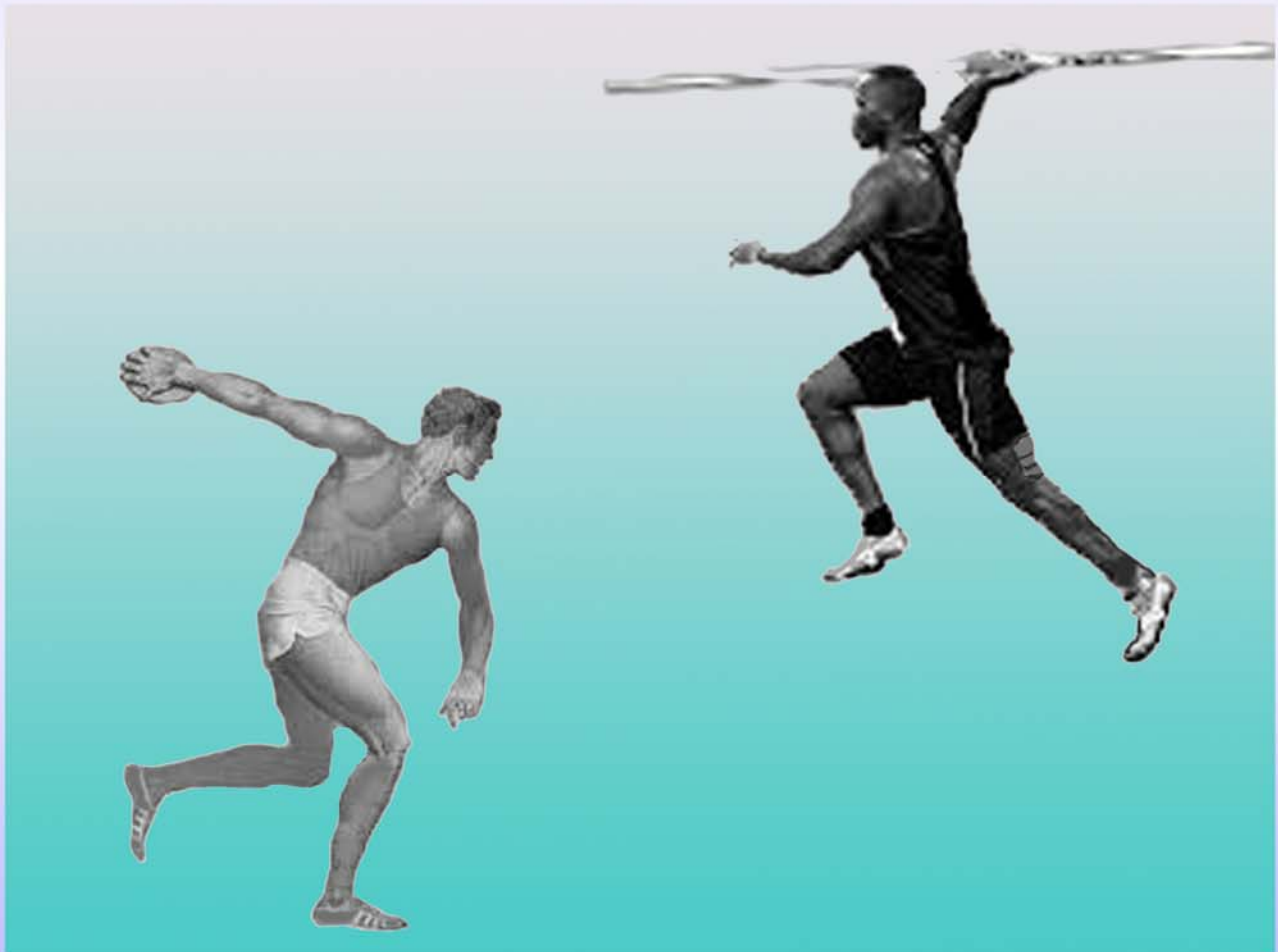


LEARNING ENGLISH WITH LAUGHTER

Module 4 Part 1 STUDENT READER

Third Edition



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



LEARNING ENGLISH WITH LAUGHTER

TEEN-ADULT CURRICULUM

MODULE 4 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, Grammar, Activities, Writing and Problem Solving in Large and Small Groups.



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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 the 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 75 countries.

Customization of your covers

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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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Contributor:

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We dedicate this book to our international
Canadian,
Peruvian,
Chinese,
Ukrainian
and
Czech extended family.



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REFERENCES:

Understanding and Using English Grammar by Betty Schramper Azar
How to Prepare for the Toefl Test of English as a Foreign Language by Pamela J. Sharpe
All the Czech Students who faithfully shared their experiences.

CONTENTS MODULE 4 PART 1 LESSONS 1 – 20

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 throughout.

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Small group question, answer and check answers activity			
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Writing to complete sentences using the right tense			
Completing a role-play			
Small group activity - writing a role play			
Oral questions			

MODULE 4 PART 1

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 Match the meaning
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 True – False
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 Whole class brainstorming and discussions
 Using Gerunds- review
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 Crossword puzzle
 Oral questions

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 Oral questions

MODULE 4 PART 1

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MODULE 4 PART 1

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Lesson 10	27	27	35
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MODULE 4 LESSON 6

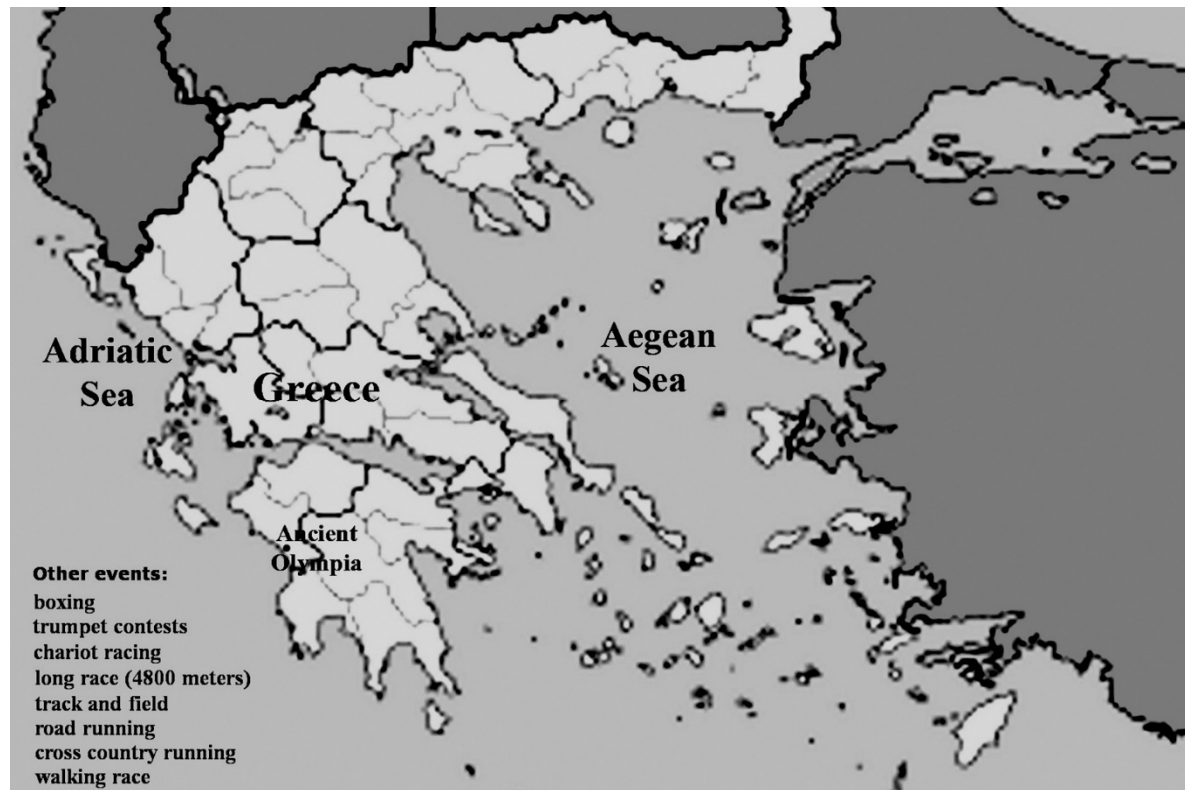
THE OLYMPIC GAMES

ACTIVITY 1: Listen to the paragraphs, read them silently, then read them orally.

VOCABULARY:

contest (to)	discus throw	javelin throw	wrestling
inferior	athlete	superior	overall
trumpet	officials	Stadion	

The first Olympic games were held in Greece at Olympia in 776 BC. Five events were contested over one day, starting with the Stadion (a short foot race). This was followed by the Javelin throw, Discus throw, Long jump, and ending with Wrestling. Although these events were considered inferior to the Stadion the athletes were superior in overall development. Their training was often part of military service as each of the five events were thought to be useful in battle.



The

Stadion was the most important event of the games. The winner gave his name to the Olympic games for that year.

The race began with a trumpet blow, with officials at the starting blocks to make sure there were no false starts. There were also officials at the end to decide on a winner and to make sure no one had cheated. If the officials decided there was a tie, the race would be re-run. Runners started the race from a standing position, instead of starting in a crouch like modern runners.

EXERCISES 1– WORKBOOK PAGE 15

LESSON 6 CONTINUED

ACTIVITY 2:

Divide into small groups.

Ask and answer these questions. Then check your answers.

1. Where were the first Olympic games held?
2. What was the Stadion?
3. Were the Stadion athletes' superior?
4. How did the Stadion race begin?
5. What position did the runners take at the start of the race?

1. The first Olympic games were held in Olympia Greece.
2. It was a short running race.
3. No, they weren't superior.
4. The Stadion race began with a trumpet blow.
5. They took a standing position.

Joining words and phrases that show relationships.

In all of these clauses or phrases showing opposites, either clause may be used first.

The athletes were superior whereas / while the events were considered inferior.

The events were considered inferior while / whereas the athletes were superior.

These joining words express the idea that the conditions don't matter.

whether or not The athletes participated whether or not they were considered inferior.

The athletes participated whether they were considered inferior or not.

even if The runners started from a standing position even if they wanted to crouch.

These joining words show unexpected results.

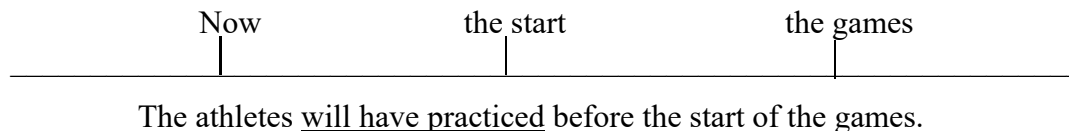
nevertheless = but...anyway Nevertheless is generally used in writing.

But...anyway is generally used in speaking.

EXERCISES 2 AND 3 - WORKBOOK PAGE 16

THE FUTURE PERFECT

The future perfect expresses an activity that will be completed **before** another time or event in the future.



ACTIVITY 3 - WORKBOOK PAGE 17

ORAL QUESTIONS

TEACHER'S GUIDE

LEARNING ENGLISH WITH LAUGHTER

Module 4 Part 1 WORKBOOK

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MODULE 4 LESSON 6

EXERCISE 1:

MATCH THE MEANING

discus throw

wrestling

overall

officials

inferior

trumpet

javelin throw

athlete

superior

battle

Stadion

cheat (to)

an athlete throws a heavy disc
the athlete runs, gains momentum and throws a spear
to act dishonestly or unfairly
a fight between armed forces
a combat sport involving grappling techniques
someone good at sports

taking everything into account
a short foot race
persons holding public office
lower in rank, status or quality
a musical instrument
better than others at something

Discus throw



Javelin throw



LESSON 6 CONTINUED

EXERCISE 2: Use the verbs or words below to complete the sentences.
Be sure to put the verbs into the right tense.

inferior competitions overall Stadion battle name superior were

The first Olympic games _____ held at Olympia in Greece. Five athletic events were held in one day. The most import of these was the _____, a short foot race. These athletes were considered to be _____ to those entering other _____. The winner of this race gave his _____ to the Olympic games for that year. Those participating in the Javelin throw, Discus throw, Long jump, and Wrestling, although considered to be _____, but they were in fact superior in their _____ development. These athletes got their training from the military as these skills were thought to be useful in _____.

REFERENCE INFORMATION

These joining words can be used together or separated.

whether or not The Stadion runners were considered the best **whether or not** they won.
The Stadion runners were considered the best **whether** they won **or not**.

Note: The past tense (were) is used in a conditional sentence.

even if They competed **even if** they were considered inferior.

These joining words show unexpected results.

nevertheless **Nevertheless** is generally used in writing.
but...anyway **But...anyway** is generally used in speaking.

The athletes might injure themselves **but** they participated **anyway**.
The athletes might injure themselves, **nevertheless** they participated.

EXERCISE 3: Use the words above to join the sentences.

1. The race began with a trumpet blow _____ the athletes weren't ready
2. The wrestlers were considered inferior _____ they participated _____.
3. The runners started from a standing position _____ they liked it _____.
4. The Stadion athletes weren't the best, _____ they were considered superior.
5. It was an honor to compete _____ the athletes won _____.
6. The Games have changed over the years, _____ the people still love them

LESSON 6 CONTINUED

ACTIVITY 3:

See Guide.

DEBATE:

Divide into two groups.

The statement to be discussed today is:

BE IT RESOLVED THAT THE EARLY OLYMPIC GAMES WERE FAIR FOR THE ATHLETES

Pro

Group 1 agrees with the statement.

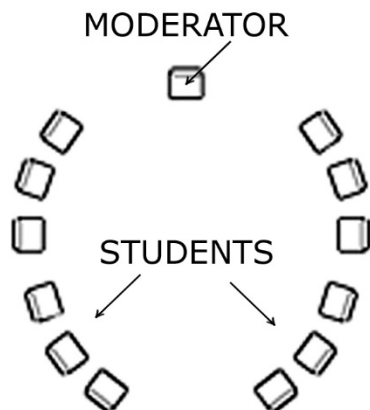
Con

Group 2 doesn't agree with the statement.

Each group is to brainstorm and write down the ideas that support what they think.

One person from each group will present the ideas to the large group.

_____	_____
_____	_____
_____	_____
_____	_____



STUDENT SEATING FOR A DEBATE

NAME OF MODERATOR: _____

Moderator:

The statement for today is:

BE IT RESOLVED THAT THE EARLY OLYMPIC GAMES WERE FAIR FOR ALL ATHLETES

Moderator: Now we will hear from Group 1 speaking for the pro side. Group 1 reports their ideas.

Moderator: Now we 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.

LEARNING ENGLISH WITH LAUGHTER

Module 4 Part 1 TEACHER'S GUIDE

Third Edition



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George A. Stocker D.D.S.



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 4 LESSON 6

ORAL QUESTIONS

How long ago were the first Olympic games held?

*They were held between two and three thousand years ago.
They were held in 776 BC
They were held more than 2,000 years ago.*

What was the Stadion?

It was a short foot race.

Which events had the superior athletes?

Javelin throw, Discus throw, Long jump, and Wrestling athletes were superior.

Is there a special group that is considered to be superior in today's Olympics?

No, there isn't a special group that is considered to be superior.

Why did the military train athletes?

It was thought that the training would be useful in battle.

Was ancient Olympia a part of Greece?

Yes, it was a part of ancient Greece.

Where was Ancient Olympia located?

*It was in the southern part of Greece.
It was located between the Adriatic Sea and the Aegean Sea.*

How did the race begin?

It began with a trumpet blow.

Why did officials stand at the starting block?

They watched for false starts.

What did the officials at the end of the race do?

*They decided on the winner.
They made sure no one cheated.*

What happened if there was a tie?

The race was re-run.

What position did the runners take at the starting point of the race?

They took a standing position.

What position do today's runners take?

They take a crouching position.

Why might the Stadion inspire athletes to work very hard?

They might dream of having the games for that year named after them.

LESSON 6 CONTINUED

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ANSWERS TO THE WORKBOOK QUESTIONS MATCH THE MEANING

EXERCISE 1:

discus throw	an athlete throws a heavy disc
wrestling	a combat sport involving grappling techniques
overall	taking everything into account
officials	persons holding public office
inferior	lower in rank, status or quality
trumpet	a musical instrument
javelin throw	the athlete runs, gains momentum and throws a spear
athlete	someone good at sports
superior	better than others at something
battle	a fight between armed forces
stadion	a short foot race
cheat (to)	to act dishonestly or unfairly

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ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 2:

**Use the verbs or words below to complete the sentences.
Be sure to put the verbs into the right tense.**

The first Olympic games **were** held at Olympia in Greece. Five athletic events were held in one day. The most important of these was the **Stadion**, a short foot race. These athletes were considered to be **superior** to those entering other **competitions**. The winner of this race gave his **name** to the Olympic games for that year.

Those participating in the Javelin throw, Discus throw, Long jump, and Wrestling, although considered to be **inferior**, were in fact superior in their **overall** development.

These athletes got their training from the military as these skills were thought to be useful in **battle**

LESSON 6 CONTINUED

PAGE 16

ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 3:

Use these words to join the sentences.

- whether or not** The Stadion runners were considered the best **whether or not** they won.
 The Stadion runners were considered the best **whether** they won **or not**.
- even if** They competed **even if** they were considered inferior.

These joining words show unexpected results.

- nevertheless** **Nevertheless** is generally used in writing.
but...anyway **But...anyway** is generally used in speaking.
- The athletes might injure themselves **but** they participated **anyway**.
 The athletes might injure themselves, **nevertheless** they participated.

1. The race began with a trumpet blow **even if** the athletes weren't ready.
2. The wrestlers were considered inferior **but** they participated **anyway**.
3. The runners started from a standing position **whether** they liked it **or not**.
4. The Stadion athletes weren't the best, **nevertheless**, they were considered superior.
5. It was an honor to compete **whether** the athletes won **or not**.
6. The Games have changed over the years, **nevertheless** the people still love them.
 The Games have changed over the years, **but** the people still love them **anyway**.

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SUGGESTIONS FOR THE WORKBOOK DEBATE

ACTIVITY 3:

The statement to be discussed today is:

**BE IT RESOLVED THAT THE EARLY OLYMPIC GAMES WERE FAIR FOR ALL
 ATHLETES**

Pro	Con
Group 1 agrees with the statement.	Group 2 doesn't agree with the statement.

All athletes who qualified could participate.

The Olympic name for that year was chosen from the Stadion runners only.

All athletes gained status by participating.

The Stadion runners were falsely considered superior.

All athletes had free training with the military.

The Stadion runners got the most attention because their event was first.

All athletes were judged by the same judges.

The javelin throw, discus throw, long jump, and wrestling athletes were falsely considered inferior.

MODULE 4 PART 1 GLOSSARY

English	Notes
Aa	
ability	
abnormality	
absolutely	
abundant	
accomplishment	
achieve (to)	
advance (to)	
adventure	
afford (to)	
amount	
ancestor	
appear (to)	
asset	
athlete	
audience	
auspicious	
available	
Bb	
bar	
basis	
battle	
bean curd	
borrow (to)	
bucket	
bullet	
burn down (to)	
business	
Cc	
celebrate (to)	
cerebral palsy	
certain	
circumstances	
congenital	
conservation	
consider (to)	
contest (to)	
culture	

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