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@successful esl.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**

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<th>Student</th>
<th>Workbook</th>
<th>Guide</th>
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<td>Role-play</td>
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<td>Word order</td>
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<td>Word Bingo</td>
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<td>Oral question review of Student Reader Part 1</td>
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<td>Oral questions</td>
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<td>Use of “in” and “on” with time</td>
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<td>Small group question and answer activity</td>
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<td>Writing answers in sentences</td>
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<td>Large group activity</td>
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<td>Team activity</td>
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<td>Oral questions</td>
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</table>
MODULE 2 PART 1 LESSON 1

ORAL QUESTIONS

TEACHER’S GUIDE

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. Yes, she has some time-off.
4. No, she can’t.
   No, she can’t go on Friday night.
5. Saturday is the best.
6. They are going to talk about it.
7. I think they will go to the movies.
   I don’t 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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>Preposition</th>
<th>Where</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth and Nancy</td>
<td>are playing</td>
<td>basketball</td>
<td>at</td>
<td>school</td>
<td>tonight</td>
</tr>
</tbody>
</table>

QUESTION WORD ORDER

<table>
<thead>
<tr>
<th>Auxiliary</th>
<th>Subject</th>
<th>Main Verb</th>
<th>Object</th>
<th>Preposition</th>
<th>Where</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are</td>
<td>they</td>
<td>playing</td>
<td>basketball</td>
<td>at</td>
<td>school</td>
<td>tonight</td>
</tr>
</tbody>
</table>

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!
ESL CURRICULUM
A LEARNING ENGLISH WITH LAUGHTER PUBLICATION
Module 2 Part 1
WORKBOOK
Second Edition

Daisy A. Stocker B.Ed., M.Ed.
George A. Stocker D.D.S.
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 a town good Silvia is movie in .

SILVIA:  know I .

RONALD: Can tonight we go ?

SILVIA:  Saturday can I on night go .

RONALD: great is That !

SILVIA:  can What go time we ?

RONALD: eight How o’clock 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 watch it
to like something / someone very much you want to remember it you walk with them

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.
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>LIST 1:</th>
<th>PRINT THESE WORDS</th>
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<tbody>
<tr>
<td>to start</td>
<td>morning</td>
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<tr>
<td>legs</td>
<td>an actress</td>
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<tr>
<td>to know</td>
<td>to stay</td>
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<tr>
<td>nearby</td>
<td>noon</td>
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<td>clothes</td>
<td>to sleep</td>
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<td>notebook</td>
<td>time-off</td>
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<td>to travel</td>
<td>to tell</td>
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<td>will not</td>
<td>to return</td>
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<tr>
<td>to laugh</td>
<td>to say</td>
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**LIST 2:**

<table>
<thead>
<tr>
<th>LIST 2:</th>
<th>WORDS TO CALL</th>
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<tbody>
<tr>
<td>1 works in a hospital</td>
<td>7 told</td>
</tr>
<tr>
<td>2 12:00 o’clock</td>
<td>8 returned</td>
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<tr>
<td>3 you walk along it</td>
<td>9 A.M.</td>
</tr>
<tr>
<td>4 you walk with them</td>
<td>10 won’t</td>
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<td>5 works in a theater</td>
<td>11 you wear them</td>
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<td>6 you write in it</td>
<td>12 you don’t go to work</td>
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<td>13 left</td>
<td>14 gave</td>
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<td>15 traveled</td>
<td>16 visited</td>
</tr>
<tr>
<td>17 laughed</td>
<td>18 said</td>
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<tr>
<td>19 knew</td>
<td>20 slept</td>
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<td>21 stayed</td>
<td>22 near to you</td>
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<tr>
<td>23 listened</td>
<td>24 started</td>
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</tbody>
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Go English Go!
# GLOSSARY

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<td>animal</td>
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<td>arrive (to), arrived</td>
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<td>arrive at (to), arrived at</td>
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<td>as</td>
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<td>ask for (to) asked for</td>
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<td>aunt</td>
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<td><strong>B b</strong></td>
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<td>baby</td>
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<td>bad</td>
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<td>banana</td>
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<td>baseball</td>
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<td>bathing suit</td>
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<td>be able (to), is/are/was/were/ able</td>
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<td>beach</td>
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<td>because</td>
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<td>building</td>
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ESL CURRICULUM
A LEARNING ENGLISH WITH LAUGHTER PUBLICATION

Module 2 Part 1
TEACHER'S GUIDE
Second Edition

Daisy A. Stocker B.Ed., M.Ed.
George A. Stocker D.D.S.
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 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.
What is your surname?
My surname is ____________.

Go English Go!
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 like something / someone very much
to think you have an idea about something
a movie you watch it
legs you walk with them
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:
1. a nurse

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

Note to the teacher:
The students should write the words into the squares, not the numbers. If they put the numbers into the squares they won’t learn the vocabulary.

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.

Go English Go!