ESL CURRICULUM
A LEARNING ENGLISH WITH LAUGHTER PUBLICATION

Module 2 Part 2
STUDENT READER
Second Edition

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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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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)
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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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**Vocabulary**
- Short article: Terry Fox
- Map
- Whole class vocabulary activity
- Small group question, answer and check answers activity
- Using “even though” and “although”
- Using “un” in a word
- Using “although” and “even though” in sentences
- Match the meaning
- Sentence answers to questions
- Cloze exercise
- Oral questions

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**Vocabulary**
- Article continued
- Small group question, answer and check answers activity
- Conditional sentences
- Whole class activity using “would, could and should”
- Role-play
- Tag questions using the conditional
- Using “a” and “the”
- Word Bingo
- Oral questions
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.

VOCABULARY:

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

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<th>NEGATIVE</th>
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<td>comfortable</td>
<td>uncomfortable</td>
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This chair is comfortable.
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**
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

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.
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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

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:
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

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.