LEARNING ENGLISH WITH LAUGHTER

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, Grammar, Activities, Writing and Problem Solving in Large and Small Groups.

George and Daisy Stocker
Learning English with Laughter Ltd.
Victoria, B.C. Canada
V8X 3B6
E-mail: info@successfulesl.com
About Learning English with Laughter Ltd.

Learning English with Laughter began in Czechoslovakia in 1990. Shortly after the Velvet Revolution that freed the country of Communism, the authors began writing these lessons as they taught English to their Czech Students at the English Centre in Karlovy Vary. The students played a vital role in the development of this series. The authors consulted with them by having them complete student surveys wherein they rated the extensive variety of activities and lessons that they had participated in. Discussion of the results followed and any item that was rated below 8, on a scale of 1 to 10, was discarded. Thus, Learning English with Laughter evolved through consultation with the 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 75 countries.

Customization of your covers

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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
We dedicate this book to our international
Canadian,
Peruvian,
Chinese,
Ukrainian
and
Czech extended family.

ACKNOWLEDGEMENTS:
We wish to acknowledge the assistance provided by our son, Brian Stocker, whose expertise was invaluable - Stephen Stocker - Peter Stocker - Helena Zrustova, Director of the English Centre in Karlovy Vary, Czech Republic - Suzanna Lo, Director of English Wise of Hong Kong - Zhiming Shao and Hong Sheng Yuan for their Chinese translations.

REFERENCES:
Understanding and Using English Grammar by Betty Schrampfer Azar
How to Prepare for the Toefl Test of English as a Foreign Language by Pamela J. Sharpe
All the Czech Students who faithfully shared their experiences.
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 throughout.

Lesson 1

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  Writing to complete sentences using the right tense
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  Small group activity - writing a role play
  Oral questions
MODULE 4  PART 1

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Crossword puzzle
Oral questions

Lesson 4

Vocabulary
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Crossword puzzle
Oral questions
MODULE 4 PART 1

Lesson 4
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MODULE 4  PART 1

Lesson 8

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The Paralympics - Listening, reading orally and understanding
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Lesson 9

Vocabulary
Folk Heroes – Part 1 - Listening, reading orally and understanding
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Reporting to the large group
The present perfect progressive (continuous) tense
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Oral questions

Lesson 10

Vocabulary
Folk Heroes Part 2 - Listening, reading orally and understanding
Small group activities
Match the meaning
Using the present perfect progressive tense – completing role-plays
Oral questions
ACTIVITY 1: Listen to the paragraphs, read them silently, then read them orally.

**VOCABULARY:**
- contest (to)
- discus throw
- javelin throw
- wrestling
- inferior
- athlete
- superior
- overall
- trumpet
- officials
- Stadion

The first Olympic games were held in Greece at Olympia in 776 BC. Five events were contested over one day, starting with the Stadion (a short foot race). This was followed by the Javelin throw, Discus throw, Long jump, and ending with Wrestling. Although these events were considered inferior to the Stadion the athletes were superior in overall development. Their training was often part of military service as each of the five events were thought to be useful in battle.

Stadion was the most important event of the games. The winner gave his name to the Olympic games for that year.

The race began with a trumpet blow, with officials at the starting blocks to make sure there were no false starts. There were also officials at the end to decide on a winner and to make sure no one had cheated. If the officials decided there was a tie, the race would be re-run. Runners started the race from a standing position, instead of starting in a crouch like modern runners.
LESSON 6 CONTINUED

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

1. Where were the first Olympic games held?
2. What was the Stadion?
3. Were the Stadion athletes’ superior?
4. How did the Stadion race begin?
5. What position did the runners take at the start of the race?

Joining words and phrases that show relationships.
In all of these clauses or phrases showing opposites, either clause may be used first.

The athletes were superior whereas / while the events were considered inferior.
The events were considered inferior while / whereas the athletes were superior.

These joining words express the idea that the conditions don't matter.
whether or not The athletes participated whether or not they were considered inferior.

The runners started from a standing position even if they wanted to crouch.

These joining words show unexpected results.
nevertheless = but...anyway Nevertheless is generally used in writing.

But...anyway is generally used in speaking.

EXERCISES 2 AND 3 – WORKBOOK PAGE 16

THE FUTURE PERFECT
The future perfect expresses an activity that will be completed before another time or event in the future.

Now the start the games

The athletes will have practiced before the start of the games.

ACTIVITY 3 – WORKBOOK PAGE 17

ORAL QUESTIONS TEACHER’S GUIDE
LEARNING ENGLISH WITH LAUGHTER
Module 4 Part 1
WORKBOOK
Third Edition

Daisy A. Stocker B.Ed., M.Ed.
George A. Stocker D.D.S.
**MODULE 4  LESSON 6**

**EXERCISE 1: MATCH THE MEANING**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tbody>
<tr>
<td>discus throw</td>
<td>an athlete throws a heavy disc</td>
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<tr>
<td>wrestling</td>
<td>the athlete runs, gains momentum and throws a spear</td>
</tr>
<tr>
<td>overall</td>
<td>taking everything into account</td>
</tr>
<tr>
<td>officials</td>
<td>a short foot race</td>
</tr>
<tr>
<td>inferior</td>
<td>persons holding public office</td>
</tr>
<tr>
<td>trumpet</td>
<td>lower in rank, status or quality</td>
</tr>
<tr>
<td>javelin throw</td>
<td>a musical instrument</td>
</tr>
<tr>
<td>athlete</td>
<td>better than others at something</td>
</tr>
<tr>
<td>superior</td>
<td>someone good at sports</td>
</tr>
<tr>
<td>battle</td>
<td>a fight between armed forces</td>
</tr>
<tr>
<td>Stadion</td>
<td>a combat sport involving grappling techniques</td>
</tr>
<tr>
<td>cheat (to)</td>
<td>to act dishonestly or unfairly</td>
</tr>
</tbody>
</table>

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![Discus throw](image1.png)

![Javelin throw](image2.png)
EXERCISE 2: Use the verbs or words below to complete the sentences.
Be sure to put the verbs into the right tense.

inferior competitions overall Stadion battle name superior were

The first Olympic games ____________ held at Olympia in Greece. Five athletic events were held in one day. The most import of these was the ________________, a short foot race. These athletes were considered to be ________________ to those entering other _________________.
The winner of this race gave his ________________ to the Olympic games for that year.
Those participating in the Javelin throw, Discus throw, Long jump, and Wrestling, although considered to be ________________, but they were in fact superior in their ________________ development. These athletes got their training from the military as these skills were thought to be useful in ________________.

REFERENCE INFORMATION

These joining words can be used together or separated.

whether or not The Stadion runners were considered the best whether or not they won.
The Stadion runners were considered the best whether they won or not.

Note: The past tense (were) is used in a conditional sentence.
even if They competed even if they were considered inferior.

These joining words show unexpected results.

nevertheless Nevertheless is generally used in writing.
but...anyway But...anyway is generally used in speaking.

The athletes might injure themselves but they participated anyway.
The athletes might injure themselves, nevertheless they participated.

EXERCISE 3: Use the words above to join the sentences.

1. The race began with a trumpet blow ________________ the athletes weren’t ready
2. The wrestlers were considered inferior ______ they participated ________________.
3. The runners started from a standing position __________ they liked it ______ ______.
4. The Stadion athletes weren’t the best, ________________ they were considered superior.
5. It was an honor to compete ________________ the athletes won ________________.
6. The Games have changed over the years, ________________ the people still love them
LESSON 6 CONTINUED

ACTIVITY 3: See Guide.

DEBATE:

Divide into two groups.
The statement to be discussed today is:

BE IT RESOLVED THAT THE EARLY OLYMPIC GAMES WERE FAIR FOR THE ATHLETES

<table>
<thead>
<tr>
<th>Pro</th>
<th>Con</th>
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<tbody>
<tr>
<td>Group 1 agrees with the statement.</td>
<td>Group 2 doesn’t agree with the statement.</td>
</tr>
</tbody>
</table>

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

STUDENT SEATING FOR A DEBATE

NAME OF MODERATOR: __________________________

Moderator: The statement for today is:

BE IT RESOLVED THAT THE EARLY OLYMPIC GAMES WERE FAIR FOR ALL ATHLETES

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

Moderator: Now we 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.
LEARNING ENGLISH WITH LAUGHTER
Module 4 Part 1
TEACHER’S GUIDE
Third Edition

Daisy A. Stocker B.Ed., M.Ed.
George A. Stocker D.D.S.
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.
LEARNING ENGLISH WITH LAUGHTER

TESTS
The tests are a part of the learning process. They allow the students to identify the areas they need to study. When marking the sentence answers, subtract one mark for each error.
- If a student has one mistake he or she will get 3 marks for that answer
- If a student has two mistakes, he or she will get 2 marks for that answer
- If a student has three mistakes, he or she will get 1 mark for that answer
- If a student has four or more mistakes, he or she won’t get any marks

GIVE SPECIAL ATTENTION TO INDIVIDUAL NEEDS WHEN MARKING
The teacher should use discretion when marking. Some students work very hard but have difficulty. They should be given the best possible mark. Some students learn easily but become careless, so they should be marked down for their mistakes. In other words, the teacher needs to be aware of the needs of the students. The tests are designed to make most of the students feel good about their English but also give a clear signal to those who aren’t making satisfactory progress.

WHAT KIND OF MISTAKES SHOULD BE CONSIDERED?
Marks should be deducted for:
- not knowing the right vocabulary
- word order mistakes
- grammatical errors
- no marks are given if the student doesn’t understand the question
Do not deduct marks for spelling mistakes if you can understand what the student means.
Students with marks above 80% are ready to continue with the program.
Test answers are included in the Guide.

ANSWERS TO THE ORAL TEST QUESTIONS
The teachers have the choice of having the students answer orally or in writing. As some of the teachers are speaking English as a second language, it might be difficult for them to test pronunciation. If the teacher can understand what the student is saying then the pronunciation should be accepted. Internationally, it is acceptable if the speaker is understood.

The tests are out of 50 except for the last test in Part 1 and in Part 2.
There are no absolutes when assessing test marks. Many factors always enter into the mark. These can range from the student being sick that day to some problem at home. It’s also possible that the student missed a lot of classes due to illness.

The purpose of these tests is to allow the students to see where they are having difficulty. This lets them know where they should spend their time when they study.

This is the most important aspect of the tests.

ANSWERS
Answers in the Guide are written in italics. The suggested answers are the most likely, but others are possible.

GLOSSARY
The glossary contains the vocabulary for this Module.
The verbs are shown in the infinitive form: do (to).
The past tenses are included for reference in the glossary, shown as: infinitive, past tense.
MODULE 4  LESSON 6

ORAL QUESTIONS

How long ago were the first Olympic games held?

They were held between two and three thousand years ago.
They were held in 776 BC
They were held more than 2,000 years ago.

What was the Stadion?

It was a short foot race.

Which events had the superior athletes?

Javelin throw, Discus throw, Long jump, and Wrestling athletes were superior.

Is there a special group that is considered to be superior in today’s Olympics?

No, there isn’t a special group that is considered to be superior.

Why did the military train athletes?

It was thought that the training would be useful in battle.

Was ancient Olympia a part of Greece?

Yes, it was a part of ancient Greece.

Where was Ancient Olympia located?

It was in the southern part of Greece.
It was located between the Adriatic Sea and the Aegean Sea.

How did the race begin?

It began with a trumpet blow.

Why did officials stand at the starting block?

They watched for false starts.

What did the officials at the end of the race do?

They decided on the winner.  
They made sure no one cheated.

What happened if there was a tie?

The race was re-run.

What position did the runners take at the starting point of the race?

They took a standing position.

What position do today’s runners take?

They take a crouching position.

Why might the Stadion inspire athletes to work very hard?

They might dream of having the games for that year named after them.
LESSON 6 CONTINUED

PAGE 15  ANSWERS TO THE WORKBOOK QUESTIONS  EXERCISE 1: MATCH THE MEANING

discus throw  an athlete throws a heavy disc
wrestling  a combat sport involving grappling techniques
overall  taking everything into account
officials  persons holding public office
inferior  lower in rank, status or quality
trumpet  a musical instrument
javelin throw  the athlete runs, gains momentum and throws a spear
athlete  someone good at sports
superior  better than others at something
battle  a fight between armed forces
stadion  a short foot race
cheat (to)  to act dishonestly or unfairly

PAGE 16  ANSWERS TO THE WORKBOOK QUESTIONS  EXERCISE 2:

Use the verbs or words below to complete the sentences. Be sure to put the verbs into the right tense.

The first Olympic games were held at Olympia in Greece. Five athletic events were held in one day. The most important of these was the Stadion, a short foot race. These athletes were considered to be superior to those entering other competitions. The winner of this race gave his name to the Olympic games for that year.

Those participating in the Javelin throw, Discus throw, Long jump, and Wrestling, although considered to be inferior, were in fact superior in their overall development.

These athletes got their training from the military as these skills were thought to be useful in battle.
LESSON 6 CONTINUED

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ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 3:

Use these words to join the sentences.

**whether or not** The Stadion runners were considered the best **whether or not** they won.  
The Stadion runners were considered the best **whether** they won **or not**.

**even if** They competed **even if** they were considered inferior.

**nevertheless** **Nevertheless** is generally used in writing.

**but...anyway** **But...anyway** is generally used in speaking.

The athletes might injure themselves **but** they participated **anyway**.  
The athletes might injure themselves, **nevertheless** they participated.

1. The race began with a trumpet blow **even if** the athletes weren’t ready.
2. The wrestlers were considered inferior **but** they participated **anyway**.
3. The runners started from a standing position **whether** they liked it **or not**.
4. The Stadion athletes weren’t the best, **nevertheless**, they were considered superior.
5. It was an honor to compete **whether** the athletes won **or not**.
6. The Games have changed over the years, **nevertheless** the people still love them.  
The Games have changed over the years, **but** the people still love them **anyway**.

PAGE 17

SUGGESTIONS FOR THE WORKBOOK DEBATE

ACTIVITY 3:

BE IT RESOLVED THAT THE EARLY OLYMPIC GAMES WERE FAIR FOR ALL ATHLETES

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<td>Group 1 agrees with the statement.</td>
<td>Group 2 doesn’t agree with the statement.</td>
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</table>

All athletes who qualified could participate.  
The Olympic name for that year was chosen from the Stadion runners only.

All athletes gained status by participating.  
The Stadion runners were falsely considered superior.

All athletes had free training with the military.  
The Stadion runners got the most attention because their event was first.

All athletes were judged by the same judges.  
The javelin throw, discus throw, long jump, and wrestling athletes were falsely considered inferior.
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<th>Notes</th>
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### Past Participles

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