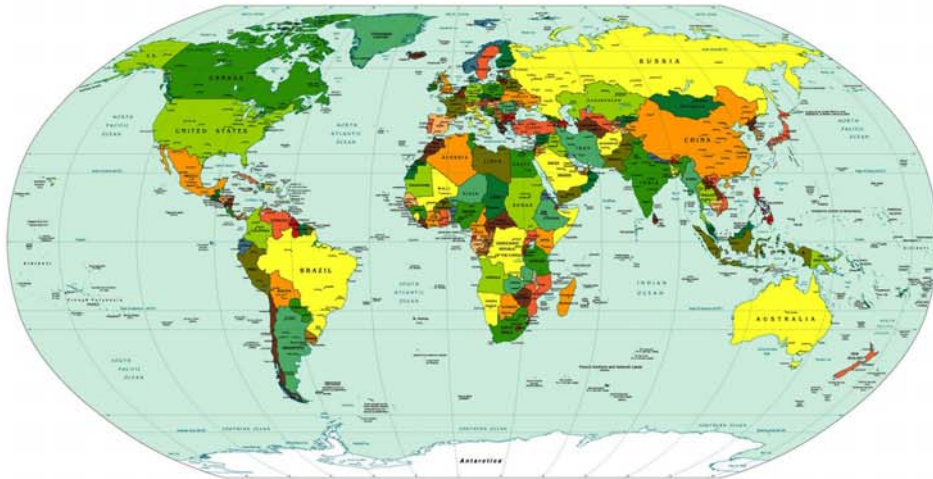


# **LEARNING ENGLISH WITH LAUGHTER**

## **STUDENT READER MODULE 2 PART 1**



**INTERNATIONAL EDITION**

**UPDATED 2010**

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

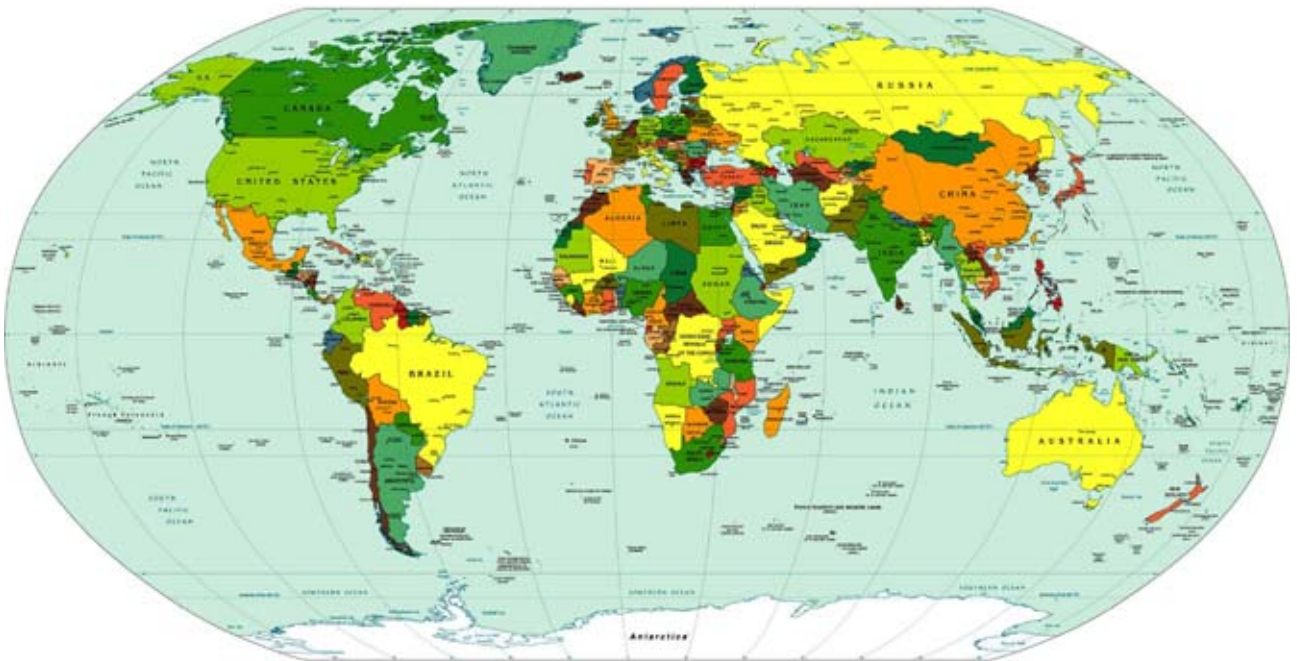


**NGCTPKPI 'GPI NKUJ 'Y KIJ 'NCWI J VGT''**

**UVWF GP V'TGCF GT''**

**"**

**O QF WNG'4'RCTV'3''**



**"**

**"**

**"**

**"**

**Eqr { tli j v'4227.'Ngct plpi 'Gpi nkuj 'y kij 'Ncwi j vgt 'Nvf 0'**

**Wrf cvgf '4232**

**32'6'3252'J whqtf 'Utggv'**

**Xlevqt k.'DŒ0Ecpfc c'X: Z'5D8''**

**Y gdukg<y y y Qhrgurteqo ''**

**"**

**"**

**Pq'rctv'qhv'j k'ddqmb c{'dg'tgrtqf wegf 'lp'ep{'hqt o 'qt'd{'cp{'b gcpu'y kij qw'**

**rgt o kukqp'lp'y tkvpi 'lt qo 'Ngct plpi 'Gpi nkuj 'y kij 'Ncwi j vgt 'Nvf 0'**

**"**

**"**



## MODULE 2 CONTENTS LESSONS 1 - 20

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**ORAL QUESTIONS**

**TEACHER'S GUIDE**

|                    |             |             |             |            |
|--------------------|-------------|-------------|-------------|------------|
| <b>VOCABULARY:</b> | legs        |             |             | start (to) |
| time-off           | love (to)   | note (to)   | subject     | object     |
| auxiliary verb     | move (to)   | the best    | preposition | think (to) |
| remember (to)      | return (to) | travel (to) | leave (to)  | hospital   |

**ACTIVITY 1**

**Listen to your teacher read what Silvia and Ronald say.**  
Then role-play their dialogue.



Silvia and Ronald are learning to speak English  
at English School  
this year.



**Ronald:** Are you working on Friday night Silvia?  
**Silvia:** No, I have some time-off.  
**Ronald:** Can we go to the movies?  
**Silvia:** I can't Ronald.  
**Ronald:** Can we go on Saturday night?  
**Silvia:** Yes, that's the best.  
**Ronald:** We can talk about it tomorrow.  
**Silvia:** Thanks Ronald.

**ACTIVITY 2:**

**Divide into small groups.**

**Ask and answer the questions and then look in the box to check your answer.**

1. Where are Silvia and Ronald?
2. Does Silvia have some time-off on Friday night?
3. What does Ronald want to do?
4. Can Silvia go to the movies on Friday night?
5. What is the best time for Silvia to go to the movies?
6. What are they going to do tomorrow?
7. Do you think they will go to the movies on Saturday night?

|   |
|---|
| 1. They are at English School.  |
| 2. Yes, she does.<br>Yes, she has some time-off.                                    |
| 3. He wants to go to the movies.  |
| 4. No, she can't.<br>No, she can't go on Friday night.                              |
| 5. Saturday is the best.  |
| 6. They are going to talk about it.   |
| 7. I think they will go to the movies.<br>I don't think they will go to the movies. |

**EXERCISES 1 AND 2 – WORKBOOK PAGE 1**

## LESSON 1 CONTINUED

### SENTENCE WORD ORDER

#### EXAMPLE:

They are playing basketball

### QUESTION WORD ORDER

What are they playing?



### SENTENCE WORD ORDER:

**Ruth and Nancy**      **are playing**      **basketball**      **at**      **school**      **tonight.**  
SUBJECT                      VERB                      OBJECT      PREPOSITION      WHERE                      WHEN

### QUESTION WORD ORDER

**Are**      **they**      **playing**      **basketball**      **at**      **school**      **tonight?**  
AUXILIARY      SUBJECT      MAIN      VERB                      OBJECT      PREPOSITION      WHERE      WHEN  
VERB

**ACTIVITY 3: Divide into groups. Read the answer, make the question and check the box.**

**Note the underlined words for the answers and the questions.**

1. I can't go out on Friday night.
2. There is a good movie in town.
3. I am working on Friday night.
4. They are going hiking on Saturday.
5. There are many students at the school.
6. He was at the theater.

|  |
|--|
| 1. <u>Can you</u> go out on Friday night?        |
| 2. <u>Is there</u> a good movie in town?         |
| 3. <u>Are you</u> working on Friday night?       |
| 4. <u>Are they</u> going hiking on Saturday?     |
| 5. <u>Are there</u> many students at the school? |
| 6. <u>Was he</u> at the theater?                 |

### ACTIVITY 4 – WORKBOOK PAGE 2

# **LEARNING ENGLISH WITH LAUGHTER**

## **WORKBOOK MODULE 2 PART 1**



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## MODULE 2      PART 1      LESSON 1



### EXERCISE 1:

One day Silvia and Ronald talk about going to a movie.

Write their words in the correct order.

Remember the punctuation - . ? !

Sentences begin with a capital letter.

**Ronald:**      There a town good Silvia is movie in .

**Silvia:**      \_\_\_\_\_  
know I .

**Ronald:**      \_\_\_\_\_  
Can tonight we go ?

**Silvia:**      \_\_\_\_\_  
Saturday can I on night go .

**Ronald:**      \_\_\_\_\_  
great is That !

**Silvia:**      \_\_\_\_\_  
can What go time we ?

**Ronald:**      \_\_\_\_\_  
eight How o'clock about ?

**Silvia:**      \_\_\_\_\_  
great That's Ronald. Thanks !

### EXERCISE 2:

### MATCH THE MEANING

time-off

\_\_\_\_\_

to note

\_\_\_\_\_

to love

\_\_\_\_\_

to think

\_\_\_\_\_

a movie

\_\_\_\_\_

legs

\_\_\_\_\_

to have an idea about something

you don't have to work

you watch it

to like something / someone very much

you want to remember it

you walk with them

### NOTE:

Ronald says "eight o'clock". We know he is talking about the evening because we don't usually go to the movies at eight in the morning.

# LESSON 1 CONTINUED

## ACTIVITY 4:

## BINGO

### MATCH THE MEANING

Some of the verbs match the infinitive of the verb to the past tense.

#### LIST 1:

to start  
legs  
to know  
nearby  
clothes  
notebook

#### PRINT THESE WORDS

morning  
an actress  
to stay  
noon  
to sleep  
time-off  
to travel  
to tell  
will not  
to return  
to laugh  
to say

1 a nurse  
to leave  
to visit  
to give  
to listen  
road

#### LIST 2:

1 works in a hospital  
2 12:00 o'clock  
3 you walk along it  
4 you walk with them  
5 works in a theater  
6 you write in it

#### WORDS TO CALL

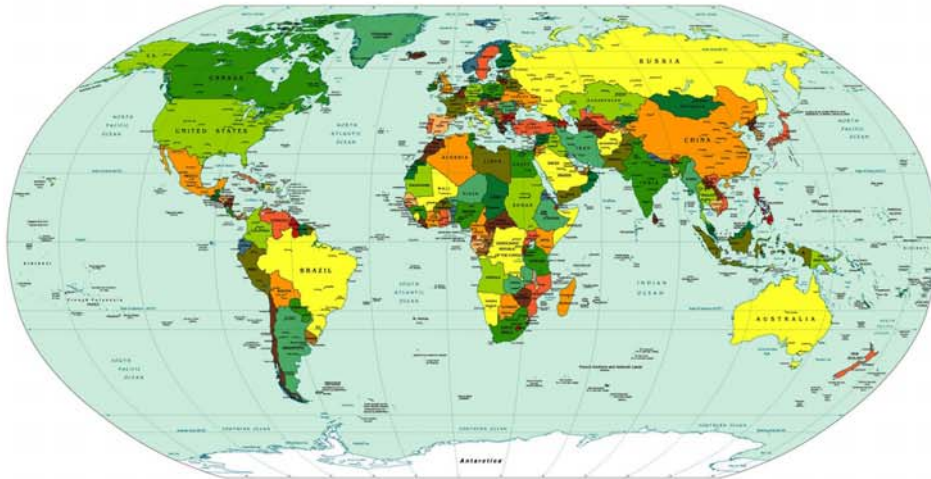
7 told  
8 returned  
9 A.M.  
10 won't  
11 you wear them  
12 you don't go to work  
13 left  
14 gave  
15 traveled  
16 visited  
17 laughed  
18 said  
19 knew  
20 slept  
21 stayed  
22 near to you  
23 listened  
24 started

|  |  |              |  |  |
|--|--|--------------|--|--|
|  |  |              |  |  |
|  |  |              |  |  |
|  |  | <b>BINGO</b> |  |  |
|  |  |              |  |  |
|  |  |              |  |  |



# **LEARNING ENGLISH WITH LAUGHTER**

## **TEACHER'S GUIDE MODULE 2 PART 1**



**INTERNATIONAL EDITION**

**UPDATED 2010**

**Daisy A Stocker B.Ed., M.Ed.  
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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.

## **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.

## 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 follows:  
infinitive, past tense.

## MODULE 2      PART 1      LESSON 1



### EXERCISE 1:

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**Silvia:**      know I .

**Ronald:**      Can tonight we go ?

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**Ronald:**      great is That !

**Silvia:**      can What go time we ?

**Ronald:**      eight How o'clock about ?

**Silvia:**      great That's Ronald. Thanks !

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### MATCH THE MEANING

time-off

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to note

\_\_\_\_\_

to love

\_\_\_\_\_

to think

\_\_\_\_\_

a movie

\_\_\_\_\_

legs

\_\_\_\_\_

to have an idea about something

you don't have to work

you watch it

to like something / someone very much

you want to remember it

you walk with them

### NOTE:

Ronald says "eight o'clock". We know he is talking about the evening because we don't usually go to the movies at eight in the morning.

# LESSON 1 CONTINUED

## ACTIVITY 4:

## BINGO

### MATCH THE MEANING

Some of the verbs match the infinitive of the verb to the past tense.

#### LIST 1:

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legs  
to know  
nearby  
clothes  
notebook

#### PRINT THESE WORDS

morning  
an actress  
to stay  
noon  
to sleep  
time-off  
to travel  
to tell  
will not  
to return  
to laugh  
to say

1 a nurse  
to leave  
to visit  
to give  
to listen  
road

#### LIST 2:

1 works in a hospital  
2 12:00 o'clock  
3 you walk along it  
4 you walk with them  
5 works in a theater  
6 you write in it

#### WORDS TO CALL

7 told  
8 returned  
9 A.M.  
10 won't  
11 you wear them  
12 you don't go to work  
13 left  
14 gave  
15 traveled  
16 visited  
17 laughed  
18 said  
19 knew  
20 slept  
21 stayed  
22 near to you  
23 listened  
24 started

|  |  |       |  |  |
|--|--|-------|--|--|
|  |  |       |  |  |
|  |  |       |  |  |
|  |  | BINGO |  |  |
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