

ESL CURRICULUM

A LEARNING ENGLISH WITH LAUGHTER PUBLICATION

Module 2 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 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*

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Published by:

Learning English with Laughter Ltd.

10 – 1030 Hulford Street

Victoria, B.C. Canada V8X 3B6

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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.

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

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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

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MODULE 2 LESSON 21

VOCABULARY:	kilometer	mile	even though
athletic	expected	results	sore knee
youth	determination	hero	characteristic
courage	amputate (to)	give up (to)	artificial
again	impossible	call (to)	cancer
research(to)	crash down (to)	strength	hope (to)

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, his 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?



- | |
|--|
| <ol style="list-style-type: none"> 1. He was an athletic boy. 2. His doctor told him he had cancer. 3. He felt / <u>lost</u> / <u>confused</u> / <u>angry</u> / <u>upset</u>.
Look in your dictionary.
Write the underlined words in your glossary. 4. His youth, his strength and his determination gave him his courage. 5. He had to learn to walk. 6. He thought he could make money for cancer research. 7. Yes, they do. / Yes, they get cancer. 8. Maybe I would. / No, I wouldn't. 9. He planned his run. |
|--|



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

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Module 2 Part 2 WORKBOOK

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MODULE 2 LESSON 21

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.

terrible sports cancer player listen
 although never gave up for even though

Terry Fox loved _____. When he was in high school his friends said he was a terrible basketball _____. 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.



<i>ENGLISH</i>	<i>NOTES</i>
A a	
above	
accelerate (to), accelerated	
accomplish (to), accomplished	
addiction	
again	
ahead	
air	
album	
almost	
amaze (to), amazed	
amputate (to), amputated	
ankle	
annual	
arm	
around	
artificial	
astronaut	
athletic	
attack (to), attacked	
attempt (to), attempted,	
B b	
back	
bakery	
balloon	
bank	
barrel	
basket	
become (to), became	
believe (to), believed	
blue flier	
boomer	
border	
brave	
brazier	
build (to), built	
burn (to), burned	
C c	
cable	
call (to), called	
cancer	
car	
cave	
cell phone	
century	

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Module 2 Part 2 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.

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

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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.

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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

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ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 3:

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

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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.