

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*

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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.

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CONTENTS MODULE 1 PART 1 LESSONS 1 – 20

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

	Student	Workbook	Guide
Lesson 1	1	1	1
Names Vocabulary Subject Pronouns To be Written exercises Oral questions Whole class team activity			
Lesson 2	2	2	4
Possessive adjectives Vocabulary Listening and answering Role-play – large group in unison Small group oral question and answer activity Written exercises Large group team activity Oral questions			

MODULE 1 LESSON 1



Hello, I am _____. I am a teacher.

What is your name?

My name is _____.



VOCABULARY:	what	yes	no	hello
my	your	name	student	teacher
dog	singular	plural	who	and
answer (to)	sentence	be (to)	a	friend

Singular (1)

I am
you are
he is
she is
it is

TO BE

Plural (2+)

we are
you are
they are

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?

Are you a student?

Is he a student?

Is she your friend?

Is it your dog?

What **is** your teacher's name?



My name **is** _____.

Yes, I **am** a student.

Yes, he **is** a student.

Yes, she **is** my friend.

Yes, it **is** my dog.

My teacher's name **is** _____.

Are we friends?

Are you students?

Yes, they **are** students.

Are dogs friendly?

Plural

Yes, we **are** friends.

Yes, we **are** students.

Are they students?

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:

adjective	possessive	father	classmate	restaurant
class	in	this	mother	like (to)
have (to)	where	no	motorcycle	drive (to)
car	do (to)	outside	friendly	an
English				

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?

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. 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?

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

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)

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.
16. Yes, I like motorcycles.
17. Yes, I like restaurants.

ORAL QUESTIONS

TEACHER'S GUIDE

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

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Module 1 Part 1 WORKBOOK

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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 _____.



Jessica



Craig

Who are we?

You _____ Jessica and _____.



Who are we?

You _____ Ruth and _____.

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

<i>English</i>	<i>Notes</i>
A a	
address	
adjective	
all	
also	
and	
answer (to) answered	
any	
apartment	
apple	
ask (to) asked	
at home	
B b	
bad	
be (to) am, is, are	
behind	
beside	
big	
bird	
blouse	
box	
boy	
bridge	
bring (to) brought	
brother	
brown	
building	
but	
buy (to) bought	
C c	
can	
car	
cat	
chair	
Cheers!	
chicken	
church	
city	
class	
classmate	
classroom	
coffee	
cold	

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Module 1 Part 1 TEACHER'S GUIDE

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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 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:	Are you a student? singular	Are you students? plural	
	What is your name?	<i>My name is _____.</i>	
	Are you a student?	<i>Yes, I am a student.</i>	
	Is your friend a student?	<i>Yes, my friend is a student.</i>	

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? | <i>My name is _____.</i> |
| 2. Who are you? | <i>I am _____.</i> |
| 3. Are you a student? | <i>Yes, I'm a student.</i> |

LESSON 1 CONTINUED

PAGE 1:

ANSWERS TO THE WORKBOOK QUESTIONS

ACTIVITY 2

Who am I?	<i>You are Craig.</i>	Who am I?	You are Jessica.
Who are we?	<i>You are Jessica and Craig.</i>		
Who are we?	<i>You are Ruth and Raymond.</i>		

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.



LESSON 1 CONTINUED

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

EXERCISE 1:

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

ACTIVITY 4:

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

EXERCISE 2:

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.

LESSON 3 CONTINUED

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.

MODULE 1 BINGO TEACHER'S COPY

				
She sits.	He drives a truck.	They walk.	He likes hot dogs.	He has a motorcycle.
				
They like pizza.	They meet.	She has a horse.	She is a mother.	She is Julia.
		BINGO		
It is his bicycle.	He laughs.		They have a dog.	He walks.
				
She likes hamburgers.	They kiss.	She likes juice.	They are friends.	They are in a restaurant.
				
She has rollerblades.	It is her dog.	It is his pen.	They live in Canada.	She drives a car.

MODULE 1 BINGO TEACHER'S COPY ENRICHMENT

 <p>She sits on a chair.</p>	 <p>It is a big blue truck.</p>	 <p>They walk together.</p>	 <p>He buys a hot dog.</p>	 <p>He drives a motorcycle.</p>
 <p>They often eat pizza.</p>	 <p>They shake hands.</p>	 <p>She rides a horse.</p>	 <p>She has a baby.</p>	 <p>Her name is Julia.</p>
 <p>He has a blue bicycle.</p>	 <p>He is wearing a red and blue T-shirt.</p>	<p>BINGO</p>	 <p>The family has a dog.</p>	 <p>He walks alone.</p>
 <p>She eats hamburgers.</p>	 <p>They are in love.</p>	 <p>She has some juice.</p>	 <p>He is wearing a brown suit.</p>	 <p>They are sitting at a table.</p>
 <p>She can go fast on her rollerblades.</p>	 <p>She walks with her dog.</p>	 <p>He has a green pen.</p>	 <p>They are Canadians.</p>	 <p>Her car is blue.</p>