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## Fun with grammar class 8 pdf

Fun Suzanne W. Woodward Fun PRENTICE HALL REGENTS Upper Saddle River, NJ 07458 with GrammarCommunicative Activities for the Azar GrammarSeries DEDICATED TO Kyle, Scott, and Sarah Publisher: Mary Jane PelusoEditor: Stella ReillyDevelopment Editor: Janet JohnstonProduction Editor/Electronic Page Composition: Nicole CypherInterior Design: Wanda España, Merle KrumperManufacturing Manager: Ray KeatingArt Director: Merle KrumperArt Production: Marita Froimson All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher. Printed in the United States of America 10 9 8 7 6 5 4 3 2 1 ISBN 0-13-567926-5 Prentice-Hall International (UK) Limited, LondonPrentice-Hall of Australia Pty. Limited, SydneyPrentice-Hall Canada Inc., TorontoPrentice-Hall Hispanoamericana, S.A., MexicoPrentice-Hall of India Private Limited, New DelhiPrentice-Hall of Japan, Inc., TokyoSimon & Schuster Asia Pte. Ltd., SingaporeEditora Prentice-Hall do Brasil, Ltda., Rio de Janeiro © 1997 by PRENTICE HALL REGENTSPrentice-Hall, Inc.A Simon & Schuster CompanyUpper Saddle River, New Jersey 07458PRENTICE HALL REGENTS iii ContentsForeword by Betty Schramper Azar viiTo the Teacher viiAcknowledgments xiiChapter 1 VERBS -- PRESENT SIMPLE PRESENT 16 Chapter 2 VERBS -- PAST SIMPLE PAST 16 Chapter 3 VERBS -- PRESENT PERFECT 36 Chapter 4 VERBS -- REVIEW REVIEW OF PERFECT TENSES 75 Chapter 5 QUESTIONS YES / NO QUESTIONS 96 Chapter 6 NOUNS SINGULAR - PLURAL 117 Chapter 7 PRONOUNS PRONOUNS 137 Chapter 8 PREPOSITIONS PREPOSITIONS OF TIME AND PLACE 151 Chapter 9 ADJECTIVES IDENTIFYING ADJECTIVES 178 ADJECTIVES IN SENTENCE CONTEXT 201 WORKSHEETS 55A - 60 204 Chapter 11 PASSIVE VOICE PASSIVE VOICE 220 iv v Chapter 12 GERUNDS AND INFINITIVES PREPOSITION COMBINATIONS 231 GERUND OR INFINITIVE? 251 SUPERLATIVES 269 JOINING IDEAS 286 REVIEW 292 WORKSHEETS 94 - 104 312 UNTRUE IN THE PAST 318 MIXED CONDITIONALS 338 Irides 349 Index 1: Grammar 353 Index 2: Games 354 ForewordFun with

Grammar describes exactly what teachers and students should do with grammar: they should have fun with it. For me as a teacher, grammar class is always an opportunity for fun. I cannot imagine dry and dull ESL/EFL grammar classes. During class time there are, of course, periods of focused concentration, especially during the first phases of a new unit when the students are trying to grasp an initial understanding of the form and meaning of a structure. We, as teachers, should know that even during these phases, explanations and examples can be enlivened by fun sentences using the students' names or by fun demonstrations or pantomimes. Fun and humor are essential in ESL/EFL classrooms. Interaction and group participation engenders and makes information more memorable and relevant. In my experience, many people approach grammar far too seriously, with long, unsmiling faces, in plodding academic style. That is not how I approach grammar nor how I intend teachers to approach my textbooks. Perhaps it should go without saying, but I am going to say it anyway: I heartily endorse having Fun with Grammar! This resource book by Suzanne Woodward is exciting because it collects, categorizes, and details fun communicative activities to use in the classroom. Many teachers make up games as they go along and create interactive activities out of grammar exercises. With this book, teachers have an excellent resource for ideas and materials to support and expand upon the activities that make grammar fun. The text is subtitled "Communicative Activities for the Azar Grammar Series" because the author's activities grew out of actual teaching experience using the Azar series. The exercises and activities in Fun with Grammar fit beautifully with the approach in the Azar grammar textbooks, but are independent enough to be suitable for use with any grammar textbook. The activities in Fun with Grammar can also be used in other kinds of classes such as writing classes or speaking/listening classes quite independent of any grammar text or grammar focus to the class. For grammar (whether presented and practiced deliberately or not) underlies all skills. This resource book is a practical and welcome tool for busy teachers. It provides all the resources needed, and they are right at your fingertips! The games and worksheets reflect and give structure to what actually goes on in effective ESL/EFL classrooms. In addition, teachers have a wealth of material for fun, interesting classroom activities.

This book presents clever, innovative ways of creating authentic communication in a cooperative learning environment. Enjoy! Betty Schramper Azar vii To the Teacher INTENDED USE Fun with Grammar is a collection of communicative activities and games designed to supplement grammar lessons and "jazz up" ESL/EFL classes. Expanding upon text exercises and presentations, these games reinforce the grammar the students already know by providing realistic settings in which they may practice their knowledge. Included are types of activities and games to satisfy all teaching styles. Some games are competitive; some, such as activities that involve problem-solving and sharing of information, are noncompetitive. All activities are interactive, designed to be done in class with other students. Some of the activities can be assigned as homework, but that is not the main intention of this book. Fun with Grammar has been designed to assist you in several ways: to reinforce points that have been covered in a grammar text; to provide oral or written practice with grammar forms and rules the students have already learned; to provide practice in communication skills; to liven up a grammar class (or any class). Because Fun with Grammar contains activities for all levels and all ages, it can be used as an assurance of activities for any grammar class or, indeed, for any ESL/EFL class. Many writing classes focus on editing skills. This text provides activities (on articles, agreement, subordination, etc.) that a writing teacher can use to highlight those skills. The book can also be used in a conversation or listening/speaking class because all the activities and games are communicative and require spoken interaction with classmates. (For this reason, do not give out worksheets and let the students work individually.) In some cases the goal of the activity is to create sentences or paragraphs, but the students must work together to discuss what they produce. The games, especially the competitive ones, work extremely well in a conversation class. They are fun, active, and allow the students to react spontaneously. Cooperation and conversation are keys to the activities. Finally, a number of the activities are very short (5 to 10 minutes). They can be used as a warm-up activity or in the few minutes remaining at the end of a class. ADAPTING LEVELS One useful aspect of this book is that the activities are keyed to the Azar books: Basic English Grammar (the red series, low level), Fundamentals of English Grammar (the black series, intermediate level), and Understanding and Using English Grammar (the blue series, high-intermediate). The activities or games that are appropriate for two or three levels have more than one color designation. The color designations help you to find an activity quickly when you have only a few minutes before class. When you do have more time, you will want to look at some of the activities and games that are coded higher or lower than your level. Often they can be adapted to your level easily by using a more (or less) advanced form or more (or less) advanced vocabulary. You know your class best; use the color-coding as a guide, but do not let it limit your use of the activities. If you are not using the Azar series, the games and activities in Fun with Grammar are still easy to use. If you are teaching a low-level class, choose activities designated "red." If you are teaching a higher-level class, remember that "black" designates intermediate and that "blue" designates high-intermediate. The games and activities are organized in this book by grammar point, so whichever grammar book you use, you will be able to locate the grammar point you need in the table of contents or index. It is important to be open to adapting the games or activities from one grammar point to another. Again, notes or suggestions for variations are often contained within the description of the activity. As you will note, several varieties of activity types (Line-ups, Concentration, and so on) are repeated in different chapters. You may find a type of activity you like and devise your own unique way of using it with a grammar point. MATERIALS Each game or activity lists the materials needed to implement it. If no materials are needed, that fact is stated. The worksheets are located at the ends of the chapters. When a worksheet is required, its number is given. Sometimes several worksheets are provided, either for different class levels or to include variations. Other materials needed are easy to obtain. For example, if the directions call for 3" x 5" index cards, you may cut up the worksheet and use the slips of paper as cards, or paste the papers onto index cards for repeated use. (Index cards are also easier for students to handle than small pieces of paper.) If an activity uses an optional tape recorder, of course any other type of play-back instrument (CD player, LP player) may be used instead. SUGGESTED TIME The time suggested for each activity is the minimum amount of time needed to play a reasonable version of the activity. Many factors must be taken into consideration here. Some activities, such as Line-ups, are not affected by class size, but many, such as Role Plays and Pantomimes, are. You will need to adjust the playing time according to the number of participants. Because many "types" of activities are repeated, if you use them more than once (with a different grammar point), the explanation time will be greatly reduced or even eliminated. Also, many games can be played in several rounds. If the students are enjoying the activity, you may want to play several rounds; if not, cut it short. In addition, many of the activities list variations. The time required depends on whether the variation is used instead of the main activity. In one case, an activity is done entirely outside of class. In a few other cases, the activity is started in class and then continues as homework or outside of class. In these cases, it is not possible to give a definite time for the completion of the activity. Whether you want to conduct the activity entirely in class (more teacher-controlled) or send students out on their own will also affect the time needed for completion. WORKSHEETS The worksheets are located at the end of each chapter and are numbered consecutively throughout the book. They may be photocopied for class use. Also, do not feel you must use them as is. Instead, use them as models for your own worksheets. For example, if you have covered only the first half of the irregular verb list, you will not want to use a worksheet for Concentration that includes words from the entire verb list. Make your own worksheet that is appropriate to your class. Some of the activities are more fun and effective if you use the names of students in your class. To play Human Bingo and Are You the One?, among others, use information related to your students. If, for example, no one in your class is married, it makes no sense to use a worksheet that requires the students to find someone who is married. On the other hand, many of the worksheets are generic and can be used in any class.

You can use the thimble worksheet the first time you do the activity and then, if you are reviewing at the end of the quarter or semester, make your own based on the model. Do not hesitate to adapt. viii ix GROUPING All of the games and activities in this manual involve student interaction in groups of two or on up to the entire class, although most involve pair or small-group interaction. There are many ways to divide your class into groups. The simplest and quickest is to group them where they sit, which you will do occasionally, especially if pressed for time. But because students tend to sit next to the same students, it is beneficial to have them work with other classmates during these activities. When the students work on the exercises in their textbook, they probably work with those sitting next to them. Doing any of the activities in this book, then, provides a good excuse for mixing up the class. Here are a few suggestions for ways to divide the class into pairs or groups.

1. Count off. Decide how many groups you will need (usually determined by the size of the class) and have the students count off up to that number, then repeat. Group all the 1s together, all the 2s together, and so on. 2. Cut-up cards. Postcards work well for this activity, or you can use magazine covers. Cut each picture into the number of pieces according to the size of the groups you want (a minimum of three in each group). Hand out one piece to each student. The students circulate, trying to put the pictures back together. The students holding the pieces of each picture are the members of that group. The first time you do this activity, the students usually think that once they have put the picture together, the activity is over and they can return to their original seats. (They may or may not wonder what this has to do with grammar.) Therefore, you may need to call them back to get into the groups formed by their pictures. After the first time, they'll know what to expect.

Hint: Try to use similar cards so that the students have to fit the pieces together, not just look for someone with a piece of the same color. If you pick up multiples of the same postcard while on your vacation, you may want to try using all the same card, but be sure to cut them differently. This method works well if you have an odd number of students. Cut some cards into four and others into three, and use the ones you need on any given day. Having sets of cards cut into different amounts will also help you group quickly when one or more students are absent. 3. Deck of cards. There are three ways you can use a deck of cards to group students. First, have students get into groups by the number of the cards they are holding (all 2s in one group, all 3s in another, etc.). If, for example, you have seventeen students, you would separate out four 2s, four 3s, three 4s, three 5s, and three 6s. Another way to use a deck of cards is to group students by suit (all hearts in one group, all clubs in another).

**Grammar Fun**

**AT THE ZOO**  
Circle the NOUNS in the story.  
Jane and her family like to go places every weekend. When the weather is nice, you will not find anyone home because they go everywhere. Last Sunday, Jane and her two children went to the zoo to see the animals. They saw a tall giraffe in the same area as a big elephant. Jane's son especially liked the monkey exhibit. After seeing the animals, they all went home. Jane took her children to the city park for a late afternoon walk.

**THE SAD-MAD FAMILY**  
Circle the ADJECTIVES in the story.  
The Willis family has some problems. Mom and Dad are not happy with their lazy, disobedient children. They like to sit around in a dirty house and never lift a single finger to help their poor mother keep a tidy house. Junior loves to lie down on the green sofa, eat junk food and watch mindless TV shows. Six just wants to talk on her mobile telephone all the time. Neither of the children are good students. What are the worried parents to do?

**BUSY FRIENDS**  
Circle the VERBS in the story.  
Stacy, Mark and John love to play games. In the classroom they pretend they are a cashier and charges Mark for a book. Mark will pay one play dollar for his book. John sits quietly and looks at all the cool books to choose from. After they play bookstore, they will go to the cafeteria to eat lunch. After lunch, they will go outside for recess. They can run, play, skip and jump in the playground. They like to slide down the slide and John wants to climb the monkey bars. They like school.

**MAX ON PLANET X**  
Circle the PREPOSITIONS in the story.  
Max is an astronaut in outer space. He traveled to the Planet X in his spaceship. Planet X is a secret planet in a distant galaxy. He landed the spaceship on the planet's surface and got out in his spacesuit to take a walk. Max loves to bounce around the planet in zero gravity. He will come back to planet Earth after he collects

This limits you to having four groups at most. You can also group students by card color. Obviously, this limits you to two groups, but the method works well for pairs or teams. For team division, half the class would receive cards, the other half, black. For pair division, use a combination of color and number: the two red 2s are one pair, the two black 2s are another, the two red 3s are another, and so on. Cards work well in dividing students for jigsaw activities by combining two of these methods. Imagine that you want to divide students into small groups and then, after certain activity, divide the original groups and have one member of each group form a new group. This can be accomplished by having students get into groups by number. When you are ready to split them up again, have them reform by suit. 4. Paper draw. This is a quick way to group, especially if you forget to bring your cards. There are two ways to do it simply. The easiest is to cut or tear up pieces of colored paper (such as five pieces of red, five pieces of blue, four pieces of green). Put the papers in a hat and have students pick one out without looking, then form groups by color. If you don't have colored paper, simply cut up enough pieces of paper for your class and number them (or if you want to be creative, use nouns—dogs, cats, and so on). All students with the same number (or noun category) form a group. 5. Class list. Group the class by reading off names from the class list. After the first time, it's better to skip around rather than to read alphabetically. For example, skip every other name. The first three names you call form one group. Then continue with the next three names.

**Grammar Fun**  
2nd GRADE

You can start from the top, the bottom, or somewhere in between. You may need to mark off names as you call them to avoid getting confused. 6. Student choice. To form pairs, you can put the names of half of the class on papers in a bag, then have the other half pick out a name to be a partner. You can put the name of every other student in the bag, or the names of the first half of the class list. This can be somewhat controlled pairing, so if you have some strong and some weak students, put the names of the strong students in the bag and have the weaker ones pull the names out. This avoids having two very strong or two very weak students pairing up. Keep track of whose name is in the bag so you know who should be picking out a name. You can also do this by nationality.

Level 1  
Score: 8/10

Noun Adjective Linking Verb

If your class is fairly well divided between two nationalities, put the names of all one nationality in the bag and have the others draw names. Even if your class is not divided neatly in half, this can be useful. If you have a large group of the same nationality who hesitate to mix, put all their names in the bag (or have them all draw names) so they cannot possibly end up with one another. 7. Match. This division is also for pairs.















1. The cards are shuffled. 2. Because cards were given out randomly, some of the cards will not form matches. After making all the matches they can within theirgroups, the students try to trade with other groups. They cannotjust take a card from another group, but must trade them. If onegroup is unwilling to trade a certain card, the other group can force it on them.

4. When one group has made all its matches and feels they arecorrect, the game stops. One member of the group reads out matches to see if the class accepts the match. (You may need toreferee if the class rejects a logical, grammatical answer.Sometimes this happens if the class does not want the group towin [and thus the game to end].) 288 289 5. If all matches are accepted, the group wins. If any of the matchesis rejected, the game continues until another (or the same) groupfeels it has matched all cards. There can be no unmatched cards. 6. SOLVE THE MYSTERYMaterials: Worksheets 99A and 99B or a 3" x 5" card for each student and a list of informationthe students must obtain a piece of paper for each student Dynamic: Whole class Time: 30 minutes Procedure: 1. Copy and cut Worksheet 99A, making sure there will be one cardfor each of your students.

The first seven cards must be used. Useas many of the others as you have students in the class. (You mayhave to duplicate the worksheet or make others yourself if youhave a large class.) If you choose not to use the worksheet, makecards with similar information on them. 2. Have the students number their papers 1-7, and ask them towrite the following information: 1. the name of a student in the class,2. the name of a thing that can be carried,3. the name of another student in the class,4. a money amount,5. complete the sentence: He/She did it because . . .6. the name of another student in the class,7. a location in your house 3. Collect the papers and draw seven at random. Use a different card for each match. 4. In the information on the given cards, on the given cards, (Take the name of a student in the class that can be carried from the secondpaper, the name of another student in the class from the thirdpaper, and so on.) 4.

Distribute the cards randomly so that seven students have a cluecard (with the blank now filled in) and the rest of the studentshave the other cards from the worksheet.

Tell the students that acrimé has been committed and they must solve the crime byfinding the answer to the questions on Worksheet 99B. Either giveeach student a copy of the questions, or write the questions on theboard or on an overhead transparency. 5. The students circulate and ask each other the questions, making sure to preface each question with an expression such as "Can you please tell me . . .?" or "Do you know . . .?" with the rest of the question converted into a noun clause. Example: "Whose was it?" becomes "Do you know whose it was?" If the question is not phrased properly, the student being asked may refuse to answer the question. Students who have thererequested information must respond to a correctly wordedquestion truthfully. Students who do not have the answer mustuse the phrase on their cards, followed by a noun clause. Example: I don't know how much it costs. I don't have the foggiest idea who stole it. 6. The first student to acquire all of the requested information wins. 7.

ORDERS SUBJUNCTIVE Materials: Worksheet 100 Dynamic: Teams Time: 10 minutes Procedure: 1. Cut up the worksheet. Divide the class into two teams and have them line up on either side of the room. 2. The first student from Team 1 comes to the front desk and draws a slip of paper with an order on it. The student then puts that order into a subjunctive sentence. Tell students not to repeat the sameverb used by their classmates, but to use a variety: demand, tell, order, ask, etc. Example: Paper: Teacher to student: "Shut the door." Student response: She demanded that the student shut the door. 3.

If the student answers correctly, he/she scores a point for his/herteam. Then the other team takes a turn. 4. Repeat until all orders have been put into the subjunctive. Teteam with the most points wins. 290 291 8.

QUESTION DRAW (Subjunctive form) Materials: Worksheet 101 Dynamic: Teams Time: 10 minutes Procedure: 1. Cut up the worksheet. Divide the class into two teams and have them line up on either side of the room. 2. The first student from Team 1 comes to the front desk, draws a slip of paper with a question on it, and reads it to the first student on Team 2.

That student answers the question, using the subjunctive in a noun clause. Example: Question: What is it necessary that a person wear to class? Answer: It is necessary that a person wear shoes to class. 3. If the student answers correctly, he/she scores a point for his/herteam. Then a student from the other team takes a turn. 4. Repeat until all questions have been chosen. The team with the most points wins. NOTE: Having one team read the question to the other team ensures that everyone can hear the question. 9. CHANGE IT (Quoted/Reported speech) Materials: Worksheet 102 Dynamic: Teams Time: 10 minutes Procedure: 1. Cut up the worksheet. Divide the class into two teams and have them line up on opposite sides of the room. 2. A student from Team 1 comes to the front of the class and draws a slip of paper with a sentence or question in quoted speech. The student reads it to the first student in Team 2, who puts the statement into reported speech. Example: Student A: "Where can I meet you?" Student B: She asked where she could meet me. Student A: "Come here!" Student B: He ordered me to go there. 3. After all members of Team 2 have responded, reverse roles so that the students in Team 2 ask the questions. 10. INTERVIEW (Quoted/Reported speech) Materials: Worksheet 103 Dynamic: Pairs Time: 30 minutes Procedure: 1. Review quoted speech, making sure students understand how quoted speech is represented in English for statements, questions and commands. Divide the students into pairs. 2.

The partners use the worksheet to collect samples of quoted speech from each other. Then they rewrite their partner's quoted speech as reported speech. NOTE: You can wait until you have covered all the relevant reported speech structures in the book before you assign this task, or you can have the students do each section as they learn it. 15.4

REVIEW 1. COMBINATIONS Materials: Worksheet 104 Dynamic: Pairs Time: 15 minutes Procedure: 1. Have students work in pairs. Give each pair one copy of the worksheet. 2. The students are to combine the sentences as directed on the worksheet. 3. When all pairs have finished, go over the worksheet together bysking for volunteers to read or write their sentences on the board. NOTE: For a high-level class, eliminate the instructions regarding what type of clause to use. 292 293 Worksheet 94: SONG © 1997 P ren ti ce H all Reg ents .D u pl ic at io n fo r cl as s roo m u se i s pe r m it te d. Fun with Grammar "Amie" I can see why you think you belong to me; I never tried to make you think or let you see one thing for yourself. But now you're off with someone else and I'm alone. You see, I thought that I might keep you for my own. REPEAT Amie, what 'choo wanna do? I think I could stay with you for awhile, maybe longer, if I do. Don't you think the time was right for us to find all the things we thought weren't proper? Could be right in time. And, can you see which way we should turn together or alone. Can't never tell what's right or what is wrong. (If I'd take too long to see you) REPEAT Well, now it's come to what you want; you've had your way. And all the things you thought before just faded into gray. And can you see? That I don't know if it's you or if it's me. If it's one of us, I'm sure we both will see each other. You look at me and tell me! REPEAT I just keep falling in and out of love with you. "Amie," words and music by Craig Lee Fuller © 1971, 1975 McKenzie Music & Unichappell Music, Inc. (BMI) All Rights Administered by Unichappell Music, Inc. (BMI) All Rights Reserved Used by Permission WARNER BROS. PUBLICATIONS U.S., INC., Miami, FL 33014 294 Worksheet 95: COMPLETIONS © 1997 Pre n ti ce H all Reg ents .D u pl ic at io n fo r cl as s roo m u se i s pe r m it te d.

Fun with Grammar I'd like to know . . . I wonder . . . Can you tell me . . . Please tell me . . . Do you know . . . I don't know . . . I'd like to know . . .

I wonder . . . Can you tell me . . . Please tell me . . . Do you know . . . I don't know . . . I'd like to know . . .

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