

ESL CURRICULUM

A LEARNING ENGLISH WITH LAUGHTER PUBLICATION

Module 3 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 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*

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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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CONTENTS MODULE 3 PART 2 LESSONS 20 – 40

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.

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 21	41	53	81
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Whole class activity – rooms in a house			
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Choosing a location for your house			
Finding the right person to share your house			
Oral questions			

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
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The Blouse - Listening, reading aloud and understanding			
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Match the meaning			
Using verb tenses			
Brainstorming			
Completing sentences			
Completing role-plays			
Small groups - describing pictures			
Oral questions			

MODULE 3 LESSON 21

VOCABULARY:

dresser	packsack	cupboard	handbag
furniture	underpants	carry (to)	bookcase
sandal	tennis racquet	bathroom	pantyhose
lipstick	computer mouse	runners	bedroom
stove	refrigerator	sink	hall
couch	mirror	dining room	living room

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.

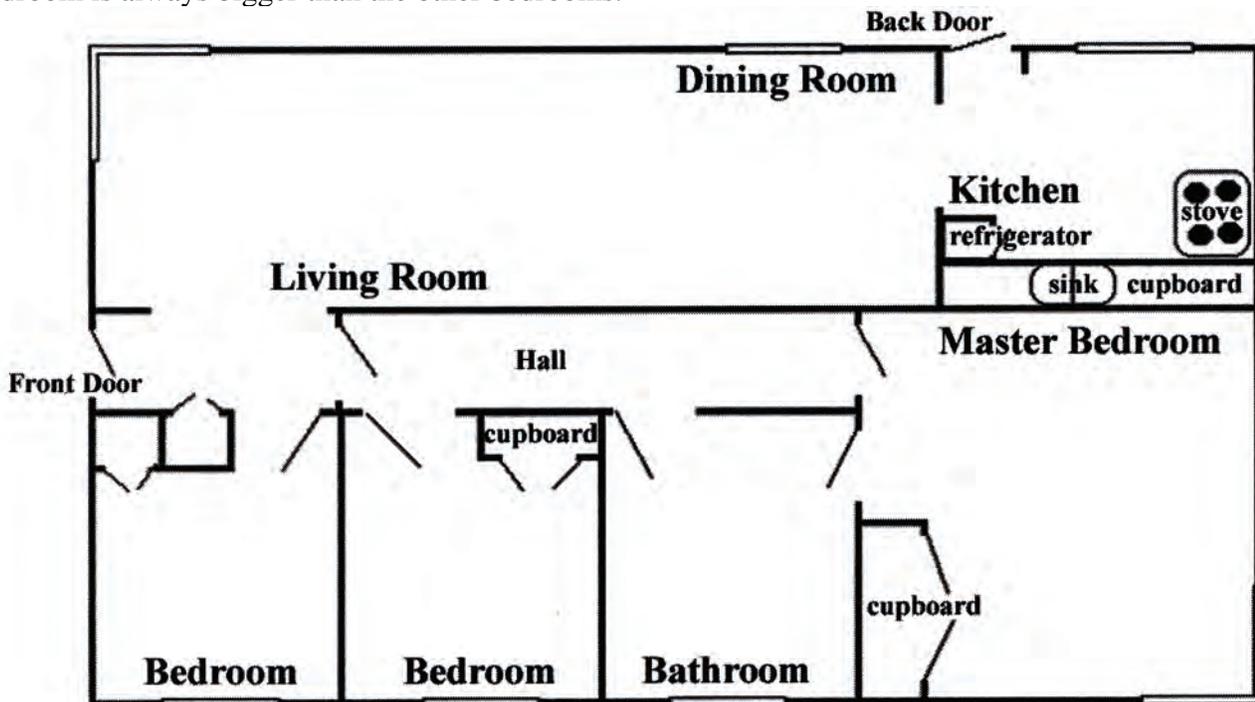
1. Have you ever moved to another place?
2. Do you drink much juice?
3. Are you tired?
4. Do you ever lift heavy things?
5. Does a refrigerator keep things cold?
6. Does a dresser have some drawers?

1. Yes, I've moved to another place.
No, I haven't ever moved to another place.
2. Yes, I drink a lot of juice.
No, I don't drink / much / a lot of / juice.
3. Yes, I'm tired. / No, I'm not tired.
4. Yes, I sometimes lift heavy things.
No, I hardly ever lift heavy things.
5. Yes, it does.
6. Yes, it has 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 GUIDE

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

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

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Module 3 Part 2

WORKBOOK

Second Edition



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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



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

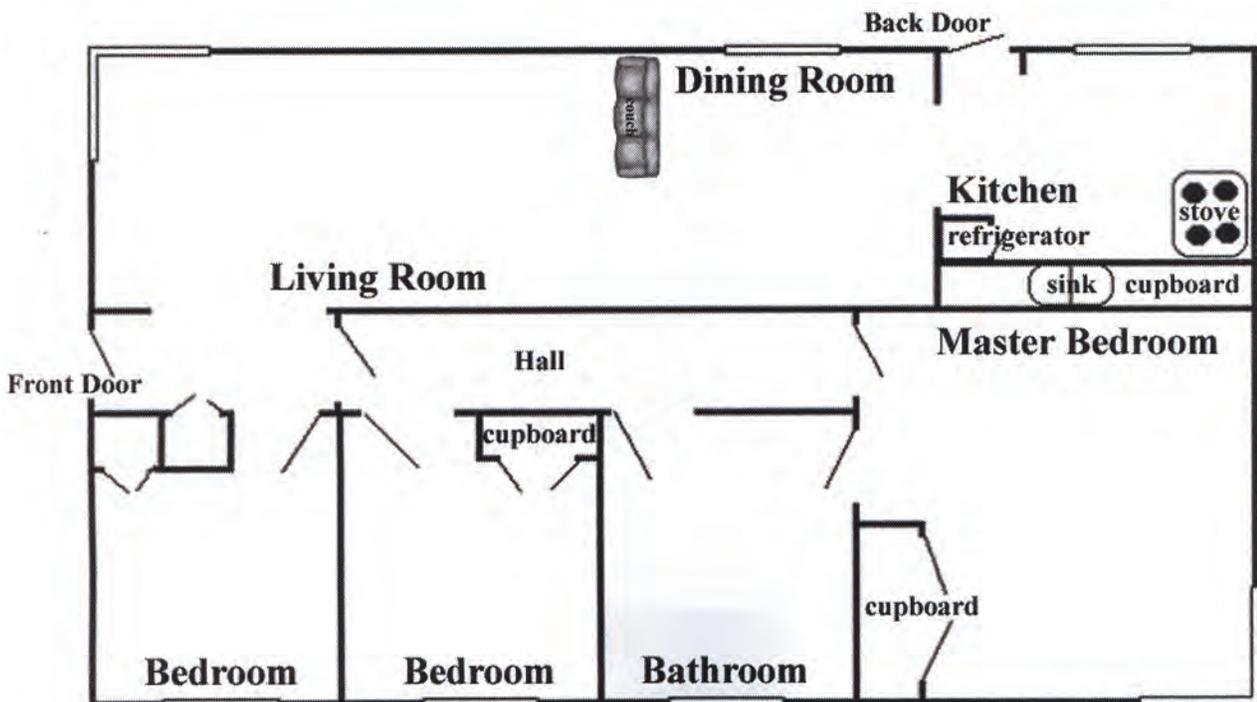
EXERCISE 2: Draw and label these things on the house plan.

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



MODULE 3**PART 2****GLOSSARY**

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

PAST PARTICIPLES

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

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Module 3 Part 2 TEACHER'S GUIDE Second Edition



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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 3 LESSON 21

ORAL QUESTIONS

- | | |
|--|---|
| Is your home located near a bus stop? | <i>Yes, it's located near a bus stop.
No, it isn't located near a bus stop.</i> |
| Is this school located near the city center? | <i>Yes, it's located near the city center.
No, it isn't located near the city center.</i> |
| Is there a couch in your living room? | <i>Yes, there's a couch in my living room.
No, there isn't a couch in my living room.</i> |
| Do most bedrooms have a clothes cupboard? | <i>Yes, most bedrooms have a clothes cupboard.
Some bedrooms don't have a clothes cupboard.</i> |
| Would you put a television in the living room? | <i>Yes, I'd put a television in the living room.</i> |
| Is the master bedroom the biggest bedroom? | <i>Yes, it's the biggest bedroom.</i> |
| How many people sit in an armchair? | <i>One person sits in an armchair.</i> |
| Is a queen-sized bed bigger than a single bed? | <i>Yes, a queen-sized bed is bigger than a single bed.</i> |
| How many people sleep in a single bed? | <i>One person sleeps in a single bed.</i> |
| Is your home among the trees? | <i>Yes, my home is among the trees.
No, my home isn't among the trees.</i> |
| Where is an entrance hall? | <i>It's at the front door.
It's where you enter the house.</i> |
| Is the toilet always in the bathroom? | <i>Yes, the toilet is always in the bathroom.</i> |
| Do people cook in the kitchen? | <i>Yes, people cook in the kitchen.</i> |
| Where do you put a coffee table? | <i>I put it in the living room.</i> |
| Where do you carry a packsack? | <i>I carry it on my back.</i> |
| Do you wear runners? | <i>Yes, I wear runners.
No, I don't wear runners.</i> |
| Do people wear sandals in the summer? | <i>Yes, they wear sandals in the summer.</i> |
| Does a refrigerator keep food cold? | <i>Yes, it keeps food cold.</i> |
| Do you have a mirror in your bathroom? | <i>Yes, I have a mirror in my bathroom.
No, I don't have a mirror in my bathroom.</i> |
| What game do people play with a tennis racket? | <i>They play tennis.</i> |
| Does a computer have a mouse? | <i>Yes, it has a mouse.</i> |
| Do some women wear lipstick? | <i>Yes, some women wear lipstick.</i> |
| Would you put a couch in your bathroom? | <i>No, I wouldn't put a couch in my bathroom.</i> |
| Do some people carry a briefcase to work? | <i>Yes, some people carry a briefcase to work.</i> |
| Does a stove get hot? | <i>Yes, a stove gets hot.</i> |

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.

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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

television

DVD player

plants

radio

curtains

buffet for dishes

bookcase

VCR player

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.

Have you ever been to Barbados?

Yes, I've been to Barbados.

No, I haven't ever been to Barbados.

Do you ever go to the theater?

Yes, I go to the theater.

No, I never go to the theater.

What do you enjoy the most, music, art or dancing?

I enjoy ... the most.

Is Barbados an island country?

Yes, it's an island country.

What do you like the least, sports, homework or TV?

I like ... the least.

What languages do you speak?

I speak ...

Are there many artists in this country?

Yes, there are many artists in this country.

No, there aren't many artists in this country.

Does our country get a lot of wind?

Yes, we get a lot of wind.

No, we don't get a lot of wind.

Is music an important part of our country's history?

Yes, our music is an important part of our history.

No, music isn't an important part of our history.

Have you ever attended a festival?

Yes, I've attended a festival.

No, I haven't ever attended a festival.

Does our government support the arts?

Yes, our government supports the arts.

No, our government doesn't support the arts country.

Do palm trees grow in our country?

Yes, palm trees grow in our country.

No, palm trees don't grow in our country.

Have you ever listened to Calypso music?

Yes, I've listened to Calypso music.

No, I've never listened to calypso music.

Do you play a musical instrument?

Yes, I play a musical instrument.

No, I don't play a musical instrument.

Do many tourists come to our country?

Yes, many tourists come to our country.

No, not many tourists come to our country.

Is freedom important to you?

Yes, freedom is important to me.

No, I don't worry about it.

Do you think music is awesome?

Yes, I think it's awesome.

No, I don't listen to much music.

Is your T-shirt made of cotton?

Yes, it's made of cotton.

No, it isn't made of cotton.