

ESL CURRICULUM

A LEARNING ENGLISH WITH LAUGHTER PUBLICATION

Module 3 Part 1 STUDENT READER

Second Edition



Daisy A. Stocker B.Ed., M.Ed.
George A. Stocker D.D.S.



LEARNING ENGLISH WITH LAUGHTER

ESL CURRICULUM

TEEN-ADULT CURRICULUM

MODULE 3 PART 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, Grammar, Activities, Competitive Games,
Problem Solving, 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.

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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.

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
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Joke – listening and understanding			
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Completing sentences using the future progressive tense			
Crossword puzzle			
Oral Questions			
Whole class team activity			

MODULE 3 LESSON 1

VOCABULARY:

relocate (to)	active (to be)	twice	bore (to)
advantage	disadvantage	gas	opportunity
commute (to)	whether	unhappy [not happy]	village
depart (to)	manage (to)	kid (slang for a young person)	drama

ACTIVITY 1:

Listen to your teacher read each paragraph. Then take turns reading the sentences orally.

AN OPPORTUNITY OR A PROBLEM

Alex is unhappy because his work in an insurance office is boring. He has an offer of a better job as manager of a small office in a village, fifty kilometers away. He will be paid more, but his family must decide whether they want to relocate.

His teenage children are in high school. They are athletic and enjoy playing on many teams. His wife, Martha, has a job teaching pre-teen students in a middle school. She enjoys it and she is also very active with a music group in their church. Her music group meets twice a week.



ACTIVITY 2:

Divide into small groups. Ask and answer the questions orally, then check your answers with those supplied in the box.

1. What kind of office does Alex work in?
2. Why is Alex unhappy?
3. What will he do in the small village?
4. How far away is the village?
5. Why is the small office job better?
6. What must his family decide?

7. What kind of school do his teenage children attend?
8. What do his children enjoy doing?
9. What does Martha do at work?
10. How old are pre-teen students?
11. Is Martha musical?
12. How often does Martha's music group meet?
13. Martha is "very active" with a music group. What does that mean?

1. He works in an insurance office.
2. He is unhappy because his office work is boring.
3. He will manage a small office.
4. The village is fifty kilometers away.
5. It's better because he will be paid more money. It will be more interesting.
6. They must decide whether they want to relocate.

7. They attend high school.
8. They enjoy playing on many sports teams.
9. She teaches pre-teen students.
10. They are ten, eleven or twelve years old.
11. Yes, she is musical.
12. It meets twice a week.
13. It means that she does a lot of work with them.

EXERCISES 1 AND 2 – WORKBOOK PAGE 1

EXERCISE 3 – WORKBOOK PAGE 2

LESSON 1 CONTINUED

ACTIVITY 3:

WHOLE CLASS ACTIVITY

BRAINSTORM:

WHAT SHOULD ALEX DO?

List everyone's ideas on the board.

The students then move about the room asking: **What do you think Alex should do?**

When they find others who agree with them, they are to sit down together and decide why they made that decision. They are then ready to tell the class what they decided and why.

ORAL QUESTIONS

TEACHER'S GUIDE

ACTIVITY 4 – WORKBOOK PAGE 2

EXERCISE 4 – WORKBOOK PAGE 2

ACTIVITY 5: Listen to your teacher read the dialogue. Role-play it for the whole class. Then divide into small groups and role-play it several times, changing roles each time.

NARRATOR: Alex and Martha are talking about moving to the small village.

ALEX: My job here is really boring. I need a change.

MARTHA: I understand how you feel but I like my job and my music group.

ALEX: It would be expensive for me to commute because the price of gas is so high.

MARTHA: Can you ask for another job here in the city?

ALEX: Yes, but it would be the same as the one I have. In the village I'll be the manager.

MARTHA: I worry about moving our family. Our kids would miss their friends and the sports.

ALEX: That's true, but I don't know what to do.

MARTHA: Perhaps you should commute. The price of gas may go down.

ALEX: The company would pay me more, so I'd have more money for transportation.

MARTHA: I think that's the best plan. Let's tell the kids that we aren't going to move.

ALEX: They'll be happy about that and I feel okay about it too.

NARRATOR: Alex goes to tell his kids about his decision.

ALEX: Hi, everyone. We've decided to stay here. We aren't going to move. I'll commute.

KIDS: That's cool, Dad. Thanks!

ACTIVITY 6 – WORKBOOK PAGE 3

ACTIVITY 7 – WORKBOOK PAGES 3 AND 4

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Module 3 Part 1

WORKBOOK

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MODULE 3 LESSON 1

EXERCISE 1:

See Page 1 of the Student Reader.
Answer these questions in sentences.

1. Where is Alex's new job?

2. Does Martha like her job?

3. What does Alex think about his present job?

4. What do you think Martha will say about moving to a small village?

5. Would you want to live in a small village?

6. Do you think that a small village would have a high school with a lot of athletic activities?

7. Do you enjoy athletic activities?

8. How old are pre-teen kids?

9. What are you very active in?

10. Would you want to work in an office?

EXERCISE 2:

MATCH THE MEANING

a village _____

a job _____

to relocate _____

to be active _____

the present time _____

an opportunity _____

to bore _____

whether _____

twice _____

a disadvantage _____

a bad thing
to do many things
a chance to do something different
to go to live in a different place
if

your work
a very small town
two times
to be uninteresting now

LESSON 1 CONTINUED

EXERCISE 3:

The letters “un” or “dis” in front of a word make it negative.

EXAMPLE:

happy – unhappy

advantage - disadvantage

Make these words negative.

Add “**un**”

Add “**dis**”

available _____

agree _____

clean _____

please _____

interesting _____

respect _____

ACTIVITY 4:

BRAINSTORM IN SMALL GROUPS

If you were Alex, what would be the advantages and disadvantages of moving to a small town?

ADVANTAGES

DISADVANTAGES

Every group is to list their advantages and disadvantages on the board
In the large group prioritize the advantages and disadvantages starting with the best one.

EXERCISE 4:

Complete the following:

1. If Martha has to stay in a small village, she will _____
2. If Alex has to commute, he _____
3. If the children have to move to a small village _____
4. If Martha has to give up her job _____
5. If Alex decided to take the job offer, he could _____
6. If you were Alex, what would you do? _____

LESSON 1 CONTINUED

ACTIVITY 6: DIVIDE INTO SMALL GROUPS:

Alex receives the job offer. He is very happy about it, but he has to talk to Martha. He doesn't think that she will want to move to another place. Make a conversation about this.

ALEX: I just received a job offer! It is a much better job, and it pays a lot more money.

MARTHA: _____, but where is it?

ALEX: The job is in Southtown.

MARTHA: _____

ALEX: But it's only fifty kilometers away.

MARTHA: _____

ALEX: If we moved there, we could _____

MARTHA: _____

ALEX: I know so _____

ACTIVITY 7: BINGO

DIRECTIONS: First, the students are to match the meaning by writing the number of the words in List 1 beside the meaning in List 2. **EXAMPLE:** 1. a very small town

Next, they are to write the **words** in List 1 into the BINGO squares.

The words should be placed randomly so that all of the printed cards are different.

The meanings in List 2 can then be called to begin playing the game as outlined below.

The teacher or a student can call the words in the WORDS TO CALL list, allowing the students time to find the matching word(s) among the ones that they have printed into the squares. Some help is given as the game is played, as the goal is for the students to learn the vocabulary.

For the first game, the students are to mark the matching word box with a small x

The winner(s) of the game call BINGO when they have a straight and complete row of x marked boxes.

The marked rows can be in a straight vertical line, a straight horizontal line, or a straight diagonal line.

The diagonal line must go from one corner to the other.

The FREE box is counted as a marked word when it is a part of the completed row.

The game can be played a number of times until the students know the vocabulary well. For each successive game, use a different symbol to mark the boxes.

LESSON 1 CONTINUED

BINGO

LIST 1

- | | | |
|--------------------|-------------------|-------------------|
| 1 a village | 9 whether | 17 to shop |
| 2 your job | 10 a disadvantage | 18 a couple |
| 3 to relocate | 11 twice | 19 a decision |
| 4 to be active | 12 to return | 20 to afford |
| 5 the present time | 13 to be able | 21 airport |
| 6 an offer | 14 wine | 22 to leave |
| 7 to bore | 15 different | 23 in advance |
| 8 an advantage | 16 downtown | 24 a bathing suit |

LIST 2

- | | | |
|---------------------------|--------------------------------------|-------------------|
| 1a very small town | to look for things to buy | if |
| you decide what to do | two people or things | to do many things |
| your work | to move your home to a another place | a good thing |
| a bad thing | to have enough money | to come back |
| now | where the planes are | can |
| to depart | an opportunity for something | you drink it |
| to be uninteresting | before | not the same |
| two times | you wear it swimming | in town |

		BINGO		

MODULE 3**PART 1****GLOSSARY**

<i>English</i>	<i>Notes</i>
<i>Aa</i>	
accept (to), accepted	
accident	
active	
adapt (to), adapted	
addition	
advantage	
age	
aids	
album	
alone	
aloud	
ancient	
area	
art	
asleep	
aspects	
awful	
<i>Bb</i>	
baby	
band	
bargain (to), bargained	
benefit (to), benefited	
bill	
blues	
body	
bore (to), bored	
boyfriend	
bulimia	
<i>Cc</i>	
camp	
cancer	
case	
celebrity	
Celt	
century	
choice	
choose (to), chose	
civilization	
climate	
club	
coach	

PAST PARTICIPLES

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

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Module 3 Part 1 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.

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 3 LESSON 1**ORAL QUESTIONS****REVIEW OF MODULE 2**

To the teacher: We suggest that you take time to do this review of Module 2 with the students. You can return to the lesson indicated in Module 2 if the students are having difficulty with a particular part. The review lessons in Module 1 are not included in this review. Assign the written exercises in Lesson 1 as homework if you are short of time.

Lesson 2

In what month is your national holiday?

Our national holiday is in _____.

What day of the month is Christmas?

It's in _____.

Christmas is on December 25th.

It's on December 25th.

Lesson 3

You're not a nurse, are you?

No, I'm not a nurse.

You eat dinner at noon, don't you?

Yes, I do.

You wear shoes to work, don't you?

Yes, I eat dinner at noon.

You didn't get time off from work today, did you?

Yes, I do.

No, I didn't.

Lesson 5

Do you live the same distance from school as _____?

Yes, I live the same distance from school as _____.

Do you live as far from school as _____?

No, I don't live the same distance from...

Yes, I live as far from school as _____.

No, I don't live as far from school as _____.

Lesson 6

Do you like tennis better than basketball?

Yes, I like tennis better than basketball.

What drink do you like the best?

I like _____ the best.

Lesson 7

Are bicycles lighter than buses?

Yes, bicycles are lighter than buses.

Who came to class the earliest?

_____ came to class the earliest.

Who came to class the latest?

_____ came to class the latest.

Lesson 9

Lakes are wonderful, aren't they?

Yes, they are.

She's beautiful, isn't she?

Yes, she's beautiful.

Lesson 10

Are you wearing a black jacket?

Yes, I'm wearing a black jacket.

Does _____ have long hair?

No, I'm not wearing a black jacket.

Yes, _____ has long hair.

No, _____ doesn't have long hair.

LESSON 1 CONTINUED

Lesson 34

Do you frequently travel a long way?

Yes, I frequently travel a long way.

No, I seldom / never travel a long way.

Do you often take a bus?

Yes, I often take a bus.

No, I never take a bus.

Do you have many monuments in your city?

Yes, we have many monuments in our city.

No, we don't have many monuments in our city.

Lesson 35

Can you drive a truck?

Yes, I can drive a truck.

No, I can't drive a truck.

Do you ever go to the movies?

Yes, I sometimes go to the movies.

No, I never go to the movies.

Lesson 37

Do you put food in a refrigerator?

Yes, I put food in a refrigerator.

Do you usually make a shopping list?

Yes, I usually make a shopping list.

No, I don't (usually) make a shopping list.

Lesson 38

Are you going to have a holiday soon?

Yes, I'm going to have a holiday soon.

No, I'm not going to have a holiday soon.

Do you practice a sport with an instructor?

Yes, I practice with an instructor.

No, I don't practice with an instructor.

Lesson 39

Do you ever ride a bicycle?

Yes, I ride a bicycle.

No, I don't ever ride a bicycle.

Are you taller than your friend is?

Yes, I'm taller than my friend is

No, I'm not taller than my friend is.

ORAL QUESTIONS FOR LESSON 1

Did you get an offer for (of) a better job?

Yes, I got an offer for (of) a better job.

No, I didn't get an offer for (of) a better job.

Do you like your job / school?

Yes, I like my job / school.

No, I don't like my job / school.

Do you live in a village?

Yes, I live in a village.

No, I don't live in a village.

How far from town do you live?

I live _____ kilometres from town.

I live in town.

Do you live as far from town as _____?

Yes, I live as far from town as _____.

No, I don't live as far from town as _____.

Have you ever relocated with your family?

Yes, I have relocated with my family.

No, I haven't ever relocated with my family.

No, I've never relocated with my family.

Are you active with a group?

Yes, I'm active with a _____ group.

No, I'm not active with a group.

LESSON 1 CONTINUED

PAGE 1: ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 1:

1. Where is Alex's new job?

It is in a small village fifty kilometers away.

2. Does Martha like her job?

Yes, she likes / enjoys her job.

3. What does Alex think about his present job?

He thinks it is boring.

4. What do you think Martha will say about moving to a small village?

She'll say she doesn't want to leave her job.

She'll say she doesn't want to live in a small village.

5. Would you want to live in a small village?

Yes, I'd want to live in a small village.

No, I wouldn't want to live in a small village.

6. Do you think that a small village would have a high school with a lot of athletic activities?

No, I don't think that a small village would have a high school with a lot of athletic activities.

7. Do you enjoy athletic activities?

Yes, I enjoy athletic activities.

No, I don't enjoy athletic activities.

8. How old are pre-teen kids?

Pre-teen kids are ten, eleven or twelve years old.

9. What are you very active in?

I'm very active in ...

I'm not very active in anything.

10. Would you want to work in an office?

Yes, I'd want to work in an office.

No, I wouldn't want to work in an office.

PAGE 1: ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 2:

a village

a very small town

a job

your work

to relocate

to go to live in a different place

to be active

to do many things

the present time

now

an opportunity

a chance to do something different

to bore

to be uninteresting

whether

if

twice

two times

a disadvantage

a bad thing

PAGE 2: ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 3:

available

unavailable

agree

disagree

clean

unclean

please

displease

interesting

uninteresting

respect

disrespect

LESSON 1 CONTINUED

PAGE 2:	SUGGESTED ANSWERS TO THE WORKBOOK QUESTIONS	ACTIVITY 4:
	ADVANTAGES	DISADVANTAGES
	a more interesting job	moving the family
	more money	changing Martha's job
	new friends	leaving Martha's church group
	quiet life	children will miss their friends

PAGE 2	ANSWERS TO THE WORKBOOK QUESTIONS	EXERCISE 4:
	1. If Martha has to stay in a small village, she will <i>be unhappy</i> . / <i>be bored</i> .	
	2. If Alex has to commute, he <i>will drive a long way each day</i> .	
	3. If the children have to move to a small village <i>they will find new friends</i> . / <i>go to a new school</i> .	
	4. If Martha has to give up her job <i>she will need to find another one</i> .	
	5. If Alex decided to take the job offer, he could <i>make more money</i> .	
	6. If you were Alex, what would you do? _____	

PAGE 3:	SUGGESTED ANSWERS TO THE WORKBOOK QUESTIONS	ACTIVITY 6:
	Alex receives the job offer. He is very happy about it, but he has to talk to Martha. He doesn't think that she will want to move to another place. Make a conversation about this.	

ALEX: I just received a job offer! It is a much better job, and it pays a lot more money.

MARTHA: *That's great*, but where is it?

ALEX: The job is in Southtown.

MARTHA: *That's a long way from here*.

ALEX: But it's only fifty kilometers away.

MARTHA: *Your gas would be expensive*.

ALEX: If we moved there, we could *have a better house*. / *buy some nice things*.

MARTHA: *I don't know what we should do*. / *I like living here*.

ALEX: I know so *I think I'll have to commute*. / *I'll have to think about it*.

PAGE 4	ANSWERS TO THE WORKBOOK BINGO	ACTIVITY 7:
1 a very small town	17 to look for things to buy	9 if
19 you decide what to do	18 two people or things	4 to do many things
2 your work	3 to move your home to another place	8 a good thing
10 a bad thing	20 to have enough money	12 to come back
5 now	21 where the planes are	13 can
22 to depart	6 an opportunity for something	14 you drink it
7 to be uninteresting	23 before	15 not the same
11 two times	24 you wear it swimming	16 in town