ESL CURRICULUM
A LEARNING ENGLISH WITH LAUGHTER PUBLICATION

Module 4 Part 2
STUDENT READER
Second Edition

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George A. Stocker D.D.S.
LEARNING ENGLISH WITH LAUGHTER

ESL CURRICULUM

TEEN-ADULT CURRICULUM

MODULE 4 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, Debates, Short Stories, Poems, 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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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

**DIRTY MONEY BY O. HENRY**

*(A simple story based on O. Henry’s “Dirty Money”)*

**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.

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future perfect tense  present participle
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**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!
LESSON 21 CONTINUED

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

Go English Go!
MODULE 4  LESSON 21

EXERCISE 1:  MATCH THE MEANING

clever _____________________________________________________________
damp _____________________________________________________________
to tear _____________________________________________________________
literal _____________________________________________________________
shop girl _____________________________________________________________
cent _____________________________________________________________
buffalo _____________________________________________________________
factory _____________________________________________________________
to hate _____________________________________________________________
surprise _____________________________________________________________
surely _____________________________________________________________
stockings _____________________________________________________________
to excuse _____________________________________________________________

one, one/hundredth of a dollar _____________________________________________________________

the usual meaning of the words _____________________________________________________________

smart _____________________________________________________________

opposite of to love _____________________________________________________________
to forgive someone for a small mistake _____________________________________________________________

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 that 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

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!
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TEACHER'S GUIDE
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LEARNING ENGLISH WITH LAUGHTER

PHILOSOPHY

"LEARNING ENGLISH WITH LAUGHTER" means that the students and teachers can combine laughter and learning, while communicating in English. This is a structured approach, meaning that each new concept is mastered in a conversational English environment before another is introduced. During the past decade, research has shown that the students learn more effectively if the teaching of grammar is integrated with a communicative approach to the learning of the English language.

This program is written for students 13 years and older. We introduce the basic tenses and other structures in a logical sequence, integrating them with light hearted activities that provide practice in a conversational setting. The combination achieved in Learning English with Laughter has proved to be popular with the students and successful in achieving its goals.

TIMING AND LESSON STRUCTURE

The most successful order of presentation for the lessons is outlined below:
- Greeting the students in English
- Oral questions (20 to 30 minutes)
Oral Questions may be done before or after the new lesson has been introduced. The order suggested in the Student’s Book should be adapted to the needs of the group.
- Introduction of a new lesson or continuation of a past lesson.
- Completion of exercises and / or partner activities
- Ending with a more relaxed conversational activity

VOCABULARY

The new words introduced in each lesson are listed under the title and may be introduced in any of the following ways:
- The teacher may write the words on the blackboard and use them in sentences.
- The teacher can dramatize, draw or use the pictures to explain the words.
- The students can work in small groups with their dictionaries.

ORAL QUESTIONS

The oral questions are designed to provide practice in speaking. The questions and answers stress grammatical structure, and word order of the English language. When our students completed surveys where Oral Questions were rated “helpful / not helpful” on a scale of 1 to 10, Oral Questions were consistently rated as “10 - very helpful”.

Teaching this Conversational English program without using the oral questions will result in the lessons becoming too difficult for the students.

These questions provide the basic models of the English Language. They are a vital part of the program, giving practice, review and an opportunity for the teacher to expand the language to talk about local events.
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.

PAGE 62 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

PAGE 62 ANSWERS TO THE WORKBOOK QUESTIONS

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.
ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 3:

PAGE 63

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?

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SUGGESTED ANSWERS TO THE STUDENT READER

ACTIVITY 3:

Possible adjectives:
surprising imaginative unusual comical
interesting funny unique crazy

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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.

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ANSWERS TO THE CROSSWORD PUZZLE

ACTIVITY 4:

S H A F T A T E
B U F F A L O T C F A C T
E X I T I N G N O T E A R
S U R P R I S E E A L
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.