ESL CURRICULUM
A LEARNING ENGLISH WITH LAUGHTER PUBLICATION
Module 4 Part 1
STUDENT READER
Second Edition

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LEARNING ENGLISH WITH LAUGHTER

ESL CURRICULUM

TEEN–ADULT CURRICULUM

MODULE 4 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, Listening and Reading Articles, Grammar, Activities, Competitive Games, Problem Solving, Debates, Writing and Speaking in Large and Small Groups, 4 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. Team Members for this publication:
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Daisy A. Stocker B.Ed., M.Ed.
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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 throughout.

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MODULE 4  PART 1

Lesson 2

Vocabulary
The Gold Rush - Listening, reading orally and understanding
Small group discussions – sharing ideas with the whole class
Prepositions with adjectives and verbs
Small group – reading and completing sentences using verbs with prepositions
Small group question, answer and check answers activity
Match the meaning
Writing sentences using verbs with prepositions
True – False
Verb tenses – completing sentences
Crossword puzzle
Oral questions

Lesson 3

Vocabulary
Billy Barker - A Famous Prospector - Listening, reading orally and understanding
Whole class brainstorming and discussions
Using Gerunds - review
Verbs followed by infinitives – review
The Shooting of Dan McGrew – several stanzas of the poem by Robert Service
Listening, reading orally and understanding – using context clues
Small group question, answer and check answers activities
Small group role-play
Match the meaning
Verbs followed by infinitives
Gerunds as the object of prepositions
Crossword puzzle
Oral questions

Lesson 4

Vocabulary
New Towns and New Industries - Listening, reading orally and understanding
Whole class discussion
Small group question, answer and check answers activities
Role-play
The Spell of the Yukon - stanzas of poem by Robert Service
Small group activity
Match the meaning
True – False
Verb tenses
Identifying gerunds
Crossword puzzle
Oral questions
ACTIVITY 1: Listen to each paragraph, and take turns reading the sentences aloud.

DOES MONEY RULE YOUR LIFE?

Tom and Carol are a young couple in their early twenties. Carol has worked as a legal secretary for a big company for the past year. She makes good money. Tom is an accountant. He has finished college and is employed at a bank. This year Carol has to take her holidays in April, because she has worked for the company for only one year. Tom will ask for a holiday in April.

Tom wants to go to Rio de Janeiro for their holidays. Tom would like to go to the discos at night and enjoy surfing during the day. They don’t have enough money for this, but Tom wants to borrow the rest.

Carol makes as much money as Tom, and thinks they should agree on how to spend it. She is opposed to Tom's plan and is worried about going into debt for a holiday. She thinks the discos would be too expensive for their small savings.

Carol would prefer to spend the week at a beach or lake nearby. They could stay in a hotel with lower rates that they could afford. It would be so nice to spend time in the water in the mornings and play games of volleyball on the beach or beside a lake in the evening. Carol thinks that they could have a good holiday on their meager savings. They will have to decide soon so they can book their hotel in advance and get a cheaper rate.

EXERCISE 1 – WORKBOOK PAGE 1
EXERCISE 2 – WORKBOOK PAGE 2
LESSON 1 CONTINUED

ACTIVITY 2: Divide into small groups and discuss these questions.

1. If you were planning a holiday, where would you want to go?

2. If you had a partner, do you think the one who makes the most money should have **the most say** in making decisions?

3. You are going to have a holiday but you don’t have much money. What will you do?

4. How would you describe the difference between a disco and a beach?

**EXPRESSING THE FUTURE USING TIME CLAUSES**

When a clause begins with a word that specifies a time in the future, then the verb that follows is put into the present tense.

A time clause begins with words or phrases such as:

- when
- before
- after
- as soon as
- until
- by the time

**EXAMPLES:**

- Tom and Carol **will make** a decision **before** her holidays **arrive**.
- **Before** her holidays **arrive**, Tom and Carol **will make** a decision.

**NOTE:** The time clause can come at the beginning of the sentence or in the second part. Even though both clauses are about the future, the present tense is used in the clause that has the time clause.

ACTIVITY 3: Divide into small groups. Complete each sentence putting the words in brackets into the correct tense. Then check your answers on the next page.

1. Carol **will save** some of her money until she (to have)... enough.

2. She **will need** to work for a few years before she (to be)...able to take her course.

3. Tom **will want** to spend his money before he (to earn)...it.

4. When the holiday (to be)...over they will have to repay the debt.

5. As soon as they (to decide)... about their holiday they will start making plans.

6. They won’t make any plans until they (to agree)... on their destination.

7. After they (to settle down)... in their hotel they will be able to relax.

8. When you (to book)... your hotel a few months in advance you will likely get a cheaper rate.

ACTIVITY 4 – WORKBOOK PAGE 1

ACTIVITY 5 – WORKBOOK PAGE 3

EXERCISE 4 – WORKBOOK PAGE 3

**ORAL QUESTIONS**

**TEACHER’S GUIDE**

Go English Go!
ACTIVITY 6: DEBATING

Debating is the discussion of two points of view.

A moderator organizes the discussions.

Name of moderator______________________________

Divide into two groups.

Group 1 agrees with the statement.  We say they are “Pro”

Group 2 doesn’t agree with the statement.  We say they are “Con”.

The statement to be discussed today is:  It’s okay to go into debt for a holiday.

The moderator is between the groups but at one end.  The two groups are often referred to as Pro and Con.  Each group brainstorms and writes down ideas that support what they think.

One person from each group will present their group’s ideas to the large group.  It is very important that the students sit with the two groups facing each other.

Return to the large group

MODERATOR: The statement for today is:  It’s okay to go into debt for a holiday.

Now we will hear from Group 1, speaking for the Pro side.

MODERATOR: Now we will hear from Group 2, speaking for the Con side.

Now everyone in the room, except the Moderator, should say why they agree or disagree with the statement. They are to think of as many things as they can. Unusual or funny ideas are very good. Remember, you are learning English, not solving the problems of the world.

Go English Go!
ESL CURRICULUM
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Module 4 Part 1
WORKBOOK
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MODULE 4 LESSON 1

EXERCISE 1: MATCH THE MEANING

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<thead>
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<th>Word</th>
<th>Meaning</th>
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<td>assets</td>
<td>small money you must pay back</td>
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<tr>
<td>surf (to)</td>
<td>to ride the waves on a board</td>
</tr>
<tr>
<td>a debt</td>
<td>things you own</td>
</tr>
<tr>
<td>meager</td>
<td>to be against something</td>
</tr>
<tr>
<td>save (to)</td>
<td>to have money that you don't spend</td>
</tr>
<tr>
<td>to borrow</td>
<td>to get money that you haven't earned</td>
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<tr>
<td>to be opposed</td>
<td>doing something even though there are difficulties</td>
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<td>in spite of</td>
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ACTIVITY 4: What should they do?

Brainstorm in groups of three or four.

1. Go to Rio de Janeiro in spite of Carol’s wishes.
2. Go to a beach or lake nearby in spite of Tom's wishes.
3. ___________________________________________
4. ___________________________________________
5. ___________________________________________
6. ___________________________________________

Return to the large group.
List all the suggestions on the board

Return to the small group.
Discuss all the ideas listed on the board. Decide which idea your group thinks is the best solution.
If someone in your group doesn’t agree, then their opinion should be respected.

Each group is to report their decision to the whole class.

Go English Go!
LESSON 1 CONTINUED

EXERCISE 2:  Answer these questions in sentences.
Remember to use the past tense in the “if” clause of a conditional sentence.

1. What would you decide to do if you didn’t have enough money for a holiday?
_______________________________________________________________________________

2. What does a secretary do?
_______________________________________________________________________________

3. Do the banks in your country loan money?
_______________________________________________________________________________

4. Do you have to pay to borrow money?
_______________________________________________________________________________

5. What is “interest”?
_______________________________________________________________________________

6. Do many people in your country borrow money?
_______________________________________________________________________________

EXPRESSING THE FUTURE USING TIME CLAUSES
When a clause begins with a word that specifies a time in the future,
then the verb that follows is put into the present tense.

A time clause begins with words or phrases such as:
when before after as soon as until by the time

EXAMPLES:  Tom and Carol will make a decision before her holidays arrive.
Before her holidays arrive, Tom and Carol will make a decision.

NOTE: The time clause can come at the beginning of the sentence or in the second part.
Even though both clauses are about the future,
the present tense is used in the clause that has the time clause.

EXERCISE 3:  Complete these sentences using the right tense.

1. They (to go) ___________ to Rio de Janeiro as soon as they (to have) ___________ enough
money.

2. Before they (to leave) ___________ for Rio they (to borrow) ___________ money
from the bank.

3. Carol (not, to agree) ___________ to going to Rio until they (to have) ___________
enough money.

4. When they (save) ___________ enough money they (to go) ___________ to Rio.

5. As soon as they (decide) ___________ what to do Tom (to ask) ___________ the bank if
he can have his holiday in April.
LESSON 1 CONTINUED

ACTIVITY 5: If Tom and Carol had decided to borrow money for their holiday in Rio, they would have gone to the bank to talk to the person in charge of loans.

Divide into small groups, complete the conversation, role play, then change roles.

LOANS MANAGER: ___________________________. How can I help you?

TOM: We want to borrow $1,000.00 (one thousand dollars) for our holiday in Rio.

LOANS MANAGER: Do you own your own house?

CAROL: We bought it five years ago but we still owe $60,000.00. (sixty thousand dollars)

LOANS MANAGER: Do you have any other assets?

TOM: No.

LOANS MANAGER: Are you both employed?

TOM: ________________________________

LOANS MANAGER: I’m sorry, I can only let you have $500.00 (five hundred dollars) because you still owe so much on your house.

CAROL: What interest rate would we have to pay?

LOANS MANAGER: It would be higher than usual, about 12%, because you already owe money on your house.

CAROL: ________________________________

LOANS MANAGER: Thank you for coming in, let me know if you decide to go ahead with the loan.

EXERCISE 4: Tom and Carol must decide what they will do.
Write what they say as they make their decision. Tom wants to borrow money and go to Rio.
Carol doesn’t want to borrow any more money.

Use several of these phrases to begin your sentences:
as far as I’m concerned for my part in spite of it’s unlikely that

Tom: ___________________________________________

Carol: __________________________________________

Tom: ___________________________________________

Carol: __________________________________________

Tom: ___________________________________________

Carol: __________________________________________

Go English Go!
# MODULE 4  PART 1  GLOSSARY

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<td>come (to) – come</td>
<td>find out (to) - found out</td>
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Go English Go!
"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 4 LESSON 1

Note to the teacher:
You may want to consider using these oral questions and introducing the vocabulary in a different way now that the students have reached this level.

We suggest the following:
- The teacher can introduce and discuss the vocabulary with the whole class.
- The students can work individually or in small groups with their dictionaries to understand the vocabulary.
- The teacher can ask the oral questions to the whole group.
- The students can take turns asking the questions to the whole class after they have reviewed the vocabulary.
- The students can work in small groups asking each other the questions.
- The class can be divided into two teams that question each other.

- In the audio sections, listening to the teacher read the text without the help of reading is very important that they learn to understand the audio only.

Phrases and idioms

Some of the suggested phrases are idioms and some are not. Throughout this Guide we will explain the meaning and usage of those that are idiomatic.

as far as I’m concerned – usually refers to what a person thinks
for my part – what I think, know or will do
Note: for my part and as far as I’m concerned have almost the same meaning

in spite of – difficulties don’t stop you
take care of – to be responsible for something

ORAL QUESTIONS

Do tourists come to surf on our beaches?
Yes, many tourists come to surf on our...
No, tourists don’t come to surf on our...
We don’t have beaches suitable for surfing.

Would you be comfortable with having a big debt?
Yes, I’d be comfortable with having a big...
No, I wouldn’t be comfortable with having...
Yes, most people have meager savings.
No, most people don’t have meager savings.

Do most people have meager savings?

Would you oppose borrowing money for a holiday?
Yes, I’d oppose borrowing money for a...
No, I wouldn’t oppose borrowing money...

Can young people in your country afford to take expensive holidays?
Yes, some can afford such holidays.
No, most young people can’t afford it.

Tom is an accountant in a bank. Should he know about borrowing money?
Maybe not. He doesn’t work in the loans department.
Yes, he should know about banking policy.

Go English Go!
LESSON 1 CONTINUED

ORAL QUESTIONS CONTINUED

Carol is a legal secretary. What profession is she working for?
She is working for a lawyer.
She is working for the legal profession.
Yes, she always charge interest.
Yes, many people owe money on their home.
Many people can’t afford to buy a home.

Do banks always charge interest?
Do most people owe money on their home?

Do the banks charge more or less than 12% interest?
For your part, what do you think about borrowing money?
As far as you’re concerned, would you borrow money at 12%?
They charge...
For my part I think...
As far as I’m concerned I...

Expressing the Future using Time Clauses

Note to the teacher:
Time clauses using – to be + going to – to express the future are used in the same way.
This will be introduced and practiced in a later lesson.

Will you go to Rio when you save enough money?
Yes, I will go to Rio when I save enough...
No, I won’t go to Rio when I save enough...

Will you oppose borrowing money when your holidays arrive?
Yes, I will oppose borrowing money when my holidays arrive.
No, I will not oppose borrowing money when my holidays arrive.

Will you take many friends when you go on a holiday?
Yes, I’ll take many friends when I go on a...
No, I won’t take many friends when I go...

Will you go to a disco when you are on holiday?
Yes, I’ll go to the disco when I’m on holiday.
No, I won’t go to the disco when I’m on...

Will you leave for your holiday as soon as you finish work?
Yes, I’ll leave for my holiday as soon as I finish work.
No, I won’t leave for my holiday as soon as I finish work.

Will you wait until you have enough money for a holiday?
Yes, I’ll wait until I have enough money.
No, I won’t wait until I have enough money.

Will you buy a home before you take a holiday?
Yes, I’ll buy a home before I take a holiday.
No, I’ll take a holiday before I buy a home.

Will you have to pay a lot of interest after you borrow money?
Yes, I’ll have to pay a lot of interest.

Will you feel good about getting a loan by the time you get home?
No, I won’t likely feel good about the loan by the time I get home.
LESSON 1 CONTINUED

PAGE 1

ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 1:

assets  
thing you own

surf (to)  
to ride the waves on a board

a debt  
money you must pay back

meager  
small

save (to)  
to have money that you don't spend

to borrow  
to get money that you haven't earned

to be opposed  
to be against something

in spite of  
doing something even though there are difficulties

PAGE 1

POSSIBLE ANSWERS TO THE WORKBOOK QUESTIONS

ACTIVITY 4:

1. - go to Rio de Janeiro in spite of Carol's wishes.

2. - go to a beach or lake nearby in spite of Tom's wishes.

3. - decide to take their holiday separately and pay for their own

4. - decide to wait until next year

5. - decide to visit a relative who lives in an interesting place

PAGE 2

ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 2:

Remember to use the past tense in the “if” clause of a conditional sentence.

1. What would you decide to do if you didn’t have enough money for a holiday?
   I’d decide…

2. What does a secretary do?
   A secretary types letters and legal documents.

3. Do the banks in your country loan money?
   Yes, they loan money. / No, they don’t loan money.

4. Do you have to pay interest when you borrow money?
   Yes, I have to pay interest when I borrow money.

5. What is “interest”?
   Interest is the money you pay when you borrow money.

6. Do many people in your country borrow money?
   Yes, many people in our country borrow money.
   No, not many people borrow money.

PAGE 2

ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 3:

1. They will go to Rio de Janeiro as soon as they (to have) have enough money.

2. Before they (to leave) leave for Rio they (to borrow) will borrow money from the bank.

3. Carol (not, to agree) will not agree to going to Rio until they (to have) have enough money.

4. When they (save) save enough money they (to go) will go to Rio.

5. As soon as they (decide) decide what to do Tom (to ask) will ask the bank if he can have his holiday in April.
LESSON 1 CONTINUED

PAGE 3  ANSWERS TO THE WORKBOOK QUESTIONS

LOANS MANAGER: *Good morning. How can I help you?*

TOM: We want to borrow $1,000.00 (one thousand dollars) for our holiday in Rio.

LOANS MANAGER: Do you own your own house?

CAROL: We bought it five years ago but we still owe $60,000.00. (sixty thousand dollars)

LOANS MANAGER: Do you have any other assets?

TOM: No.

LOANS MANAGER: Are you both employed?

TOM: *Yes, Carol is a secretary and I’m an accountant.*

LOANS MANAGER: I’m sorry, I can only let you have $500.00 (five hundred dollars) because you still owe so much on your house.

CAROL: What interest rate would we have to pay?

LOANS MANAGER: It would be higher than usual, about 12%, because you already owe money on your house.

CAROL: *Thank you. We’ll talk about it and let you know what we decide.*

LOANS MANAGER: Thank you for coming in, let me know if you decide to go ahead with the loan.

PAGE 3  SUGGESTED ANSWERS FOR THE DEBATE

**ACTIVITY 6:**

**Pro**

Everyone needs to have a good time sometimes.

You need to have something to look forward to.

You have plans for making a lot of money.

You know that your family will help you.

**Con**

It might be difficult to pay the money back.

Thinking about it might make you unhappy.

You might think about what would happen if you got sick.

It might give you bad dreams.

Your partner might be unhappy about owing money.

Go English Go!
LESSON 5 CONTINUED

CHINESE NEW YEAR ACTIVITY

Give each student a copy of the years for each animal as listed below.

Have enough animal cards available for the whole class.

(1) The students are to find the animal for the year they were born and then find others who were born in the year of the same animal.

(2) When they have each taken a card that tells the characteristics of those born under their sign or animal, they are to sit in small groups and read their cards.

(3) Each group is to choose one “Famous Person” from the list on their card and brainstorm descriptive adjectives for that person. If the group doesn’t know any of the famous people listed, they are to choose another famous person.

(4) One person from each group should write the name of the “Famous Person” and the list of adjectives on the board.

The teacher and students will then make a master list of all the adjectives.

(5) Now each student is to find someone who was born in the year of an animal that is different from themselves.

They are to sit together and write a paragraph about each other, using the information given about their animal plus anything they want to add.

---

THE YEAR OF THE RAT


You are known for your charisma. You work hard to reach your goals, and are likely a perfectionist. You like to save money, but also like to give to those you love. You generally seem to be calm, and are known to have high goals and be very successful.

Famous “Rat” People: William Shakespeare, Prince Charles, Britain’s Queen Mother, Prince Harry, David Suzuki, Bono Quotes, Mother Meera

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THE YEAR OF THE OX


You are patient, speak little, and give confidence to others. Although you don’t speak often, you can speak very well. Ox people are physically and mentally active. In spite of your easygoing personality, you can be very stubborn and you always want to succeed.

Famous “Ox” People: Adolph Hitler, Princess Diana, Prince Harry, Wayne Gretzky, Saddam Hussein, Barak Obama, Cristiano Ronaldo, Amr Diab, Walt Disney, Meryl Streep

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Go English Go!
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, Debates, Short Stories, Poems, Writing and Speaking in Large and Small Groups, 4 Unit Tests, Final Test

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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@successfulesl.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 throughout.

Lesson 21

Vocabulary
Dirty Money by O. Henry - Part One
Listening, reading aloud and understanding
The past perfect progressive and the future perfect progressive
Small group question, answer and check answers activity
Whole class activity
Debate - Be it resolved that money talks
Match the Meaning
Writing sentences – verb tenses
Writing questions
Crossword puzzle
Oral Questions

Lesson 22

Vocabulary
Dirty Money by O. Henry - Part Two
Listening, reading aloud and understanding
Role-playing a conversation - Completing a role-play
Using the present progressive with - always, forever, constantly
Small and large group activity
Small group question, answer and check answers activity
Match the meaning
Using “always”, “constantly” or “forever” in sentences
Writing questions
Perfect progressive tense
Crossword puzzle
Oral Questions
MODULE 4 LESSON 21

checkbook – is a small book from the bank that allows you to send money to someone.

money talks - this can mean that if you have money you can get what you want.

In this story O’Henry used the literal meaning – the bills in your wallet can talk to each other.

dirty money – people say money is dirty because it is sometimes used for bad things.

O’Henry uses the literal meaning when he talks about “a dirty ten-dollar bill”

DIRTY MONEY BY O. HENRY
(A simple story based on O. Henry’s “Dirty Money”.)

PART ONE

ACTIVITY 1: Listen to Part One; then read it orally.

"Money talks," they say. But surely, you say, a little old ten-dollar bill can't talk very loudly? Oh, very well. If you feel like that, don't listen to my story. Go and listen to a rich man’s checkbook shouting. But don't forget the smaller bills. They can say a word or two sometimes.

I am a ten-dollar bill of 1901. Perhaps you have seen a bill like me before. On my face, in the center, is a picture of an American buffalo. Excuse my rough conversation. A dirty ten-dollar bill does not meet many clever people. Most really clever, book-loving people are poor, you see. A ten-dollar bill does not often come their way. If it does, they have to go out and spend it at once.

I am six years old now. Many different people have owned me. But a little torn, damp five-dollar bill gave me a surprise one day. I was sitting beside it in a butcher's pocket.

"Move over," I said. I gave it a hard look. I don't like being in the same pocket with money like that.

"Don't talk to me like that!" said the five-dollar bill. "I know I'm worn and dirty. I can't help it. I've spent a long time inside someone's stocking in a big store. It was hot in there!"

EXERCISE 1 – WORKBOOK PAGE 63

Go English Go!
LESSON 21 CONTINUED

REVIEW
THE PAST PERFECT PROGRESSIVE
AND THE FUTURE PERFECT PROGRESSIVE

The past perfect progressive: The auxiliary verbs are in the past perfect tense, and the main verb uses the present participle.

past perfect tense  present participle
EXAMPLE: The ten-dollar bill had been sitting in the butcher’s shop all day.

The future perfect progressive: The auxiliary verbs are in the future perfect tense, and the main verb uses the present participle.

EXAMPLE: When the five-dollar bill gets out of the stocking it will have been sitting there for a long time.

EXERCISE 2 – WORKBOOK PAGE 63

ACTIVITY 2: Divide into small groups. Ask and answer the questions. Then check your answers.

1. What animal picture do you have on your money?

2. O’Henry talks about “a rich man’s check book shouting”. What does he mean?

3. Who do you think the smaller bills would know about?

4. What does “literal” mean?

5. Give an example of the literal meaning of “dirty”.

6. Give an example of the literal meaning of “talks”.

7. What is the tense of the underlined verb? The old ten-dollar bill had been listening to the conversation for two hours.

8. The smaller bills in someone’s wallet will have been hoping to get out.

ACTIVITY 3: WHOLE CLASS ACTIVITY
O’Henry is a famous American writer who wrote many unique short stories. You have read the first part of Dirty Money. Brainstorm adjectives that might describe it and write them on the board.

Go English Go!
ACTIVITY 4: DEBATE:
Divide into two groups.
The statement to be discussed today is:

BE IT RESOLVED THAT MONEY TALKS;
IT’S BETTER TO HAVE A LOT OF MONEY.

Group 1 agrees with the statement. Group 2 doesn’t agree with the statement.

Pro

Con

Each group is to brainstorm and write down in their notebook the ideas that support what they think. One person from each group will present the ideas to the large group.

Return to the large group.

STUDENT SEATING FOR A DEBATE

NAME OF MODERATOR:

Moderator: The statement for today is:
Be it resolved that money talks; it’s better to have a lot of money.

Now we will hear from Group 1 speaking for the pro side.
Group 1 reports their ideas.

Moderator: Now we will hear from Group 2 speaking for the con side.
Group 2 reports their ideas.

Now all the students, except for the moderator, should say why they agree or disagree with the statement. Unusual or funny reasons are very good.

ORAL QUESTIONS TEACHER’S GUIDE

EXERCISES 3 AND 4 – WORKBOOK PAGE 64
ESL CURRICULUM
A LEARNING ENGLISH WITH LAUGHTER PUBLICATION

Module 4 Part 2
WORKBOOK
Second Edition

Daisy A. Stocker B.Ed., M.Ed.
George A. Stocker D.D.S.
**MODULE 4   LESSON 21**

**EXERCISE 1:** MATCH THE MEANING

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>clever</td>
<td>a little wet</td>
</tr>
<tr>
<td>damp</td>
<td>they go on your legs and feet</td>
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<tr>
<td>to tear</td>
<td>she works in a shop</td>
</tr>
<tr>
<td>literal</td>
<td>they make many things there</td>
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<tr>
<td>shop girl</td>
<td>opposite of to love</td>
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<tr>
<td>cent</td>
<td>to pull something into pieces</td>
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<tr>
<td>buffalo</td>
<td>to forgive someone for a small mistake</td>
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<tr>
<td>factory</td>
<td>not what you expected</td>
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<tr>
<td>to hate</td>
<td>to pull something into pieces</td>
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<tr>
<td>surprise</td>
<td>to forgive someone for a small mistake</td>
</tr>
<tr>
<td>surely</td>
<td>not what you expected</td>
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<tr>
<td>stockings</td>
<td>to pull something into pieces</td>
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<tr>
<td>to excuse</td>
<td>to forgive someone for a small mistake</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
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</thead>
<tbody>
<tr>
<td>one one/hundredth of a dollar</td>
<td>really / truly</td>
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<tr>
<td>the usual meaning of the words</td>
<td>a big animal</td>
</tr>
<tr>
<td>smart</td>
<td>not what you expected</td>
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<tr>
<td>opposite of to love</td>
<td>to pull something into pieces</td>
</tr>
<tr>
<td>to forgive someone for a small mistake</td>
<td>not what you expected</td>
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</tbody>
</table>

**EXERCISE 2:** Write the sentences putting the verbs into the correct tense.  
**NOTE:** There may be more than one correct answer.

1. After reading O’Henry’s stories for five hours, he (to feel) sleepy.
2. Many different people (to carry) the dirty ten-dollar bill.
3. You wouldn’t know that bills had feelings if you (not, to read) this story!
4. The ten-dollar bill (not, to spend) much time in the poor people’s pockets.
5. The little torn, damp five-dollar bill (to sit) in someone’s stocking for a long time.
LESSON 21 CONTINUED

EXERCISE 3: The following are the answers. Make the questions by looking at the answer.

1. Answer: A rich man’s checkbook speaks louder than a ten dollar bill.

   Question: __________________________________________________________

2. Answer: Most really clever, book-loving people are poor.

   Question: __________________________________________________________

3. Answer: The five-dollar bill was a little torn and damp.

   Question: __________________________________________________________

4. Answer: The ten-dollar bill was sitting in the butcher’s pocket.

   Question: __________________________________________________________

5. Answer: The five-dollar bill had been in someone’s stocking.

   Question: __________________________________________________________

EXERCISE 4: MONEY TALKS CROSSWORD

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& 4 & 1 & 2 \\
5 & & & \\
7 & & & \\
8 & & & \\
9 & & & \\
10 & & & \\
11 & & & \\
\end{array}
\]

ACROSS

5 a big animal
7 smart
10 to pull something into pieces
11 not what you expected

DOWN

1 they go on your legs and feet
2 opposite of love
3 they make many things there
4 a little wet
6 one one-hundredth of a dollar
8 to forgive someone for a small mistake
9 the usual meaning - not an idiom

Go English Go!
<table>
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ESL CURRICULUM
A LEARNING ENGLISH WITH LAUGHTER PUBLICATION

Module 4 Part 2
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.
MODULE 4 LESSON 21

ORAL QUESTIONS

Do we write checks on our bank account?
Yes, we write checks on our bank account.
No, we don’t write checks.

Why would someone write a check?
It is a way of paying someone instead of using money.
Checks are written to pay money to others.

What do you need to have before you can write a check?
You need to have a bank account with enough money in it.

What will happen if you don’t have enough money in your bank account?
The bank will send the check back to you and your debt won’t be paid.

People use dollars in the USA.

What do we use?
We use …

Do your bills get dirty in people’s pockets?
Yes, they often do.
No, our government prints new ones.

What do you buy from the butcher?
I buy meat or chicken.

When might you say “excuse me”?
I’d say, “excuse me” if I bumped into someone.
I’d say, “excuse me” if I interrupted someone.

What might you do when your friends leave?
I might wave to them.

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ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 1:
clever smart
damp a little wet
to tear to pull something into pieces
literal the usual meaning of the words
shop girl she works in a shop
cent one one/hundredth of a dollar
buffalo a big animal
factory they make many things there
to hate opposite of to love
surprise not what you expected
surely really / truly
stockings they go on your legs and feet
to excuse to forgive someone for a small mistake

EXERCISE 2:
1. After reading O’Henry’s stories for five hours, he felt / had felt sleepy.
2. Many different people had carried / had been carrying the dirty ten-dollar bill.
3. You wouldn’t know that bills had feelings if you hadn’t read / hadn’t been reading this story!
4. The ten-dollar bill hadn’t spent / hadn’t been spending much time in the poor people’s pockets.
5. The little torn, damp five-dollar bill had sat / had been sitting in someone’s stocking for a long time.
LESSON 21 CONTINUED

PAGE 63  ANSWERS TO THE WORKBOOK QUESTIONS  EXERCISE 3:

1. Answer:  A rich man’s checkbook speaks louder than a ten dollar bill.
   Question: Does a rich man’s checkbook speak louder than a ten dollar bill?

2. Answer:  Most really clever, book-loving people are poor.
   Question: Are most really clever book-loving people poor?

3. Answer:  The five-dollar bill was a little torn and damp.
   Question: Was the five-dollar bill a little torn and damp?

4. Answer:  The ten-dollar bill was sitting in the butcher’s pocket.
   Question: Was the ten-dollar bill sitting in the butcher’s pocket?

5. Answer:  The five-dollar bill had been in someone’s stocking.
   Question: Had the five-dollar bill been in someone’s stocking?

PAGE 54  SUGGESTED ANSWERS TO THE STUDENT READER ACTIVITY 3:

Possible adjectives:
surprising  imaginative  unusual  comical
interesting  funny  unique  crazy

PAGE 55  SUGGESTED ANSWERS TO THE STUDENT READER ACTIVITY 4:

PRO
You can buy what you need
You have power if you have money
Money lets you influence others
You can travel anywhere

CON
People make friends with you because of your money.
You are more likely to do expensive dangerous things
You might think about money more than your family.
You might worry about losing your money.

PAGE 63  ANSWERS TO THE CROSSWORD PUZZLE  ACTIVITY 4:

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LESSON 23 CONTINUED

ACTIVITY 6:
Maximum number of students: 9
Minimum number of students: 3 (see below)

For all group sizes start with the first family role cards listed.
For a very small class of 3 or 4 each student could be given two family role-cards.
The activity is designed for a group of between 5 and 9 students
Divide a class of between 10 and 18 students into two groups and have them work separately.

Family Names: Basil, Veronica, Daniel, Almira, Kuno, Isabella, Lulu, Ramus, Melanie
For an odd number of students use Melanie.
Add family members in the order given above to match the size of your class.
Give each student a role-card.
Each group is a family.
1. They are to sit together to decide what relationship they have to the mother/father
   and write it in the space provided.
   2. They are to decide their relationship to the other members of their family.

FAMILY ROLE-CARDS

MY NAME IS BASIL.
I'm the ___________ in this family.
You are a prominent doctor.
You have a brother who is blind.
You have two sons and one daughter.
Your brother's wife is a psychiatrist.
One son is a mechanic.
Your wife likes to give parties.
One son is a fisherman.
Your son-in-law is a singer.

MY NAME IS VERONICA.
I'm the ___________ in this family.
You are a rich socialite.
You have three grown children.
Your husband hates pets.
Your children don't live at home.
You like to have big parties.
Your daughter is on the stage.
Your husband is a doctor.

MY NAME IS DANIEL.
I'm the ___________ in this family.
You are married.
You eat a lot of fish.
You like the sea.
You like to work outside.
Your aunt by marriage is a psychiatrist.
You work many hours each week.
You don't wear fancy clothes.

MY NAME IS ALMIRA.
I'm the ___________ in this family.
You are an actress.
Your aunt by marriage is a psychiatrist.
You hate gardening.
You spend a lot of time listening to music.
You use your red sports car a lot.
Your mother likes parties.
Your husband is a singer.