

HIGH BEGINNERS ESL CURRICULUM - PART 2

A CONVERSATIONAL APPROACH



STUDENT READER STUDENT WORKBOOK TEACHER GUIDE



**Daisy A. Stocker B.Ed., M.Ed.
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Learning English Curriculum 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 Curriculum evolved through consultation with our English second language students.

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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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CONTENTS MODULE 2 PART 2 LESSONS 21 – 40

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.

MODULE 2 PART 2

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 21	41	47	65
Vocabulary			
Short article: Terry Fox			
Map			
Whole class vocabulary activity			
Small group question, answer and check answers activity			
Using "even though" and "although"			
Using "un" in a word			
Using "although" and "even though" in sentences			
Match the meaning			
Sentence answers to questions			
Cloze exercise			
Oral questions			
	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 22	44	49	68
Vocabulary			
Article continued			
Small group question, answer and check answers activity			
Conditional sentences			
Whole class activity using "would, could and should"			
Role-play			
Tag questions using the conditional			
Using "a" and "the"			
Word Bingo			
Oral questions			

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 23	47	51	70

Article: Rick Hansen
 Small group question, answer and check answers activity
 Sentence word order
 Order of adjectives
 Whole class: pictures and questions
 Writing sentences using adjectives
 Adjective picture exercise
 Understanding a joke
 Crossword puzzle
 Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 24	49	54	73

Vocabulary
 Whole class discussion of pictures
 Role-play
 Written exercise: frequency adverbs
 Written exercise: tag questions
 Written exercise: cloze exercise
 Word Bingo
 Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 24			TEST 6
			76

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 25	50	56	78

Vocabulary
 Listening and reading orally
 Word order for adjectives
 Naming body parts
 Small group question, answer and check answers activity
 Written exercises
 Writing sentences to describe pictures
 Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 26	52	61	

Vocabulary
 Listening and reading orally: Flying in a balloon
 Role-play
 Small group question, answer and check answers activities
 Conditional sentences: untrue fact in the present tense
 Conditional sentences: untrue fact in the future tense
 Match the meaning
 Written exercises
 Crossword puzzle
 Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 27	55	64	84

Vocabulary
 Article: Wright brothers
 Small group question, answer and check answers activity
 Question and answer picture activity
 Match the meaning
 Written exercise using “and, even though, although”
 Oral questions
 Picture enrichment activity

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 28	57	66	87

Vocabulary
 Article: Wright brothers continued
 Role-play
 Whole class discussion of questions
 Small group question, answer and check answers activity
 Picture activity
 Writing sentence answers
 Word order - written
 Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 29			89

TEST 7

Lesson 29

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
59	68	91

Vocabulary
Article: Gordon Lightfoot – a Canadian artist
Role-play
Using “because”
Using “but”
Small group question, answer and check answers activity
Using “too”
Whole class activity: adding “too” to a sentence.
Match the meaning
Cloze exercise
Writing sentence answers
Oral questions
Competitive team activity

Lesson 30

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
61	70	95

Vocabulary
Article: Neil Young – a Canadian musician
Using “get”
Role-play
Writing sentence answers
Completing sentences – using “get”
Match the meaning
Word Bingo
Partner activity – writing sentence answers
Oral questions

Lesson 31

<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
63	74	98

Vocabulary
Article: The Beatles
Whole class activity using “and, but, because or too”
Small group activity: favorite Beatle songs
Small group question, answer and check answers activity
Cloze exercises
Match the meaning
Writing sentence answers
Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 32	66	76	100

Vocabulary
 Article: People Helping People
 Small group question, answer and check answers activity
 Whole class activity: brainstorming question answers
 Article: Earthquake in Haiti
 Writing sentence answers
 Match the meaning
 Partner activity using “if”
 Crossword puzzle
 Oral questions
 Small group activity – arranging cut out words in sentence order

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 33			104

TEST 8

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 33	67	79	105

Vocabulary
 Role-play: Australia
 Legend: Kangaroo
 Small group question, answer and check answers activity
 Match the meaning
 Using descriptive adjectives
 Writing sentence answers
 Writing a paragraph – guided by questions
 Crossword puzzle
 Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 34	69	82	

Vocabulary
 Role-play: Taj Mahal - India
 Small group question, answer and check answers activity
 Writing sentence answers
 Completing sentences using: “by, about. To, in”
 Small group activity: planning a trip
 Writing a paragraph about the trip
 Crossword puzzle
 Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 35	71	85	
Vocabulary			
Role-play: Niagara Falls			
A joke			
Writing sentence answers			
Match the meaning			
Writing tag questions and answers			
Cloze exercise			
Word Bingo			
Oral questions			

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 36	73	88	
Vocabulary			
Role-play: Flying to Whistler in Vancouver, Canada			
Small group question, answer and check answers activity			
Review: conditional sentences			
Using “get”			
Completing sentences using “and, but, although, even though, because”			
Crossword puzzle			
Oral questions review			

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 36			117
TEST 9			

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 37	75	90	118
Vocabulary			
Role-play: Shopping at Whistler			
Map of Whistler			
Reading and following a map			
Small group question, answer and check answers activity			
Writing sentence answers			
Small group activity: Writing sentences that tell locations in Whistler			
Small group activity: Shopping at Whistler			
Writing a paragraph about the shopping trip			
Whole class activity: Recording what others bought at Whistler			
Oral questions			

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 38	77	93	119

Vocabulary
 Role-play: Skiing at Whistler
 Small group question, answer and check answers activity
 Whole class oral reading: adding adjectives orally
 Small group brainstorming
 Cloze exercise: completing paragraph with past tense verbs
 Match the Meaning
 Whole class activity: sharing and writing interests using role cards
 Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 39	79	95	124

Vocabulary
 Role-play: The Lost Wallet
 Small group question, answer and check answers activity
 Match the Meaning
 Cloze exercise
 Writing sentence answers to questions
 Small group activity: Planning a day at Whistler
 Completing a social calendar chart for Whistler
 Word Bingo
 Oral questions review

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 40			129

TEST 10
Final Test for Module 2

Printing this Document

Student Reader - Pages 13 - 53
 Student Workbook - Pages 54 - 104
 Teacher Guide - 105 - 175

HIGH BEGINNERS ESL CURRICULUM - PART 2 A CONVERSATIONAL APPROACH



STUDENT READER



**Daisy A. Stocker B.Ed., M.Ed.
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Lesson 21

VOCABULARY:	kilometer	mile	even though
athletic	unexpected	sore	knee
youth	determination	hero	characteristic
courage	amputate (to)	give up (to)	artificial
again	impossible	call (to)	cancer
research (to)	crash down (to)	strength	hope (to)

TERRY FOX: A CANADIAN HERO

ACTIVITY 1: Listen to your teacher read these paragraphs.
Then take turns reading the sentences orally.

One day Terry Fox, a young athletic boy, got a sore knee. When he went to his doctor his world came crashing down. Cancer! How could it be? It was so unexpected!



One of Terry's greatest strengths was that he was young. His youth, his strength and his determination made Terry a hero. These characteristics gave him the courage that very few people would have. Although the doctors had to amputate his right leg, he wouldn't give up. With an artificial leg, he learned to walk again.

Then Terry made an impossible plan! He decided to run across Canada, to make money for cancer research. Everyone said, "That's impossible, he can't run with just one leg!"

Terry didn't listen. He planned his run and called it the Marathon of Hope. To this day, Terry's annual Marathon of Hope raises millions of dollars for cancer research.



Lesson 21 Continued

ACTIVITY 2: Whole class activity. Discuss these questions with your teacher.

1. Terry's world came crashing down. What does crashing down mean?
2. "These characteristics" What does characteristics refer to?
3. Terry wouldn't "give up". What does give up mean?
4. He called his run the Marathon of Hope. What is a marathon?

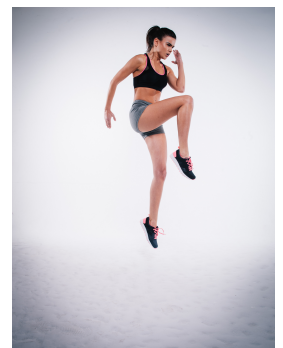
ACTIVITY 3:

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

1. What kind of a boy was Terry Fox before he got his sore knee?
2. What did his doctor tell him?
3. How do you think he felt when his world came "crashing down"?
4. What characteristics gave Terry his courage?
5. What did Terry have to learn again?
6. What made him decide to run across Canada?
7. Do people in your country get cancer?
8. Would you try to run with just one leg?
9. Terry didn't listen to what everyone said. What did he do?



1. He was an athletic boy.
2. His doctor told him he had cancer.
3. He felt / lost / confused / angry / upset.
Look in your dictionary.
Write the underlined words in your glossary.
4. His youth, his strength and his determination gave him his courage.
5. He had to learn to walk.
6. He thought he could make money for cancer research.
7. Yes, they do. / Yes, they get cancer.
8. Maybe I would. / No, I wouldn't.
9. He planned his run.



Lesson 21 Continued

EXERCISES 1 AND 2 – WORKBOOK PAGE 47

Using “even though” and “although”

“Even though” and “although” are used to show the relationship between two ideas.
They express unexpected results.

EXAMPLES:

Even though he was tired, he didn’t stop running.

Although it was raining, he ran for twenty-six kilometers that day.

ACTIVITY 4:

Whole class activity. Work with your teacher to join these sentences orally.

Use **although** or **even though** for unexpected results.

Use **and** for expected results.



1. Terry was very athletic. He loved to run and play basketball.
2. Terry never gave up. He got cancer.
3. The doctors found cancer in his leg. They amputated it.
4. He learned to walk again. He had an artificial leg.
5. He ran for 5,300 kilometers. Everyone said it was impossible.
6. Terry didn’t listen. He planned his run.
7. Terry did what people said was impossible. Today he is a hero.
8. He ran. His leg was uncomfortable.

ORAL QUESTIONS

TEACHER’S GUIDE

USING “UN” IN FRONT OF A WORD

“un” makes a word negative.



POSITIVE

comfortable

This chair is comfortable.

NEGATIVE

uncomfortable

This chair is uncomfortable.



Whole class activity. Work orally with your teacher to make sentences using these words.

expected

unexpected

fortunate

unfortunate

interesting

uninteresting

EXERCISES 3 AND 4 – WORKBOOK PAGE 48

HIGH BEGINNERS ESL CURRICULUM - PART 2 A CONVERSATIONAL APPROACH



STUDENT WORKBOOK



**Daisy A. Stocker B.Ed., M.Ed.
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Lesson 21

EXERCISE 1:

Join the sentences below.

Use **although** or **even though** for unexpected results.

Use **and** for expected results.

1. Terry Fox was athletic. He had a sore knee.

2. Terry didn't give up. His doctor said he had cancer.

3. Terry was strong and determined. He didn't give up.

4. He ran 42 kilometers (26 miles) every day. He had an artificial leg.

5. He wouldn't give up. He had to learn to walk again.

6. Terry decided to run. Everyone said it was impossible.

7. Terry didn't listen. He planned his run.

EXERCISE 2:

Answer in sentences.

1. Are you athletic?

2. Did you ever have a sore leg?

3. What does a doctor do when he or she amputates a leg?

4. Who do you think is a hero in your country?

5. Do some people in your country have artificial legs?

6. Would Terry's run be possible in your country?

7. Do people ever tell you that your ideas are impossible?

8. Do you usually plan what you are going to do?

Lesson 21 Continued

EXERCISE 3:

MATCH THE MEANING

youth	_____
an athlete	_____
to amputate	_____
strength	_____
called	_____
to give up	_____
determined	_____
it's impossible	_____
to crash down	_____
cancer	_____
a hero	_____
unexpected	_____

to cut something off
 how strong
 you decide you are going to do something difficult
 something that can't be done
 someone who does something very good or very difficult
 you think it won't happen

young
 to decide you can't do something
 someone who likes sports
 to have an unhappy change
 a sickness
 named

EXERCISE 4: Complete the sentences using a word from below.

terrible sports cancer player listen
 although never gave up for even though

Terry Fox loved _____. When he was in high school his friends said he was
 a terrible basketball _____. Terry didn't _____ to them. He practiced
 basketball every morning before school _____ they said he was a _____
 because he _____. When Terry found out that he had _____
 he planned an impossible run across Canada. _____ he didn't run all the way to the
 Pacific Ocean, he did run for 5,300 kilometers (3,286 miles). He ran _____ 143 days.



HIGH BEGINNERS ESL CURRICULUM - PART 2 A CONVERSATIONAL APPROACH



TEACHER GUIDE



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Lesson 21

ORAL QUESTIONS

Are you an athlete?	<i>Yes, I'm an athlete. No, I'm not an athlete.</i>
Do you like sports?	<i>Yes, I like sports. No, I don't like sports.</i>
Do many youths have courage?	<i>Yes, many youths have courage. No, not many youths have courage.</i>
Can bad news make your world come crashing down?	<i>Yes, it can make my world come crashing down.</i>
Do you think an artificial leg would be comfortable?	<i>Yes, I think it would be comfortable. No, I don't think it would be comfortable.</i>
What is your school called?	<i>It's called _____.</i>
What is your friend's best characteristic?	<i>My friend's best characteristic is _____.</i>
Do some people in your country have artificial legs?	<i>Yes, some people have artificial legs. No, people don't have artificial legs.</i>
Is it possible to climb a mountain?	<i>Yes, it's possible to climb a mountain.</i>
Is it possible to fly using your arms?	<i>It's impossible to fly using my arms.</i>
Are you determined to learn English?	<i>Yes, I'm determined to learn English. No, I'm not determined to learn English.</i>
Could you run across your country?	<i>Yes, I could run across my country. No, I couldn't run across my country.</i>
Would you want to start learning English again?	<i>Yes, I'd want to start learning English... No, I wouldn't want to start learning English again.</i>
Do you enjoy athletic activities?	<i>Yes, I enjoy athletic activities. No, I don't enjoy athletic activities.</i>
Do you enjoy English even though you're tired?	<i>Yes, I enjoy English even though I'm tired. No, I don't enjoy English when I'm tired.</i>
Although it's impossible, would you try to fly?	<i>No, I wouldn't try to fly.</i>
Although something is difficult, would you give up?	<i>Yes, I'd give up. No, I wouldn't give up.</i>
Would you do something that people say is impossible?	<i>No, I wouldn't do it. Yes, I'd try to do it.</i>
Are there many heroes in this country?	<i>Yes, there are many heroes here. No, there aren't many heroes here.</i>

PAGE 42

ANSWERS TO THE STUDENT BOOK QUESTIONS ACTIVITY 2:

1. "crashing down" means that suddenly all his dreams and plans must change.
2. "characteristics" tell us about something or someone. In this case, Terry's personality.
3. "Terry wouldn't "give up". He wouldn't stop trying no matter how difficult it was.
4. "marathon" means doing something for a very long time.

Lesson 21 Continued

PAGE 47

ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 1:

1. Terry Fox was athletic. He had a sore knee.
Terry Fox was athletic although / even though he had a sore knee.
2. Terry didn't give up. His doctor said he had cancer.
Terry didn't give up although / even though his doctor said he had cancer.
3. Terry was strong and determined. He didn't give up.
Terry was strong and determined and he didn't give up.
4. He ran 42 kilometers (26 miles) every day. He had an artificial leg.
He ran 42 kilometers (26 miles) every day although / even though he had an artificial leg.
5. He wouldn't give up. He had to learn to walk again.
He wouldn't give up although / even though he had to learn to walk again.
6. Terry decided to run. Everyone said it was impossible.
Terry decided to run although / even though everyone said it was impossible.
7. Terry didn't listen. He planned his run.
Terry didn't listen and he planned his run.

PAGE 47

ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 2:

1. Are you athletic?
Yes, I'm athletic. / No, I'm not athletic.
2. Did you ever have a sore leg?
Yes, I had a sore leg. / No, I never had a sore leg.
3. What does a doctor do when he or she amputates a leg?
He or she cuts it off.
4. Who do you think is a hero in your country?
I think _____ is a hero.
5. Do some people in your country have artificial legs?
Yes, some people have artificial legs. No, people don't have artificial legs.
6. Would Terry's run be possible in your country?
Yes, it would be possible. / No, it wouldn't be possible.
7. Do people ever tell you that your ideas are impossible?
Yes, people tell me that my ideas are impossible.
No, people never tell me that my ideas are impossible.
8. Do you usually plan what you are going to do?
Yes, I usually plan what I'm going to do.
No, I don't usually plan what I'm going to do.

Lesson 21 Continued

PAGE 48

ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 3:

youth	<i>young</i>
an athlete	<i>someone who likes sports</i>
amputate	<i>to cut something off</i>
strength	<i>how strong</i>
called	<i>named</i>
to give up	<i>to decide you can't do something</i>
determined	<i>you decide you are going to do something difficult</i>
it's impossible	<i>something that can't be done</i>
to crash down	<i>to have an unhappy change</i>
cancer	<i>a sickness</i>
a hero	<i>someone who does something very good or very difficult</i>
unexpected	<i>you think it won't happen</i>

PAGE 48

ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 4:

Terry Fox loved sports. When he was in high school his friends said he was a terrible basketball player. Terry didn't listen to them. He practiced basketball every morning before school even though they said he was a terrible player. Later, when Terry tried to get on another basketball team, he succeeded because he never gave up. When Terry found out that he had cancer he planned an impossible run across Canada. Although he didn't run all the way to the Pacific Ocean, he did run for 5,300 kilometers (3,286 miles). He ran for 143 days.