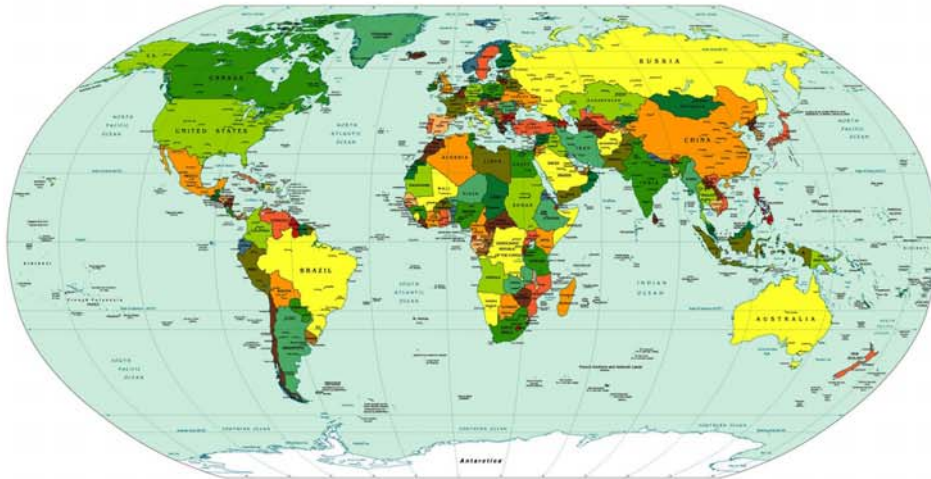


LEARNING ENGLISH WITH LAUGHTER

STUDENT READER MODULE 3 PART 2



INTERNATIONAL EDITION

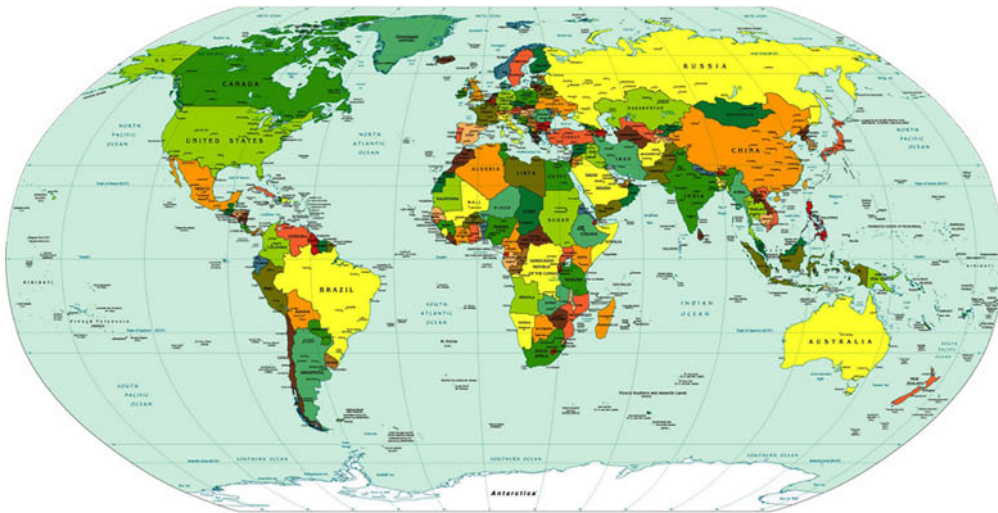
UPDATED 2010

**Daisy A Stocker B.Ed., M.Ed.
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LEARNING ENGLISH WITH LAUGHTER

Student Reader Module 3 Part 2



Updated 2010

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Glossary

MODULE 3 LESSON 21

VOCABULARY:

dresser	packsack	cupboard	handbag
furniture	underpants	carry (to)	bookcase
sandal	tennis racquet	bathroom	pantyhose
lipstick	computer mouse	runners	bedroom
stove	refrigerator	sink	hall
couch	mirror	dining room	living room

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

MOVING DAY

Daniel and Kate are moving into a new house with their two children, Douglas and Susanna. They had a lot of furniture to move to their new home. Tom and Peter came to help them with the heavy lifting.

They worked hard all morning, and by afternoon, everything had been carried into the house. It was a very hot day and they were all tired, hot, thirsty and hungry. Kate opened a box that she had filled with juices, sandwiches, tomatoes and fruit.

ACTIVITY 2: Divide into groups of two or three and role-play the dialogue several times.

WHERE DOES EVERYTHING GO?

Narrator: After they had eaten and Tom and Peter had gone home, Daniel and Kate started planning where everything should go. Douglas and Susanna wanted to help.

Kate: Your clothes are here, Susanna. Would you put them in your cupboard and put everything in these boxes away in your dresser drawers?

Daniel: I need some help with some of this furniture, Douglas. Would you carry these coffee tables and lamps into the living room? Then you can put your clothes away in your bedroom.

Kate: Would you help me to move the refrigerator, Daniel? When it's in place, I can put the food away.

Daniel: Sure, let's do it now.

Narrator: By evening many things had been put away and the beds had been made. They went to bed early that night, as they were all very tired.



ACTIVITY 3 – WORKBOOK PAGE 51
EXERCISES 1 AND 2 – WORKBOOK PAGE 52

LESSON 21 CONTINUED

ACTIVITY 4: Stay in your small groups and ask each other these questions. Then check your answers.

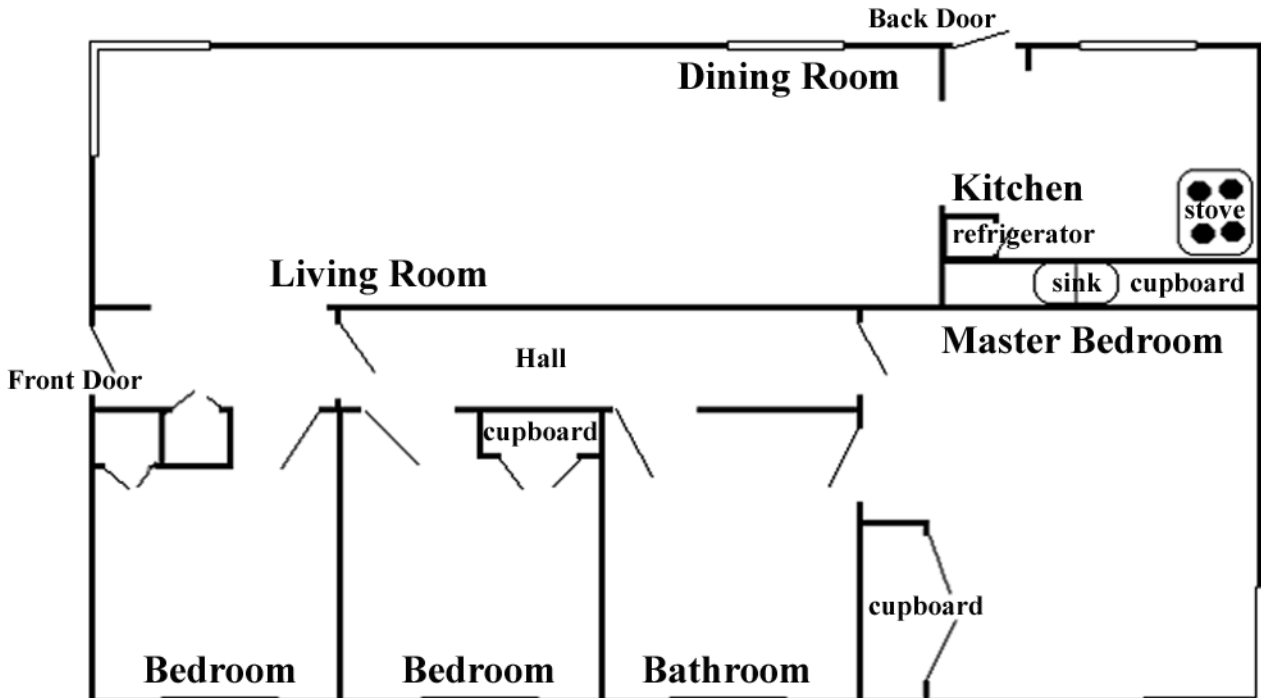
1. Have you ever moved to another place?
2. Do you drink much juice?
3. Are you tired?
4. Do you ever lift heavy things?
5. Does a refrigerator keep things cold?
6. Does a dresser have some drawers?

1. Yes, I've moved to another place.
No, I haven't ever moved to another place.
2. Yes, I drink a lot of juice.
No, I don't drink / much / a lot of / juice.
3. Yes, I'm tired. / No, I'm not tired.
4. Yes, I sometimes lift heavy things.
No, I hardly ever lift heavy things.
5. Yes, it does.
6. Yes, it has drawers.

ACTIVITY 5: WHOLE CLASS ACTIVITY

Listen to your teacher read this paragraph and then take turns reading the sentences orally. Look at the plan of their house and discuss how it is different from yours.

Daniel and Kate's new house has a yard at the back of the house. The living room and dining room are together in one room. They will likely eat breakfast and lunch in the kitchen and have dinner in the dining room. The cupboard in the kitchen is above the sink. There is a counter under it. The master bedroom is always bigger than the other bedrooms.



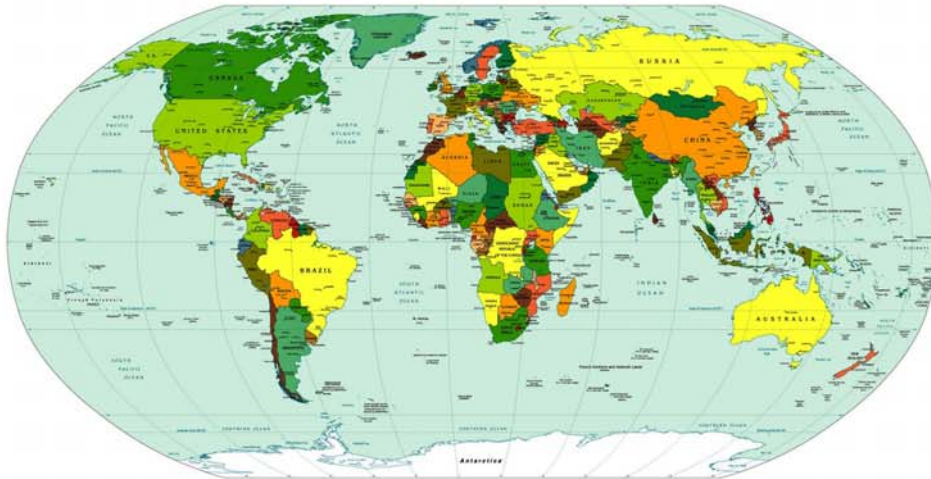
ORAL QUESTIONS TEACHER'S GUIDE

EXERCISE 3 – WORKBOOK PAGE 53
ACTIVITY 6 – WORKBOOK PAGE 53

EXERCISE 4 – WORKBOOK PAGE 53
ACTIVITY 7 – WORKBOOK PAGE 53

LEARNING ENGLISH WITH LAUGHTER

WORKBOOK MODULE 3 PART 2



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MODULE 3

LESSON 21

ACTIVITY 3:

When the family woke up on the first morning in their new house, they had trouble finding their things. Please help them.

Divide into groups of two, three or four. Look at the pictures below.

Ask each other: Where is / are _____?

Write your answers under each person's lost things.

EXAMPLE: ASK: Where is Kate's lipstick? ANSWER: It is in her handbag.

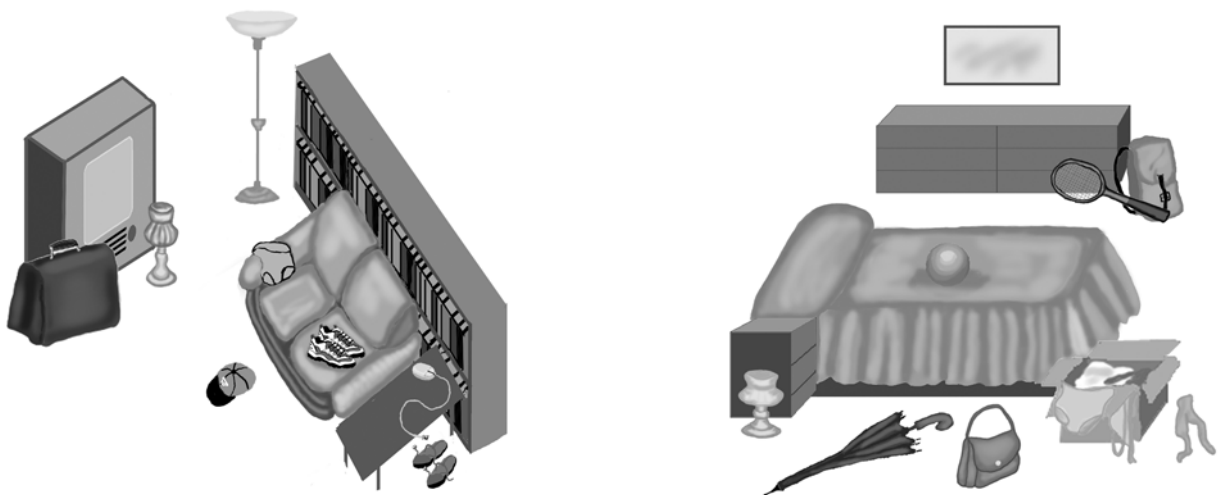
Each person in the group should ask and answer some questions.

Daniel can't find: his underpants, briefcase, umbrella or the mouse for his computer.

Kate can't find : the box with her underwear, her pantyhose, her handbag with her lipstick

Susanna can't find: her bedside table, her sandals, her bedroom lamp, her tennis racquet.

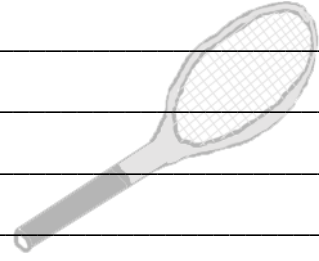
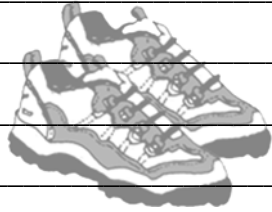
Douglas can't find: his football, his runners, his packsack, his hat



LESSON 21 CONTINUED

EXERCISE 1: MATCH THE MEANING

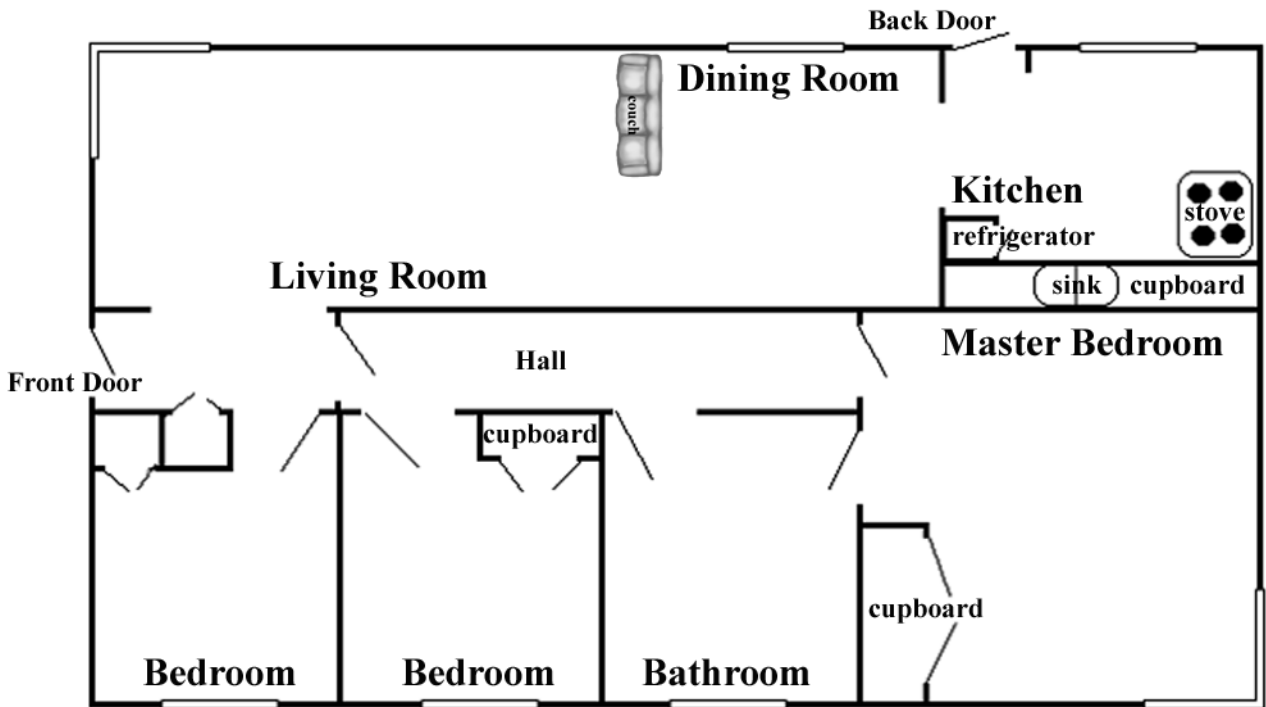
kitchen _____	_____	drawers _____
furniture _____	_____	an armchair _____
briefcase _____	_____	lamp _____
cupboard _____	_____	a dresser _____
runners _____	_____	tennis racquet _____
packsack _____	_____	stove _____



it has some drawers	you sleep, eat or sit on it	it gives light
you cook food in this room	they open and close	shoes
you keep important papers / letters in it	where you keep clothes or dishes	a comfortable chair
for carrying things on your back	you play a game with it	you cook on it

EXERCISE 2: Draw and label these things on the house plan.

- | | | | |
|-----------------------|---------------------|-----------------------|---------------------|
| one dining room table | four bedside tables | two living room lamps | three dressers |
| one couch | one mirror | one armchair | dining room chairs |
| two single beds | one coffee table | one queen-sized bed | small kitchen table |



LESSON 21 CONTINUED

EXERCISE 3: Make a list of five more things you will need to buy for your house.

You may need to use your dictionary.

ACTIVITY 6: Divide into groups of three or four.

Make a group list of all the extra things that those in your group bought.

Were there some things that everyone in your group bought? List them.

EXERCISE 4: If this were your house, what kind of a location would you want it to have?

The location of your house will affect the way you feel.

Put an **X** beside three of the things that would be the most important to you.

- | | |
|----------------------------|------------------------------|
| _____ area with new houses | _____ beautiful buildings |
| _____ near a school | _____ quiet |
| _____ near some stores | _____ near your work |
| _____ near a bus stop | _____ away from other houses |
| _____ among some trees | _____ other? _____ |



ACTIVITY 7: Who will you share the house with?

Find the right person. Ask three other students in the class these questions.

They should answer: “Yes, I do.” or “No, I don’t.”

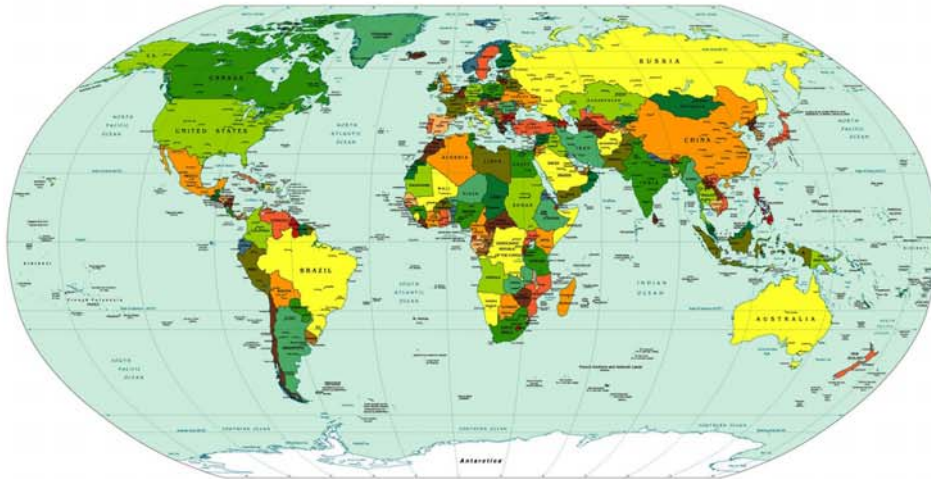
If the answer is “yes”, then write that person’s name beside the question.

The person with the most answers that are the same as yours, is the best person to share the house.

1. Do you like cats and dogs? _____
2. Do you like rock music? _____
3. Do you have a lot of parties? _____
4. Do your visitors stay until after midnight? _____
5. Do you watch TV all evening? _____

LEARNING ENGLISH WITH LAUGHTER

TEACHER'S GUIDE MODULE 3 PART 2



INTERNATIONAL EDITION

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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 3 LESSON 21

ORAL QUESTIONS

- Is your home located near a bus stop? *Yes, it's located near a bus stop.*
No, it isn't located near a bus stop.
- Is this school located near the city center? *Yes, it's located near the city center.*
No, it isn't located near the city center.
- Is there a couch in your living room? *Yes, there's a couch in my living room.*
No, there isn't a couch in my living room.
- Do most bedrooms have a clothes cupboard? *Yes, most bedrooms have a clothes cupboard.*
Some bedrooms don't have a clothes cupboard.
- Would you put a television in the living room? *Yes, I'd put a television in the living room.*
- Is the master bedroom the biggest bedroom? *Yes, it's the biggest bedroom.*
- How many people sit in an armchair? *One person sits in an armchair.*
- Is a queen-sized bed bigger than a single bed? *Yes, a queen-sized bed is bigger than a single bed.*
- How many people sleep in a single bed? *One person sleeps in a single bed.*
- Is your home among the trees? *Yes, my home is among the trees.*
No, my home isn't among the trees.
- Where is an entrance hall? *It's at the front door.*
It's where you enter the house.
- Is the toilet always in the bathroom? *Yes, the toilet is always in the bathroom.*
- Do people cook in the kitchen? *Yes, people cook in the kitchen.*
- Where do you put a coffee table? *I put it in the living room.*
- Where do you carry a packsack? *I carry it on my back.*
- Do you wear runners? *Yes, I wear runners.*
No, I don't wear runners.
- Do people wear sandals in the summer? *Yes, they wear sandals in the summer.*
- Does a refrigerator keep food cold? *Yes, it keeps food cold.*
- Do you have a mirror in your bathroom? *Yes, I have a mirror in my bathroom.*
No, I don't have a mirror in my bathroom.
- What game do people play with a tennis racket? *They play tennis.*
- Does a computer have a mouse? *Yes, it has a mouse.*
- Do some women wear lipstick? *Yes, some women wear lipstick.*
- Would you put a couch in your bathroom? *No, I wouldn't put a couch in my bathroom.*
- Do some people carry a briefcase to work? *Yes, some people carry a briefcase to work.*
- Does a stove get hot? *Yes, a stove gets hot.*

LESSON 21 CONTINUED

PAGE 51 ANSWERS TO THE WORKBOOK QUESTIONS ACTIVITY 3:

Daniel can't find: his underpants, briefcase, umbrella or the mouse for his computer.

His underpants are on the couch.

His briefcase is beside the TV.

His umbrella is on the floor beside the bed.

His mouse is on the table beside the couch.

His mouse is on the table in front of the bookcase.

Kate can't find: the box with her underwear, her pantyhose, her handbag with her lipstick

Kate's box is beside the bed.

Her box is on the floor at the foot of the bed.

Her pantyhose is on the floor beside her box.

Her pantyhose is on the floor in the bedroom.

Her handbag is on the floor beside the bed.

Susanna can't find: her bedside table, her sandals, her bedroom lamp, her tennis racquet.

Her bedside table is on the floor beside the bed.

Her sandals are on the floor beside the coffee table.

Her bedroom lamp is in front of the TV.

Her tennis racquet is on the floor in front of the dresser.

Her tennis racquet is beside the packsack.

Douglas can't find: his football, his runners, his packsack, his hat

His football is on the bed.

His runners are on the couch.

His packsack is beside the dresser.

His hat is on the floor in front of the couch.

PAGE 52 ANSWERS TO THE WORKBOOK QUESTIONS EXERCISE 2:

kitchen *you cook food in this room*

drawers *they open and close*

furniture *you sleep, eat or sit on it*

an armchair *a comfortable chair*

briefcase *you keep important papers / letters in it*

lamp *it gives light*

cupboard *where you keep clothes or dishes*

a dresser *it has some drawers*

runners *shoes*

tennis racquet *you play a game with it*

packsack *for carrying things on your back*

stove *you cook on it*

PAGE 53 POSSIBLE ANSWERS TO THE WORKBOOK QUESTIONS EXERCISE 3:

small table

television

DVD player

plants

radio

curtains

buffet for dishes

bookcase

VCR player