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# YOU MUST BE JOKING!

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## OUR EVERYDAY LIFE IN JOKES

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Type of module	Creative Communication
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Target group	14–17-year-old learners
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Level	A1
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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**Educatio Kht. 2008**

# INFORMATION TABLE

<b>TYPE OF MODULE</b>	Creative Communication
<b>DESCRIPTION OF MODULE</b>	This module is a series of five lessons connected by the theme of jokes. The lessons can be done one after the other or separately. The lessons revise basic topics like school life, shopping, being at the doctor, ordering a meal in a restaurant through jokes. Ls read, tell, listen to, evaluate and use jokes in drama and a comic magazine they create. The lessons can be done one after the other as a light-hearted revision at the end of a term in which you did some work on the topic areas the lessons of the module deal with. It is also possible to use some lessons of this module separately connected to other classroom work you do on the topics the jokes are about. Since we have these two possible uses in mind, some of the lessons have two different versions for homework: A is to be used if you do not intend to do the next lesson back to back to the one just done. B is to be used if you intend to use the lessons one after the other. If you use a lesson separately, always check the homework at the end of the lesson that is previous to the lesson you intend to use. Give this as homework to your learners at the lesson prior to the one in which you use the lesson from this module e.g.: If you want to do Lesson 2 in this module separately from the other lessons, give the homework at the end of Lesson 1 in your lesson with the learners before you do Lesson 2 in this module.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ To increase Ls' ability to work in co-operation with others 1.) perform 2.) evaluate and give feedback</li> <li>■ To give Ls a chance to create and interpret humour, use input in a creative way share opinions</li> <li>■ To give Ls practice in using basic functional language, e.g. shopping, eating out, making complaints, interpreting and telling jokes</li> </ul>
<b>TIMEFRAME</b>	Five 45-minute lessons
<b>TARGET GROUP</b>	14–17-year-old learners
<b>LANGUAGE LEVEL</b>	A1
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Ls can:</p> <ul style="list-style-type: none"> <li>■ use simple language for asking questions in and about schools</li> <li>■ do shopping</li> <li>■ make a complaint</li> <li>■ have a meal in a restaurant</li> <li>■ share opinions</li> <li>■ interpret the meaning of short, simple texts in detail</li> </ul> <p>Ls know:</p> <ul style="list-style-type: none"> <li>■ names of shops, simple question forms, food names</li> </ul>

## LINKS OF THE MODULE

**Cross-curricular links** Art, Drama

## FOCI OF SKILLS-DEVELOPMENT

### Communicative language skills

- Creating, interpreting and telling jokes
- Interpreting texts with a double meaning
- Reading for detail: reading, interpreting and adapting jokes
- Describing situations
- Using simple functional language for doing shopping, making a complaint, having a meal in a restaurant

### General, educational skills

Working in co-operation, evaluating and giving feedback, performing, using input in a creative way.

### EVALUATION

Ls evaluate themselves and each other using voting, flashcards and an evaluation sheet. T uses the same systems for evaluating. At the end, Ls give feedback to the teacher using post-it notes.

### SUGGESTIONS

This module is a fun way to end a longer period of learning in which Ls practised the topics and situations presented in the jokes in the module, such as school life, shopping, restaurants and meals, at the doctor. It is also possible to use lessons individually as a revision of a topic area or as a fun lesson before a holiday.

### BACK UP SYSTEMS

Woolard, George: *Lessons with Laughter* (1996) Hove: LTP  
*The Big Bad Joke Book* (1996) London: Robinson's Children's Books  
Medgyes Péter: *Laughing Matters, Humour in the language classroom* (2002), Cambridge: Cambridge University Press  
<http://www.laughlab.co.uk>

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Responding to a text in writing</p> <p>Creating and interpreting humour</p> <p>Asking questions at school and about school</p> <p>Writing and telling jokes</p>	<p>Ls rank places according to how much they think fun and humour are possible in them.</p> <p>Ls read and finish school jokes.</p> <p>Ls brainstorm typical and common questions at and about school and write funny answers to them.</p>	<p>Names of places</p> <p>Language for ranking, comparing</p> <p>Simple question forms</p>	<p>1.2 Question and answer slips, blank A3 sheets of paper, Blu-Tack, markers,</p> <p>1.4 B Sample joke OHT</p> <p>1.4 B Jokes to tell</p>
2	<p>Using quotations and connecting language</p> <p>Telling, understanding and writing jokes</p> <p>Interpreting texts with a double meaning</p> <p>Using some shopping language</p>	<p>Ls tell a joke that was written in “drama style” i.e. no connecting language, only quotations.</p> <p>Ls match funny signs with names of shops.</p> <p>Ls match the beginning and the ending of short shopping dialogues.</p> <p>Ls make and evaluate shopping jokes.</p>	<p>Story telling: language used for connecting quotations</p> <p>Homonyms and homophones</p> <p>Names of shops and shopping language</p> <p>Simple question forms</p> <p>Optional: indirect speech</p>	<p>1.4 B Jokes</p> <p>2.2 Shops and signs matching</p> <p>2.3 Shopping joke slips</p> <p>a box or a basket</p> <p>blank slips of paper</p> <p>2.5 B Task sheet</p>
3	<p>Reading for detail: reading, interpreting and adapting jokes</p> <p>Using functional language: making complaints, restaurant language</p> <p>Describing situations</p> <p>Creative writing</p> <p>Developing drama skills</p>	<p>Ls read jokes and answer comprehension questions.</p> <p>Ls put typical sentences in a restaurant into chronological order.</p> <p>Ls brainstorm possible problems in a restaurant.</p> <p>Ls write a restaurant comedy sketch using three jokes they get.</p>	<p>Functional language: phrases used in a restaurant, making complaints</p> <p>Language for describing a situation</p>	<p>3.4 Task sheets</p> <p>3.2 Task sheet</p> <p>2.5 B Task sheet completed</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Reading for detail and interpreting meaning</p> <p>Making decisions and giving reasons</p> <p>Performing (drama)</p> <p>Evaluating and giving feedback</p> <p>Working in co-operation with others</p>	<p>Ls rehearse then perform their restaurant sketch</p> <p>Ls evaluate their own and other groups' performances</p> <p>Ls read some top jokes in the HumourLab competition, vote for the best joke then compare the class's opinion to the result of the HumourLab competition</p>	<p>Functional language: phrases used in a restaurant, making complaints</p> <p>Language for evaluating and giving feedback making decisions and giving reasons</p>	<p>3.4 Task sheets</p> <p>Ls' sketches</p> <p>4.2 Smiling faces</p> <p>4.3 HumourLab jokes</p>
5	<p>Creative writing</p> <p>Working in co-operation</p> <p>Reading for details</p> <p>Sharing opinions</p> <p>Evaluating and giving feedback</p>	<p>Ls make a mini comic magazine using their own jokes</p> <p>Ls evaluate their own magazines</p> <p>Ls read other groups' magazines and evaluate them</p> <p>Ls give feedback to the teacher</p>	<p>Functional language for agreeing, disagreeing, sharing opinions, evaluating</p>	<p>Blank A3 sheets of paper, coloured pens and pencils, glue (comic) magazines scissors</p> <p>5.2 Comic magazine evaluation sheet</p>

# PROCEDURE

## LESSON 1: SCHOOL JOKES

### AIMS OF THE LESSON

- To respond to a text in writing
- To create and interpret humour
- To ask questions at school and about school
- To make and tell jokes
- To use quotations and connecting language

### MATERIALS AND RESOURCES

1.2 Question and answer slips, blank A3 sheets of paper, Blu-Tack, markers, 1.4 B Sample joke OHT, 1.4 B Jokes to tell

### STAGE 1 The funniest place–Lead-in

**TIME** 8 mins

### SKILLS AND COMPETENCIES IN FOCUS

Ranking  
Comparing

**ORGANISATION** Individuals, pairs, whole class

### TEACHER'S ACTIVITIES

1. Tell your class that for 5 lessons humour and jokes will be your topic. Write these places on the board :

*home, restaurant, school, hospital, library, bus, cemetery, shop*

Ask Ls to put them in order starting from the place where in their opinion jokes and humour are not possible to the one where jokes and humour are the most possible.

In other words, from the least funny place to the funniest place.

2. Get Ls to compare their orders in pairs, then ask pairs how different or similar their orders were.
3. Finally, ask them about 'school' in particular: how many people find it the funniest place, the least funny or somewhere in the middle.

### LEARNERS' ACTIVITIES

<b>STAGE 2</b>	<b>Funniest answers at school – Integrated skills activity</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Responding to a text in writing</li> <li>■ Creative writing</li> <li>■ Creating and interpreting humour</li> <li>■ Discussing alternatives</li> <li>■ Comparing and making decisions</li> </ul>
<b>ORGANISATION</b>	Mingling in pairs
<b>AIDS AND MATERIALS</b>	1.2 Question and answer slips, blank A3 sheets of paper, Blu-Tack, markers

#### TEACHER'S ACTIVITIES

1. Before class, select the jokes from 1.2 Question and answer slips you find appropriate for your class. We recommend having one more joke than there are pairs in your class so that moving from one joke to another one is easier. Cut the first halves of the jokes off the second halves and put the first halves up on the walls around the class. Put a blank A3 sheet below each of them.
2. Tell Ls to walk around in pairs, read the first halves of the jokes and guess what the second halves may be, and write their version on the blank sheets using large letters. Tell them that all the pairs are welcome to write their alternative to the second halves of every joke. Also, they can correct mistakes they find in other pairs' versions. Give each pair a marker.
3. As pairs are mingling, monitor and help as needed.
4. Give out the second halves of the jokes to pairs and get them to place them under the first halves they may belong to.

#### LEARNERS' ACTIVITIES

2. In pairs, Ls walk around, read the first halves of the jokes and guess what the second halves may be, and write their version on the blank sheets using large letters.
4. Ls place the second halves of the jokes under the first halves they may belong to.

Solution:

Teacher: *Did your sister help you with your homework?*

Student: *No, she did all of it.*

Teacher: *If you add 376 and 478, and divide the answer by 14, what do you get?*

Student: *The wrong answer.*

Teacher: *I hope I didn't see you looking at Liz's paper?*

Student: *I hope you didn't either.*

Teacher: *You missed school yesterday, didn't you?*

Student: *Not really!*

Teacher: *You can't sleep in my class!*

Student: *If you didn't talk so much, I could!*

Teacher: *I wish you'd pay a little attention!*

Student: *I'm paying as little as I can.*

Teacher: *Tell me ten animals that come for Africa.*

Student: *Er – nine lions and a zebra.*

Question: *What does a teacher have that her class doesn't?*

Answer: *The answers.*

Question: *What's black and white and absolutely awful?*

Answer: *A maths test paper.*

Question: *Does an apple a day keep a teacher away?*

Answer: *It does if your aim is good enough!*

### TEACHER'S ACTIVITIES

Question: *What do you call a deaf teacher?*

Answer: *Anything you want, because he can't hear you.*

Question: *What's the best thing about going to school?*

Answer: *Coming home again!*

5. Ask Ls to walk around individually, read different versions of the jokes and tick the version of each joke they like the best, Ls' versions and the original versions included. You also walk around and do the ticking.
6. Now ask each pair to get a joke with all the versions off the wall, tally the ticks, and get prepared to tell the most popular one. You take the remaining one off the wall and do the same.
7. Ask Ls to announce the winning joke and perform it. You also tell the most popular version of the one you collected from the wall.

### LEARNERS' ACTIVITIES

5. Ls walk around individually, read different versions of the jokes and tick the version of each joke they like the best, Ls' versions and the original versions included.
6. Each pair gets a joke with all the versions off the wall, they tally the ticks, and get prepared to tell the most popular one.
7. Ls announce the winning joke and perform it.

**STAGE 3** Your school jokes – Communication

**TIME** 15 mins

**SKILLS AND COMPETENCIES  
IN FOCUS**

- Asking questions at school and about school
- Making and telling jokes

**ORGANISATION** Pairs

**TEACHER'S ACTIVITIES**

1. Ask Ls to be in pairs and collect questions that can be asked in schools and about schools and write these two categories on the board:  
*Questions at school:*  
*Questions about school:*  
Tell them that they can think of school in general and particular subjects lessons, too. Give them e.g. these two examples:  
*Where's your homework?*  
*How was school today?*
2. Pool questions and write them up on the board. If you see that Ls could not come up with a good number of questions, elicit more e.g.: *What do your parents ask you when you come back from school? What does your history teacher often ask you?*
3. Ask Ls to be in pairs and write a question – answer joke. They can use any of the questions on the board or their own.
4. As pairs are working, monitor and help as needed.
5. When jokes are ready, ask each pair to ask their question to the class first and get answers of other Ls if they have any before they give theirs.
6. To conclude the lesson, ask Ls to think of all the jokes they have heard and choose their favourite, then tell their partner which joke it was.

**LEARNERS' ACTIVITIES**

1. Sample answers:  
Questions at school: *Where's your book? Have you done your homework? Who has the answer? What are you doing at the back? What is the capital of ...? Who wrote ...? What do you get if you ...?*  
Questions about school: *What subject are you interested in? Who's your favourite teacher? What do you like most about school? Which school do you go to?*
3. Sample answers:  
Teacher: *Where's your homework?*  
Student: *How can you tell where something is if it does not exist?*  
  
Parent: *How was school today?*  
Student: *Very well thank you, but I felt terrible.*

<b>STAGE 4.A</b>	<b>Tell us a joke – Homework – For groups who do not continue with lesson two</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Telling jokes</li> <li>■ Using quotations and connecting language</li> </ul>
<b>ORGANISATION</b>	At school: whole class, at home: individuals
<b>AIDS AND MATERIALS</b>	1.2 Question and answer slips

#### TEACHER'S ACTIVITIES

1. Tell your class that for homework, they need to choose a joke and prepare to tell it in the next lesson. They can choose one of the school jokes from 1.2 Question and answer slips or bring their own jokes. You may want to give this web address to them: <http://www.workjoke.com> and/or suggest that they type “school jokes”, “teacher jokes” in a search engine and find a suitable joke on the internet. All the jokes need to be short dialogues written in a dialogue form. They will need to connect what people are saying in the joke and tell the jokes on their own.
2. Give an example using one of the school jokes.  
*E.g.: The teacher asked the student, “You missed school yesterday, didn’t you?”  
“Not really!”, the student answered.*
3. verbs Ls can use and write these on the board e.g. said, asked, replied, told to, wanted to somebody know

#### LEARNERS' ACTIVITIES

3. At home, Ls turn the dialogues into a connected text to tell the joke and practise telling it.

<b>STAGE 4.B</b>	<b>Tell us a joke: Homework - For groups who continue with lesson two</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Telling jokes</li> <li>■ Using quotations and connecting language</li> </ul>
<b>ORGANISATION</b>	At school: whole class, at home: individuals
<b>AIDS AND MATERIALS</b>	1.4.B Sample joke OHT, 1.4.B Jokes to tell

## TEACHER'S ACTIVITIES

1. Tell your class that for homework they will get one joke each, which they need to prepare to tell in the next lesson. All the jokes are short dialogues written in dialogue form. They will need to connect what people are saying in the joke and tell the jokes on their own.
2. Project 1.4 Sample joke OHT and give an example of how to tell this dialogue as a joke  
*e.g.: Do you know the one about the neighbour and the boy? The neighbour sees the boy up on his apple tree and asks, "What are you doing up there?" The boy replies, "One of the apples fell down and I was trying to put it back."*
3. Elicit verbs Ls can use and write these on the board *e.g. said, asked, replied, told to somebody, wanted to know*
4. Give out one of the jokes in 1.4 Jokes to tell to each L. Depending on the size of your class, you may need to use a joke twice. Warn Ls not to tell or show their jokes to anybody before the next lesson, or else they won't have the same effect when they tell their jokes, i.e. Ls will know the joke and won't laugh any more.  
NB: When giving out jokes, you may wish to give certain jokes to specific individuals, because you think they can cope with a particular joke better than they would with others.

## LEARNERS' ACTIVITIES

4. At home, Ls turn the dialogues into a connected text to tell the joke and practise telling it.

### VARIATION FOR LS WHO CAN ALREADY USE INDIRECT SPEECH

#### AIDS AND MATERIALS

1.4.B Sample joke OHT, 1.4.B Jokes to tell

#### DESCRIPTION

Same as above, but when you give the example of how to tell the joke, you can use indirect speech, too.

*E.g.: Do you know the one about the neighbour and the boy? The neighbour sees the boy up on his apple tree and asks what he is doing up there. The boy replies, "One of the apples fell down and I was trying to put it back."*

Tell your class, though, that the effect is not the same if they only use indirect quotations, so they need to think carefully when it is better to use indirect and when direct quotations.

## LESSON 2: SHOPPING JOKES

### AIMS OF THE LESSON

- To tell, understand and make a joke
- To use quotations and connecting language
- To use short term memory
- To interpret texts with a double meaning
- To practise some shopping language

### MATERIALS AND RESOURCES

Jokes of 1.4.B Jokes to tell, 2.2 Shops and signs matching, 2.3 Shopping joke slips, optional: dictionaries, a box or a basket, blank slips of paper, 2.5.B Task sheet

### STAGE 1 **Have you heard the one about ...? – Homework checking**

**TIME** 10 mins

### SKILLS AND COMPETENCIES IN FOCUS

- Telling a joke
- Using quotations and connecting language
- Listening comprehension
- Short-term memory

**ORGANISATION** Mingling

**AIDS AND MATERIALS** Ls' homework: one joke of 1.4 Jokes to tell

### TEACHER'S ACTIVITIES

1. Ask Ls if anyone needs to ask you anything regarding their joke and help Ls with their questions.
2. Write the sentence beginning '*Have you heard the one about ...?*' on the board and elicit that this can be used to introduce your joke, then give one or two examples: '*Have you heard the one about the doctor and the nurse/the neighbour and the boy?*'

### LEARNERS' ACTIVITIES

1. Ls may need explanations or meaning of words, or they may want to check if they understand the joke.

### TEACHER'S ACTIVITIES

3. Explain that Ls will walk around and tell each other their joke. By telling the joke, they pass it on to the person to whom they have told the joke, this way Ls will tell the joke they have just heard to their next partner. Wait until Ls have had three or four swaps.
4. As Ls are telling and swapping their jokes, monitor and help.
5. At the end, you may wish to ask which joke Ls liked the most.

### LEARNERS' ACTIVITIES

3. Ls walk around and tell each other their jokes. They swap their jokes and go on to another person and tell the joke they have just heard. It means that Ls pass their jokes on to the listener every time they tell a joke.

### VARIATION 1: IN GROUPS WHERE ONE OR TWO LS MAY NEED EXTRA HELP FROM THE T

**AIDS AND MATERIALS** Ls' homework : one joke of 1.4 B Jokes to tell

**DESCRIPTION** The activity is the same as above but T takes part in it as a group member. T has a linguistically easy joke ready to tell, and finds Ls in the classroom they would like to work with individually and tell and swap jokes with them.  
Possible joke for the T to tell:  
*Zag: Can you light a fire with two pieces of wood?*  
*Zig: You can if one of them is a match.*

### VARIATION 2: FOR CLASSES WHERE PASSING ON THE JOKE AND RETELLING SOMETHING LS HAVE JUST HEARD WOULD BE TOO DIFFICULT

**AIDS AND MATERIALS** Ls' homework : one joke of 1.4 B Jokes to tell

**DESCRIPTION** Same as above but leave out the swapping part. Only get Ls to walk around and tell their jokes to some Ls.

<b>STAGE 2</b>	<b>Shops and signs – Reading</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Interpreting texts with double meaning</li> <li>■ Shop names</li> </ul>
<b>ORGANISATION</b>	Pairs
<b>AIDS AND MATERIALS</b>	2.2 Shops and signs matching

#### TEACHER'S ACTIVITIES

1. Elicit/present these words: dye, due to, off-licence, repair, throw up, slicer, get behind, launderette, reappear shop and any other words you think your Ls may not know.
2. Ask Ls to work in pairs. Give out 2.2 Shops and signs matching and ask Ls to do the matching together.
3. As Ls are working, monitor and help as needed.
4. Check answers with the class and ask them what clues they had to get to the answers. Clarify any problems with understanding meaning.  
Solution: 1f, 2h, 3a, 4g, 5b, 6c, 7d, 8e, 9i

#### LEARNERS' ACTIVITIES

<b>STAGE 3</b>	<b>Customer–assistant – Pairing</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<input type="checkbox"/> Reading <input type="checkbox"/> Listening comprehension
<b>ORGANISATION</b>	Mingling
<b>AIDS AND MATERIALS</b>	2.3 Shopping joke slips

#### TEACHER'S ACTIVITIES

1. Before the lesson, cut up 2.3 Shopping joke slips. Give each L one slip and say that the text on the slip is half of a joke. All the jokes take place in or are about shops.
2. Ask Ls to mingle, and saying their line, find the other half of the joke.
3. When Ls have found the other half of their joke, ask the two Ls to sit down together and read out their joke to the class. You can keep these pairs for Stage Four.

#### LEARNERS' ACTIVITIES

**STAGE 4 Can I help you? – Creative writing****TIME** 18 mins**SKILLS AND COMPETENCIES  
IN FOCUS**

- Making and interpreting jokes
- Shopping language

**ORGANISATION** Pairs, then whole class**AIDS AND MATERIALS** Blank slips of paper, a box or a basket, optional: dictionaries**TEACHER'S ACTIVITIES**

1. Ask Ls to work with their partner and come up with typical sentences people say in shops. After some minutes, pool ideas on the board.
2. Tell pairs that they will write a funny reply to one of these questions, everybody the same question, then without knowing who wrote which reply, the class will vote for the funniest one.
3. Ask Ls to vote for the best question to start a shopping joke with, e.g. “*Can I help you?*” works really well.
4. Give each pair a blank slip of paper and tell them that they only have three minutes to write a funny reply on the slip. Ask them to use their best handwriting and big letters. You may want to provide dictionaries and/or help Ls with language.
5. When the three minutes is over, ask each pair to write a number you give them on their slip. It will identify them, so they need to remember the number. They must not say their number to anyone until you instruct them otherwise. You may want to make a note of names in the pairs and their numbers. Collect the slips in a box. You may want to enter the competition and put a reply you write in the box, too.

**LEARNERS' ACTIVITIES**

1. Possible answers: *Can I help you? How much is it? Can I have ...? Where can I find ... Which one would you like? Have you got it in brown? Cash or credit card?*
3. Ls raise their hands to vote for the question they want to work with. Each L can raise their hand only once.
5. Sample made-up joke:  
Assistant: *Can I help you?*  
Customer: *Yes. Could you do my maths homework, please? / No, thanks, I've come here because I like to feel helpless. / Yes. Could you please look somewhere else? I'd like to steal this bar of chocolate.*

### TEACHER'S ACTIVITIES

6. Tell the class that you need three people for managing voting: 1. A QP, a Question Person, who again and again, asks the question that is the first line of their jokes, e.g. *Can I help you?* 2. an RP, a Reply Person, who picks one of the slips from the box and reads out replies Ls wrote and 3. an SP, a Scoring Person, who asks people to vote, counts the votes and puts scores in a table. Put this table on the board:

<i>Number</i>	<i>Is it funny?</i>	<i>Did I laugh?</i>	<i>Total score</i>

- Explain that to vote, Ls will need to answer these two questions: *Is it funny? Did I laugh?* If their answer is yes, they raise their hands. Each raised hand is a point. You and the managers of voting can vote, too. Ls can vote when it is their question, too.
- Suggestion: You may wish to choose a weaker L to be in the role of QP to give them an opportunity to practice the same question many times and play an important role in the classroom for a while.
7. During voting, try to act as one of the class and let the Voting Managers run the voting as much as possible.

### LEARNERS' ACTIVITIES

6. The procedure for voting goes like this:
1. The QP asks the question that is the first line of the jokes, e.g. *Can I help you?*
  2. The RP takes a slip from the box and reads out a reply, then gives the number on the slip.
  3. The SP puts down the number in the grid then asks: *"Is it funny? If yes, raise your hand, please."* Counts raised hands, announces how many and puts it down in grid.
  4. The SP asks the question: *"Did you laugh? If yes, raise your hand, please."* Counts raised hands, announces how many and puts it down in the grid.
  5. The SP adds up the points in the two columns and announces the total score.
  6. This procedure is repeated until there are no more slips left in the box.
  7. The SP announces the joke with the most points. The joke is repeated and the authors' identity is revealed. They get the celebration winners deserve.

### VARIATION IF THE T THINKS IT WOULD BE BETTER TO LET EACH PAIR DECIDE ON THE QUESTION THEY WANT TO START THEIR JOKE WITH

#### AIDS AND MATERIALS

Blank slips of paper, a box or a basket

#### DESCRIPTION

Same as above, but you do not ask Ls to vote for the question they want to start their joke with, but let pairs choose any shopping question. In this case, Ls write both the question and the answer on their slip and you do not need a QP for voting.

<b>STAGE 5.A</b>	<b>A Shopping scene– Setting homework: For groups who do not continue with lesson three</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Shopping language
<b>ORGANISATION</b>	Individuals
<b>AIDS AND MATERIALS</b>	None

**TEACHER'S ACTIVITIES**

1. For their homework, ask Ls to write a short shopping dialogue in which things go wrong. Tell them, that in the next lesson they will combine ideas with one or two people and perform their dialogues.
2. At home, Ls wirte a short shopping dialogue in which things go wrong. They try to make it as funny as possible.

**LEARNERS' ACTIVITIES**

<b>STAGE 5.B</b>	<b>Doctor, doctor – Setting homework – For groups who continue with lesson three</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading for detail
<b>ORGANISATION</b>	Individuals
<b>AIDS AND MATERIALS</b>	2.5.B Task sheet

**TEACHER'S ACTIVITIES**

1. Give out 2.5.B Task sheet and ask Ls to answer the questions for the next lesson.

**LEARNERS' ACTIVITIES**

### LESSON 3: RESTAURANT JOKES

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ To read for detail: reading, interpreting and adapting jokes</li><li>■ To use functional language: making complaints, restaurant language</li><li>■ To describe situations</li><li>■ To do creative writing</li><li>■ To develop drama skills</li></ul>
<b>MATERIALS AND RESOURCES</b>	3.4 Task sheets, 3.2 Task sheet, 2.5.B Task sheet completed

<b>STAGE 1</b>	<b>Doctor, doctor – Checking homework</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading for detail
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	2.5 Task sheet completed

#### TEACHER'S ACTIVITIES

1. Ask Ls to prepare their completed 2.5.B Task sheet and check answers. Ask Ls what clues they had in the jokes that helped them to find the right answers.  
Solution: a4, b1, c5, d2, e7, f6, g3

#### LEARNERS' ACTIVITIES

<b>STAGE 2</b>	<b>Restaurant language</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Functional language: phrases used in a restaurant
<b>ORGANISATION</b>	Individuals, pairs then whole class
<b>AIDS AND MATERIALS</b>	3.2 Task sheet

### TEACHER'S ACTIVITIES

1. Have a short chat with Ls about their experience regarding restaurants e.g. ask when they went last to a restaurant, if they have a favourite restaurant, which they prefer: eating in a restaurant or eating at home, etc.
2. Give out 3.2 Task sheet and ask Ls to work individually first, then ask them to compare their answers in pairs.
3. Check answers in whole class allowing for alternatives.  
Possible order of sentences:  
*Have you got a reservation? What would you like to drink? Here's the menu. Are you ready to order? What is the soup of the day? This soup is cold. What kind of salad have you got? I'm afraid we've run out of turkey. Who is the chicken for? Can I have another beer, please? Anything for dessert? Just a coffee, please. Did you enjoy your meal? May I have the bill, please?*

### LEARNERS' ACTIVITIES

**STAGE 3** Whatever can go wrong will go wrong in a restaurant – Brainstorming

**TIME** 10 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Describing situations

**ORGANISATION** Small groups

#### TEACHER'S ACTIVITIES

1. Ask Ls to work in small groups of about four. Ask them to make a list of things that can go wrong in a restaurant. Give/Elicit one or two examples e.g.: *The customer must wait for an hour before the food arrives. The waiter is very old and spills all the soup before he puts it on the table, or drops everything on the floor etc.*
2. As groups are working, monitor and help as needed.
3. Pool ideas with the class and put them on the board. Add to Ls' ideas and/or present language as needed. You need a good selection of things that may go wrong for the next task.

#### LEARNERS' ACTIVITIES

2. Possible answers: *The food is cold, the food is bad, there's a hair in the food, the drink is not cold enough, they leave all the dirty dishes on the table, the tablecloth is dirty, the fork is dirty, the glass is broken, the food stinks, you get the wrong food, the bill is too much, you get food poisoning, etc.*

<b>STAGE 4</b>	<b>Restaurant scene – Creative writing</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Reading and interpreting jokes</li> <li>■ Creative writing</li> <li>■ Drama skills</li> <li>■ Functional language: making complaints, restaurant language, co-operating</li> </ul>
<b>ORGANISATION</b>	Small groups
<b>AIDS AND MATERIALS</b>	3.4 Task sheets

#### TEACHER'S ACTIVITIES

1. Ask Ls to be in small groups and give out 3.4 Task sheets to groups. If your class is big, you may need to give the same task sheet to more than one group. Help groups to interpret the task and understand the jokes.
2. As groups are working, monitor and help as needed.

#### LEARNERS' ACTIVITIES

1. Ls in small groups make a comedy sketch in which they use the jokes on their task sheets. They write the sketch and prepare to perform it in the next lesson.

<b>STAGE 5</b>	<b>Restaurant scene – Setting homework</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Creative writing</li> <li>■ Drama skills</li> <li>■ Functional language: making complaints, restaurant language</li> </ul>
<b>ORGANISATION</b>	Individuals and groups
<b>AIDS AND MATERIALS</b>	3.4 Task sheets and Ls' sketches

**TEACHER'S ACTIVITIES**

1. Tell groups that they will perform their sketches in the next lesson, so they can refine them, learn their parts and bring in the props they need. They may also want to rehearse in their groups.

**LEARNERS' ACTIVITIES**

## LESSON 4: HUMOURLAB COMPETITION

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ To read for detail and interpret meaning</li><li>■ To make decisions and give reasons</li><li>■ To perform (drama)</li><li>■ To evaluate and give feedback</li><li>■ To work in co-operation with others</li></ul>
<b>MATERIALS AND RESOURCES</b>	3.4 Task sheets and Ls' sketches, 4.2 Smiling faces, 4.3 HumourLab jokes
<b>STAGE 1</b>	<b>Restaurant scene – Fine tuning</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"><li>■ Drama</li><li>■ Co-operating</li></ul>
<b>ORGANISATION</b>	Same groups as at 3.4
<b>AIDS AND MATERIALS</b>	3.4 Task sheets and Ls' sketches

### TEACHER'S ACTIVITIES

1. Tell Ls that they have five minutes to fine tune their sketches and to have a final rehearsal.
2. As groups are working, walk around and help as needed.

### LEARNERS' ACTIVITIES

<b>STAGE 2</b>	<b>Restaurant scenes – Performances</b>
<b>TIME</b>	25 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Drama</li> <li>■ Listening</li> <li>■ Co-operating</li> <li>■ Evaluating and giving feedback</li> </ul>
<b>ORGANISATION</b>	Same groups as at 3.4 and 4.1
<b>AIDS AND MATERIALS</b>	Ls' sketches, 4.2 Smiling faces

#### TEACHER'S ACTIVITIES

1. Establish order of performances either by volunteering or drawing numbers from a hat/box. Keep groups together even when they are the audience, because groups will give a group feedback on performances. Explain the feedback system: After each performance, groups will get one minute to decide if the performance gets one, two or three smiling faces. The more smiling faces, the better. Put these criteria on the board: fun, language, performance. Groups will need to give reasons for their decisions. You will also give feedback the same way.
2. Run the performances and have a short feedback session after each.

#### LEARNERS' ACTIVITIES

2. This is how it goes: 1. Performance 2. Groups get one minute to discuss and decide how many smiling faces they want to give the performers. It is a good idea to get performing groups to evaluate themselves in the same way. 3. Groups and the T show the smiling faces they grant to the performers all at the same time. 4. Smiling faces are tallied 5. Groups take turns in giving short oral feedback 6. T gives feedback emphasising good points. This procedure is repeated with all the groups.

<b>STAGE 3</b>	<b>HumourLab jokes – Reading with communication</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Reading for detail</li> <li>■ Interpreting meaning</li> <li>■ Making decisions</li> <li>■ Giving reasons</li> </ul>
<b>ORGANISATION</b>	Pairs
<b>AIDS AND MATERIALS</b>	4.3 HumourLab jokes

#### TEACHER'S ACTIVITIES

1. Tell your class that the UK ran a world joke competition on the Net, and you have brought four of the best jokes, the winning one included. They will read them in pairs and decide individually which joke they like best. It means that they work in pairs to help each other, but they decide only for themselves which joke they like the best.
2. Give out 4.3 HumourLab jokes and give Ls about 5 minutes to read them and decide which one is their favourite. Help Ls to interpret jokes and vocabulary as needed.
3. Write *Joke A*, *Joke B*, *Joke C* and *Joke D* on the board, and ask Ls to vote for the best one in their opinion. You ask: “*Who says Joke A is the best one? Raise your hands, please.*” Count hands and put the number down. Repeat this procedure with all the jokes, then announce the best joke in the class’s opinion.
4. Give the class information on the jokes’ ranking in the HumourLab competition: *Joke C: top joke in the UK, Joke D: top joke in Canada, Joke B: second place in the world, Joke A: world champion.* How is the class’s opinion, similar or different?

#### LEARNERS' ACTIVITIES

2. In pairs, Ls read the jokes helping each other as needed, then they decide individually which joke they like best.
3. Ls raise their hands to vote for the joke they like the best. Each L can only vote for one joke.

<b>STAGE 4</b>	<b>Your joke – Setting homework</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Telling jokes
<b>ORGANISATION</b>	Individuals

#### TEACHER'S ACTIVITIES

1. Tell your class that next lesson they will make their own mini comic magazine. Their task at home is to write up two or three jokes in English they think are good and to think about cartoon-like illustrations, too. It may also help their work in the next lesson if they bring in comic magazines and books they have. Add to Ls` ideas and/or present language as needed. You need a good selection of things that may go wrong for the next task.

#### LEARNERS' ACTIVITIES

## LESSON 5: COMIC MAGAZINE

### AIMS OF THE LESSON

- Creative writing
- To work in co-operation
- To read for details
- To share opinions
- To evaluate and give feedback

### MATERIALS AND RESOURCES

Blank A3 sheets of paper, coloured pens and pencils, glue, (comic) magazines, scissors, 5.2 Comic magazine evaluation sheet

### STAGE 1 Making a mini comic magazine – Writing and communication

**TIME** 25 mins

### SKILLS AND COMPETENCIES IN FOCUS

- Creative writing
- Working in co-operation
- Agreeing and disagreeing
- Art skills

**ORGANISATION** Groups of four

### AIDS AND MATERIALS

Ls' homework, blank A3 sheets of paper, coloured pens and pencils, glue, (comic) magazines, scissors

### TEACHER'S ACTIVITIES

1. Ask Ls to be in groups of about four and get the jokes they wrote down at home ready. Give each group a letter, so there will be a Group A, a group B, etc. Tell groups that they will make mini comic magazines using the jokes they have. They can make their magazines on folded A3 sheets of paper. They will write up their jokes on separate pieces of paper, make cartoons, and using magazine pictures, they can make collages, too. Finally they glue everything on the A3. They need to give their magazine a title and put it on the front. Ask them to have these criteria in mind: *fun, language and design*. Put these on the board.

### LEARNERS' ACTIVITIES

### TEACHER'S ACTIVITIES

2. Elicit / suggest steps and put them on the board, too.

1. *Give title to magazine*
2. *Listen to everybody's jokes*
3. *Choose jokes*
4. *Check language*
5. *Write jokes up*
6. *Make illustrations*
7. *Decide about layout*
8. *Glue all the material on the folded A3*

Emphasize that parts of their magazine, jokes, cartoons, collages are all glued on the A3, not directly made on it. This makes it possible for everyone in the group to work on something simultaneously.

3. As groups are working, monitor and help as needed.

### LEARNERS' ACTIVITIES

2. Groups choose a title for their magazine. They listen to the jokes everybody has and decide which can go into the magazine. They write them up nicely while correcting and checking language points. Encourage groups to find you with their language questions. They make illustrations and cartoons and decide about the layout. They glue everything on their folded A3 sheet of paper.

<b>STAGE 2</b>	<b>Comic magazines presentations – Reading and communication</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<ul style="list-style-type: none"> <li>■ Reading for details</li> <li>■ Sharing opinions</li> <li>■ Evaluating</li> </ul>
<b>ORGANISATION</b>	Groups
<b>AIDS AND MATERIALS</b>	Groups' comic magazines, 5.2 Comic magazine evaluation sheet

#### TEACHER'S ACTIVITIES

1. Give one 5.2 Comic magazine evaluation sheet to each group and ask them to write their magazine title at the top and their group's letter sign (A, B, C, D, E.) in the Creator's column. Ask them to evaluate their own work by putting a tick into the column with one, two or three smiling faces in each category. The more satisfied they are with their own work, the more smiling faces they give to themselves.

Each member can do the ticking on their own, i.e. there will be as many ticks for each category as there are Ls in the group.

2. Now ask groups to pass their magazine and evaluation sheet to the group on their left. Groups read the magazines they have received and evaluate the magazines by putting the ticks in the boxes they think best. Each L does the ticking individually. Repeat this procedure until groups get their own magazines back.
3. As groups are reading and evaluating magazines, join groups and make sure you read and evaluate each magazine using the teacher's column in the grids, too.
4. When groups get their own magazines back, ask them to look at the feedback and discuss in their group what they think. You may also want to run a short oral feedback session.

#### LEARNERS' ACTIVITIES

1. Groups evaluate their own work using 5.2 Comic magazine evaluation sheet.

2. Groups circulate their magazines with their evaluation sheets. Readers give individual feedback by ticking the columns with as many smiling faces as they think best. The more smiling faces the better.

<b>STAGE 3</b>	<b>You must be joking! – Feedback</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Giving feedback
<b>ORGANISATION</b>	Individuals, whole class
<b>AIDS AND MATERIALS</b>	Two different colour post-it notes

#### TEACHER'S ACTIVITIES

1. Give each L two different colour post-it notes. Ask them to give you feedback using the post-its. Use one colour for the teacher, the other colour for the module. Put one of both colour post-it notes on the board and write next to them which colour is for the teacher and which is for the module.
2. Ask Ls to express their opinion on the post-its by drawing one, two or three smiling faces on them. Ask them to write an explanation on the back of the post-its. This can be done in Hungarian if needed.
3. Collect post-its in a box or basket. NB! If you haven't done the lessons of this modul one after the other, this step should not be used. Use the 5 minutes elocated to this step for step 5.1

#### LEARNERS' ACTIVITIES

