owe so much on your house.

CAROL: What interest rate would we have to pay?

LOANS MANAGER: It would be higher than usual, about 12%, because you already owe money on your house.

CAROL: Thank you. We’ll talk about it and let you know what we decide.

LOANS MANAGER: Thank you for coming in, let me know if you decide to go ahead with the loan.

PAGE 3  SUGGESTED ANSWERS FOR THE DEBATE  ACTIVITY 6:

Pro
Everyone needs to have a good time sometimes.
You need to have something to look forward to.
You have plans for making a lot of money.
You know that your family will help you.

Con
It might be difficult to pay the money back.
Thinking about it might make you unhappy.
You might think about what would happen if you got sick.
It might give you bad dreams.
Your partner might be unhappy about owing money.
LESSON 5 CONTINUED

CHINESE NEW YEAR ACTIVITY

Give each student a copy of the years for each animal as listed below.

Have enough animal cards available for the whole class.

1. The students are to find the animal for the year they were born and then find others who were born in the year of the same animal.

2. When they have each taken a card that tells the characteristics of those born under their sign or animal, they are to sit in small groups and read their cards.

3. Each group is to choose one “Famous Person” from the list on their card and brainstorm descriptive adjectives for that person. If the group doesn’t know any of the famous people listed, they are to choose another famous person.

4. One person from each group should write the name of the “Famous Person” and the list of adjectives on the board.

   The teacher and students will then make a master list of all the adjectives.

5. Now each student is to find someone who was born in the year of an animal that is different from themselves.

   They are to sit together and write a paragraph about each other, using the information given about their animal plus anything they want to add.

THE YEAR OF THE RAT


You are known for your charisma. You work hard to reach your goals, and are likely a perfectionist. You like to save money, but also like to give to those you love. You generally seem to be calm, and are known to have high goals and be very successful.

Famous “Rat” People: William Shakespeare, Prince Charles, Britain’s Queen Mother, Prince Harry, David Suzuki, Bono Quotes, Mother Meera

THE YEAR OF THE OX


You are patient, speak little, and give confidence to others. Although you don’t speak often, you can speak very well. Ox people are physically and mentally active. In spite of your easygoing personality, you can be very stubborn and you always want to succeed.

Famous “Ox” People:
Adolph Hitler, Princess Diana, Prince Harry, Wayne Gretzky
Saddam Hussein, Barak Obama, Cristiano Ronaldo, Amr Diab, Walt Disney, Meryl Streep
LEARNING ENGLISH WITH LAUGHTER

ESL CURRICULUM

TEEN-ADULT CURRICULUM

MODULE 4 PART 2

STUDENT READER

An Interactive Structured Approach to Learning English

This Series Includes a Student Reader, Student Workbook and a Teacher’s Guide.

The Students Will Experience Conversation Through Role-plays, Listening and Reading Articles, Grammar, Activities, Competitive Games, Problem Solving, Debates, Short Stories, Poems, Writing and Speaking in Large and Small Groups, 4 Unit Tests, Final Test

George and Daisy Stocker
Learning English with Laughter Ltd.
Victoria, B.C. Canada
V8X 3B6
E-mail: info@successfulesl.com
About Learning English with Laughter Ltd.

Learning English with Laughter began in Czechoslovakia in 1990. Shortly after the Velvet Revolution that freed the country of Communism, the authors began writing these lessons as they taught English to their Czech Students at the English Centre in Karlovy Vary. The students played a vital role in the development of this series. The authors consulted with them by having them complete student surveys wherein they rated the extensive variety of activities and lessons that they had participated in. Discussion of the results followed and any item that was rated below 8, on a scale of 1 to 10, was discarded. Thus, Learning English with Laughter evolved through consultation with our English second language students.

Since 2005 thousands of people around the world have visited our web sites. At this time purchases of our Teen-Adult Curriculum, Children’s Curriculum, Children’s Storybooks and our listening programs have been made from more than 70 countries.

In this new edition of Learning English with Laughter we are pleased to be able to provide our books in an environmentally friendly way. Electronic routing of our books reduces greenhouse gas emissions worldwide. When a book order is received the order is filled at the printing location closest to the client. The books are printed as they are ordered, reducing the need for storing thousands of books in a warehouse.

Customization of your covers

You may be interested in the customization of your covers. (White Label Services)
This personalizes your textbooks and makes them a visible part of your school’s curriculum.
For this service contact us at: info@successfulesl.com

Members of our team with professional degrees have combined years of teaching experience and editing to produce these teaching materials.
Team Members for this publication:
Editors:
Daisy A. Stocker B.Ed., M.Ed.
Dr. George A. Stocker D.D.S.

Contributor:
Brian Stocker BA, MA
This English second language curriculum provided in our English Second Language (ESL) Curriculum Series includes four Modules. Each Module has 20 lessons in Part 1 and 20 in Part 2. The new concepts are incrementally introduced. Each lesson is contained in three books for each Part of each Module: Student Reader, Student Workbook and Teacher's Guide. The Student Reader can be used a number of times as the students aren't required to write in it.

This Table of Contents includes exercises and activities in the Student Reader, Workbook and Teacher's Guide. It also lists the new concepts, oral activities, written exercises and large and small group activities. Answers are included for all questions and discussions. Unit and final tests are provided throughout.

**Lesson 21**

Vocabulary
Dirty Money by O. Henry - Part One
Listening, reading aloud and understanding
The past perfect progressive and the future perfect progressive
Small group question, answer and check answers activity
Whole class activity
Debate - Be it resolved that money talks
Match the Meaning
Writing sentences – verb tenses
Writing questions
Crossword puzzle
Oral Questions

**Lesson 22**

Vocabulary
Dirty Money by O. Henry - Part Two
Listening, reading aloud and understanding
Role-playing a conversation - Completing a role-play
Using the present progressive with - always, forever, constantly
Small and large group activity
Small group question, answer and check answers activity
Match the meaning
Using “always”, “constantly” or “forever” in sentences
Writing questions
Perfect progressive tense
Crossword puzzle
Oral Questions
MODULE 4  LESSON 21

checkbook – is a small book from the bank that allows you to send money to someone.

money talks - this can mean that if you have money you can get what you want.

In this story O’Henry used the literal meaning – the bills in your wallet can talk to each other.

dirty money – people say money is dirty because it is sometimes used for bad things.

O’Henry uses the literal meaning when he talks about “a dirty ten-dollar bill”

DIRTY MONEY BY O. HENRY
(A simple story based on O. Henry’s “Dirty Money”.)

PART ONE

ACTIVITY 1: Listen to Part One; then read it orally.

"Money talks," they say. But surely, you say, a little old ten-dollar bill can't talk very loudly? Oh, very well. If you feel like that, don't listen to my story. Go and listen to a rich man’s checkbook shouting. But don't forget the smaller bills. They can say a word or two sometimes.

I am a ten-dollar bill of 1901. Perhaps you have seen a bill like me before. On my face, in the center, is a picture of an American buffalo. Excuse my rough conversation. A dirty ten-dollar bill does not meet many clever people. Most really clever, book-loving people are poor, you see. A ten-dollar bill does not often come their way. If it does, they have to go out and spend it at once.

I am six years old now. Many different people have owned me. But a little torn, damp five-dollar bill gave me a surprise one day. I was sitting beside it in a butcher's pocket.

"Move over," I said. I gave it a hard look. I don't like being in the same pocket with money like that.

"Don't talk to me like that!" said the five-dollar bill. "I know I'm worn and dirty. I can't help it. I've spent a long time inside someone's stocking in a big store. It was hot in there!"

EXERCISE 1 – WORKBOOK PAGE 63

Go English Go!
LESSON 21 CONTINUED

REVIEW
THE PAST PERFECT PROGRESSIVE
AND THE FUTURE PERFECT PROGRESSIVE

The past perfect progressive: The auxiliary verbs are in the past perfect tense, and the main verb uses the present participle.

past perfect tense  present participle
EXAMPLE: The ten-dollar bill had been sitting in the butcher’s shop all day.

The future perfect progressive: The auxiliary verbs are in the future perfect tense, and the main verb uses the present participle.

EXAMPLE: When the five-dollar bill gets out of the stocking it will have been sitting there for a long time.

EXERCISE 2 – WORKBOOK PAGE 63

ACTIVITY 2: Divide into small groups. Ask and answer the questions. Then check your answers.

1. What animal picture do you have on your money?
2. O’Henry talks about “a rich man’s check book shouting”. What does he mean?
3. Who do you think the smaller bills would know about?
4. What does “literal” mean?
5. Give an example of the literal meaning of “dirty”.
6. Give an example of the literal meaning of “talks”
7. What is the tense of the underlined verb? The old ten-dollar bill had been listening to the conversation for two hours.
8. The smaller bills in someone’s wallet will have been hoping to get out.

ACTIVITY 3: WHOLE CLASS ACTIVITY
O’Henry is a famous American writer who wrote many unique short stories. You have read the first part of Dirty Money. Brainstorm adjectives that might describe it and write them on the board.
LESSON 21 CONTINUED

ACTIVITY 4: DEBATE:
Divide into two groups.
The statement to be discussed today is:

BE IT RESOLVED THAT MONEY TALKS;
IT’S BETTER TO HAVE A LOT OF MONEY.

Group 1 agrees with the statement.  
Group 2 doesn’t agree with the statement.

**Pro**
Each group is to brainstorm and write down in their notebook
the ideas that support what they think.
One person from each group will present the ideas to the large group.

**Con**

Return to the large group.

STUDENT SEATING FOR A DEBATE

**Moderator:**
The statement for today is:
Be it resolved that money talks; it’s better to have a lot of money.

Now we will hear from Group 1 speaking for the pro side.
Group 1 reports their ideas.

**Moderator:**
Now we will hear from Group 2 speaking for the con side.
Group 2 reports their ideas.

Now all the students, except for the moderator, should say why they agree or disagree with the statement. Unusual or funny reasons are very good.

**ORAL QUESTIONS**

**TEACHER’S GUIDE**

EXERCISES 3 AND 4 – WORKBOOK PAGE 64
MODULE 4   LESSON 21

EXERCISE 1:   MATCH THE MEANING

clever _____________________________________________________________
damp _____________________________________________________________
to tear _____________________________________________________________
literal _____________________________________________________________
shop girl _____________________________________________________________
cent _____________________________________________________________
buffalo _____________________________________________________________
factory _____________________________________________________________
to hate _____________________________________________________________
surprise _____________________________________________________________
surely _____________________________________________________________
stockings _____________________________________________________________
to excuse _____________________________________________________________

one one/hundredth of a dollar ___________________________________________
the usual meaning of the words ________________________________________
smart _______________________________________________________________
opposite of to love __________________________________________________
to forgive someone for a small mistake _________________________________
a little wet _________________________________________________________
really / truly _______________________________________________________
a big animal ________________________________________________________
not what you expected ______________________________________________
they go on your legs and feet _________________________________________
they work in a shop ________________________________________________
they make many things there _________________________________________
to pull something into pieces _________________________________________

EXERCISE 2:   Write the sentences putting the verbs into the correct tense.
NOTE:   There may be more than one correct answer.

1.  After reading O’Henry’s stories for five hours, he (to feel) sleepy.

2.  Many different people (to carry) the dirty ten-dollar bill.

3.  You wouldn’t know that bills had feelings if you (not, to read) this story!

4.  The ten-dollar bill (not, to spend) much time in the poor people’s pockets.

5.  The little torn, damp five-dollar bill (to sit) in someone’s stocking for a long time.

Go English Go!
LESSON 21 CONTINUED

EXERCISE 3: The following are the answers. Make the questions by looking at the answer.

1. Answer: A rich man’s checkbook speaks louder than a ten dollar bill.
   
   Question:

2. Answer: Most really clever, book-loving people are poor.
   
   Question:

3. Answer: The five-dollar bill was a little torn and damp.
   
   Question:

4. Answer: The ten-dollar bill was sitting in the butcher’s pocket.
   
   Question:

5. Answer: The five-dollar bill had been in someone’s stocking.
   
   Question:

EXERCISE 4: MONEY TALKS CROSSWORD

ACROSS
5 a big animal
7 smart
10 to pull something into pieces
11 not what you expected

DOWN
1 they go on your legs and feet
2 opposite of love
3 they make many things there
4 a little wet
6 1/100th of a dollar
8 to forgive someone for a small mistake
9 the usual meaning - not an idiom

Go English Go!
<table>
<thead>
<tr>
<th>English</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aa</strong></td>
<td></td>
</tr>
<tr>
<td>absolutely</td>
<td></td>
</tr>
<tr>
<td>accept (to), accepted</td>
<td></td>
</tr>
<tr>
<td>achievement</td>
<td></td>
</tr>
<tr>
<td>adjacent</td>
<td></td>
</tr>
<tr>
<td>admirable</td>
<td></td>
</tr>
<tr>
<td>advance (to), advanced</td>
<td></td>
</tr>
<tr>
<td>adversity</td>
<td></td>
</tr>
<tr>
<td>agitate (to), agitated</td>
<td></td>
</tr>
<tr>
<td>agonizing</td>
<td></td>
</tr>
<tr>
<td>agreement</td>
<td></td>
</tr>
<tr>
<td>alive</td>
<td></td>
</tr>
<tr>
<td>amazement</td>
<td></td>
</tr>
<tr>
<td>annoy (to), annoyed</td>
<td></td>
</tr>
<tr>
<td>antibodies</td>
<td></td>
</tr>
<tr>
<td>anticipate (to), anticipated</td>
<td></td>
</tr>
<tr>
<td>anyhow</td>
<td></td>
</tr>
<tr>
<td>appointment</td>
<td></td>
</tr>
<tr>
<td>approximately</td>
<td></td>
</tr>
<tr>
<td>area</td>
<td></td>
</tr>
<tr>
<td>arise (to), arose</td>
<td></td>
</tr>
<tr>
<td>arm (to), armed</td>
<td></td>
</tr>
<tr>
<td>article</td>
<td></td>
</tr>
<tr>
<td>aspect</td>
<td></td>
</tr>
<tr>
<td>assign (to), assigned</td>
<td></td>
</tr>
<tr>
<td>assistant</td>
<td></td>
</tr>
<tr>
<td>asteroid belt</td>
<td></td>
</tr>
<tr>
<td>attempt (to), attempted</td>
<td></td>
</tr>
<tr>
<td>attic</td>
<td></td>
</tr>
<tr>
<td>attraction</td>
<td></td>
</tr>
<tr>
<td>automatic</td>
<td></td>
</tr>
<tr>
<td>avalanche</td>
<td></td>
</tr>
<tr>
<td>average</td>
<td></td>
</tr>
<tr>
<td><strong>Bb</strong></td>
<td></td>
</tr>
<tr>
<td>balance (to), balanced</td>
<td></td>
</tr>
<tr>
<td>basketball court</td>
<td></td>
</tr>
<tr>
<td>beat up (to), beaten up</td>
<td></td>
</tr>
<tr>
<td>beg (to), begged</td>
<td></td>
</tr>
<tr>
<td>beneath</td>
<td></td>
</tr>
<tr>
<td>block (to), blocked</td>
<td></td>
</tr>
<tr>
<td>blood test</td>
<td></td>
</tr>
<tr>
<td>breath</td>
<td></td>
</tr>
<tr>
<td>breathe (to), breathed</td>
<td></td>
</tr>
<tr>
<td>brilliant</td>
<td></td>
</tr>
</tbody>
</table>
ESL CURRICULUM
LEARNING ENGLISH WITH LAUGHTER

PHILOSOPHY

"LEARNING ENGLISH WITH LAUGHTER" means that the students and teachers can combine laughter and learning, while communicating in English. This is a structured approach, meaning that each new concept is mastered in a conversational English environment before another is introduced. During the past decade, research has shown that the students learn more effectively if the teaching of grammar is integrated with a communicative approach to the learning of the English language.

This program is written for students 13 years and older. We introduce the basic tenses and other structures in a logical sequence, integrating them with light hearted activities that provide practice in a conversational setting. The combination achieved in Learning English with Laughter has proved to be popular with the students and successful in achieving its goals.

TIMING AND LESSON STRUCTURE

The most successful order of presentation for the lessons is outlined below:
- Greeting the students in English
- Oral questions (20 to 30 minutes)
Oral Questions may be done before or after the new lesson has been introduced.
The order suggested in the Student’s Book should be adapted to the needs of the group.
- Introduction of a new lesson or continuation of a past lesson.
- Completion of exercises and/or partner activities
- Ending with a more relaxed conversational activity

VOCABULARY

The new words introduced in each lesson are listed under the title and may be introduced in any of the following ways:
- The teacher may write the words on the blackboard and use them in sentences.
- The teacher can dramatize, draw or use the pictures to explain the words.
- The students can work in small groups with their dictionaries.

ORAL QUESTIONS

The oral questions are designed to provide practice in speaking. The questions and answers stress grammatical structure, and word order of the English language.
When our students completed surveys where Oral Questions were rated “helpful/not helpful” on a scale of 1 to 10, Oral Questions were consistently rated as “10 - very helpful”.
Teaching this Conversational English program without using the oral questions will result in the lessons becoming too difficult for the students.

These questions provide the basic models of the English Language. They are a vital part of the program, giving practice, review and an opportunity for the teacher to expand the language to talk about local events.
MODULE 4     LESSON 21

ORAL QUESTIONS

Do we write checks on our bank account?
Yes, we write checks on our bank account.
No, we don’t write checks.

Why would someone write a check?
It is a way of paying someone instead of using money.
Checks are written to pay money to others.

What do you need to have before you can write a check?
You need to have a bank account with enough money in it.

What will happen if you don’t have enough money in your bank account?
The bank will send the check back to you and your debt won’t be paid.

People use dollars in the USA.
What do we use?
We use …

Do your bills get dirty in people’s pockets?
Yes, they often do.
No, our government prints new ones.

What do you buy from the butcher?
I buy meat or chicken.

When might you say “excuse me”?
I’d say, “excuse me” if I bumped into someone.
I’d say, “excuse me” if I interrupted someone.

What might you do when your friends leave?
I might wave to them.

PAGE 62 ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 1:
clever  smart
damp a little wet
to tear to pull something into pieces
literal the usual meaning of the words
shop girl she works in a shop
cent one one/hundredth of a dollar
buffalo a big animal
factory they make many things there
to hate opposite of to love
surprise not what you expected
surely really / truly
stockings they go on your legs and feet
to excuse to forgive someone for a small mistake

EXERCISE 2:
1. After reading O’Henry’s stories for five hours, he felt / had felt sleepy.
2. Many different people had carried / had been carrying the dirty ten-dollar bill.
3. You wouldn’t know that bills had feelings if you hadn’t read / hadn’t been reading this story!
4. The ten-dollar bill hadn’t spent / hadn’t been spending much time in the poor people’s pockets.
5. The little torn, damp five-dollar bill had sat / had been sitting in someone’s stocking for a long time.

Go English Go!
LESSON 21 CONTINUED

PAGE 63  ANSWERS TO THE WORKBOOK QUESTIONS EXERCISE 3:

1. Answer: A rich man’s checkbook speaks louder than a ten dollar bill.
Question: Does a rich man’s checkbook speak louder than a ten dollar bill?

2. Answer: Most really clever, book-loving people are poor.
Question: Are most really clever book-loving people poor?

3. Answer: The five-dollar bill was a little torn and damp.
Question: Was the five-dollar bill a little torn and damp?

4. Answer: The ten-dollar bill was sitting in the butcher’s pocket.
Question: Was the ten-dollar bill sitting in the butcher’s pocket?

5. Answer: The five-dollar bill had been in someone’s stocking.
Question: Had the five-dollar bill been in someone’s stocking?

PAGE 54  SUGGESTED ANSWERS TO THE STUDENT READER ACTIVITY 3:
Possible adjectives:
surprising imaginative unusual comical
interesting funny unique crazy

PAGE 55  SUGGESTED ANSWERS TO THE STUDENT READER ACTIVITY 4:

<table>
<thead>
<tr>
<th>PRO</th>
<th>CON</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can buy what you need</td>
<td>People make friends with you because of your money.</td>
</tr>
<tr>
<td>You have power if you have money</td>
<td>You are more likely to do expensive dangerous things</td>
</tr>
<tr>
<td>Money lets you influence others</td>
<td>You might think about money more than your family.</td>
</tr>
<tr>
<td>You can travel anywhere</td>
<td>You might worry about losing your money.</td>
</tr>
</tbody>
</table>

PAGE 63  ANSWERS TO THE CROSSWORD PUZZLE ACTIVITY 4:

```
SH F
DT A
BUFFALO T C
ELPK N O
XI I T A R
CT NY
UE G
SURPRISE
EA L
```

Go English Go!
LESSON 23 CONTINUED

ACTIVITY 6:
Maximum number of students: 9
Minimum number of students: 3 (see below)

For all group sizes start with the first family role cards listed.
For a very small class of 3 or 4 each student could be given two family role-cards.
The activity is designed for a group of between 5 and 9 students
Divide a class of between 10 and 18 students into two groups and have them work separately.

Family Names: Basil, Veronica, Daniel, Almira, Kuno, Isabella, Lulu, Ramus, Melanie
For an odd number of students use Melanie.
Add family members in the order given above to match the size of your class.
Give each student a role-card.
Each group is a family.
1. They are to sit together to decide what relationship they have to the mother/father
   and write it in the space provided.
2. They are to decide their relationship to the other members of their family.

FAMILY ROLE-CARDS

MY NAME IS BASIL.
I'm the __________ in this family.
You are a prominent doctor.
You have a brother who is blind.
You have two sons and one daughter.
Your brother's wife is a psychiatrist.
One son is a mechanic.
Your wife likes to give parties.
One son is a fisherman.
Your son-in-law is a singer.

MY NAME IS VERONICA.
I'm the __________ in this family.
You are a rich socialite.
You have three grown children.
Your husband hates pets.
Your children don't live at home.
You like to have big parties.
Your daughter is on the stage.
Your husband is a doctor.

MY NAME IS DANIEL.
I'm the __________ in this family.
You are married.
You eat a lot of fish.
You like the sea.
You like to work outside.
Your aunt by marriage is a psychiatrist.
You work many hours each week.
You don't wear fancy clothes.

MY NAME IS ALMIRA.
I'm the __________ in this family.
You are an actress.
Your aunt by marriage is a psychiatrist.
You hate gardening.
You spend a lot of time listening to music.
You use your red sports car a lot.
Your mother likes parties.
Your husband is a singer.