



Fun Class Activities

Book 2

•
GAMES

• **AND** •

ACTIVITIES

for Teachers

Learning
with
Laughter

Peter Watcyn-Jones

Fun Class Activities 2 is an indispensable resource book for teachers who wish to inject some fun and laughter into their lessons. It contains 50 photocopiable activities drawn from Peter Watcyn-Jones' years of experience in using humour to teach language more effectively. The activities include jigsaw-reading, tongue-twisters, correcting misprints, acting out sketches and role-plays, re-telling jokes and anecdotes, and playing charades and consequences. As so much humour is based in language, these activities are ideal for practising, for example, reading and speaking skills, correct pronunciation, grammar and vocabulary.

Fun Class Activities 2 is divided into two parts. Part 1 has an Introduction and detailed teaching notes for each activity, including an answer key. Part 2 contains all the activities and games for photocopying. There are activities for all levels, from elementary to advanced, and this is clearly indicated in the teaching notes.

All the activities are quick to prepare and easy to use, and will motivate students to learn and enjoy the language.



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* E: elementary LI: lower intermediate I: intermediate A: advanced

INTRODUCTION

Since I started writing I have always tried to include in my books the occasional exercise based on humour in one form or another – especially in my *Test Your Vocabulary* series (also published by Penguin). As a result, over the years I have built up a large collection of jokes, humorous stories, and so on, which, up until now, I have largely used as ‘light relief’ during talks and workshops. But so many teachers came up to me afterwards asking whether the material I had shown them was available in book form that it got me thinking that perhaps such a book full of humorous and fun activities could be a very useful resource book for teachers. Fortunately, Michael Nation at Penguin agreed, so here at long last is the book so many teachers have asked me for.

Fun Class Activities consists of two books – *Fun Class Activities: Book 1* and *Fun Class Activities: Book 2*. Both books form part of Penguin’s growing series of photocopiable resource books for teachers. Although there are two books, they are to be thought of rather as two parts of the same book – one that would otherwise have been too bulky and cumbersome to use on its own. For this reason, whether you start with Book 1 or Book 2 is quite immaterial since both books contain activities at all levels, from Elementary to Advanced.

Fun Class Activities: Book 2 contains a selection of activities, the majority of which are based on humour in various forms, especially jokes and humorous stories. Most of them are designed for pair work, group work and, occasionally, whole class activities. Most of the activity types found in this book are not really new but by using jokes, etc. instead of the more traditional and ‘serious’ types of texts, it is hoped that learning will be more fun and more stimulating for the students

The organisation of Fun Class Activities: Book 2

The activities in *Fun Class Activities: Book 2* have been grouped according to activity type. The contents section gives details of level plus type of activity. In this book, the activity types are: *Ice-breaker activity*, *Sketches*, *role plays*, etc., *Grammar activities*, *Teacher-led activities* and *Miscellaneous activities*. Part 1 of the book gives detailed teacher’s notes for each activity while Part 2 contains the various cards, handouts etc. to be photocopied. Where a key is necessary, this is included in the teacher’s notes.

Classroom organisation

Although class sizes vary considerably, the book assumes an average class size of 10-20 students. Where possible, the classroom should be physically rearranged to facilitate working in pairs or groups.

However, should this not be possible, even the more traditional front-facing rows of desks can be easily adapted for pair work and group work. For pair work, students can either work with the person sitting next to them or the person in front of or behind them. For group work, two students can easily turn their chairs round to face two others behind them. Where you have an uneven number of students in the class, most pair work activities can be done by three people (if necessary, two students against one).

The role of the teacher

For the majority of these games and activities the teacher’s role is largely a passive one. The teacher is mainly responsible for:

- preparing the material in sufficient quantities
- explaining clearly what is to be done
- checking answers at the end of an activity

Once an activity has started, students work independently of the teacher at their own pace. The teacher goes round the classroom listening and monitoring their progress and only interfering or helping if absolutely necessary.

Time-limits

Most of the activities can be done in 15-20 minutes. For those odd occasions where it may be possible for an activity to go on and on, it is advisable to set a time-limit and to stop the students whether they have finished or not. Apart from the obvious difficulties of students finishing at different times, the checking process is often an integral and, from the learning point of view, important part of the activity. As such it is better that you check with the whole class rather than with individual groups.

Storing the material

The material to be photocopied can be divided into two types – **a** handouts which the students write on and **b** material which the students use but do not write on.

To save the teacher unnecessary work, therefore, it is a good idea that material that can be re-used should be made as durable as possible. One way is to mount everything on thin card. (Many photocopiers nowadays allow the use of card.) These cards and handouts can then be stored in separate envelopes (clearly labelled on the outside), which can be handed back to the teacher at the end of the activity. All the activities presented in this book require preparation on the part of the teacher. It is hoped that all the extra effort will prove to be rewarding.

PART 1 TEACHER'S NOTES

Ice-breaker activity

This activity is intended largely for fun – to be used with new groups to 'break the ice'.

1 Have you heard the one about ... ? *Intermediate and above*

This activity is based on students telling each other jokes. It can be done by groups of up to 20 students.

Method

- 1 Copy and cut out the joke cards on page 17. Give each student a card.
- 2 Students work alone. Allow them time to read through and practise saying (quietly) their jokes.
- 3 Students now walk around the room telling their joke to up to eight different people. They take it in turns to tell their joke to the person they meet. This person writes down their name, then after hearing the joke, gives it a mark out of 10. If necessary, you can write this opening prompt on the board:
Hello, my name's ... Can I tell you a joke?
- 4 After a while, stop the activity, irrespective of whether everyone has spoken to eight people.
- 5 As a follow up, ask one or two students to look at their mark sheet and tell you which student's joke they found funniest. You can ask that student to read out his/her joke to the whole class. Or why not see if the other person can remember the joke he/she heard?

Sketches, role plays, etc.

These activities give students, amongst other things, a chance to act out some comedy sketches. Should your students not be keen on acting, then the sketches can always be read for pleasure.

2 The dead parrot sketch *Advanced*

This activity, plus activities 3-6 are included here mainly for enjoyment. This sketch is one of the most famous sketches from *Monty Python's Flying Circus*.

Method

- 1 Copy the handout on page 19 – one copy for each student.
- 2 Students work in groups of three – two can be the 'actors' while the third person can be the 'director'.

- 3 Tell them to practise reading the sketch, with the director giving them hints on how to improve their performance. (They will have to mime the parrot or use a suitable prop!)
- 4 Get one or two groups to act it out in front of the class.

3 The good old days sketch *Advanced*

This sketch is for four characters. It is taken from the TV series *At Last the 1948 Show*.

Method

As Activity 2. The handout is on page 20.

4 Finishing sentences sketch *Intermediate and above*

Another sketch from the TV series *Monty Python's Flying Circus*. It is for 2 main characters.

Method

As Activity 2. The handout is on page 21.

5 Argument sketch *Lower intermediate and above*

A final sketch from the TV series *Monty Python's Flying Circus*. It is for 2 main characters.

Method

As Activity 2. There are two handouts on pages 22 and 23.

6 Communication problems *Intermediate and above*

This is a 2-part sketch from the TV series *Fawlty Towers*. The first sketch is for 3 characters, the second for 2 characters.

Method

- 1 Divide the class into groups – A (4 students) and B (3 students). For Group A, copy the handouts on pages 24 and 25. For Group B, the handouts on pages 24 and 26. Each student requires two handouts.
- 2 Read through the Group notes on page 24 and ask the students to decide who will be the actors and the director.
- 3 Tell them to practise reading their scene with the director giving them hints on how to improve their performance.
- 4 Get one of the A groups and one of the B groups to act out the scene in front of the class.

7 Short sketches

Intermediate

Here are five short sketches made from jokes. They can be put together to form a class review, with different groups putting on different sketches. As before, one student acts as director while the others (usually 2 people) are actors.

Method

- 1 Choose from the sketches on pages 27-30 and copy them. There are five sketches altogether, so there should be something suitable for the whole class.
- 2 Students work in groups of three – two are ‘actors’ while the third person is the ‘director’.
- 3 Give each group a different sketch. Tell them to practise reading it with the director giving them hints on how to improve their performance. (They will have to mime or use suitable props!)
- 4 Get each group to take it in turns to act out their sketch in front of the class.

(NB: The eye chart for Sketch 5 is on page 30.)

8 Good evening, here is the news ...

Intermediate and above

This is a comedy news broadcast, with two people acting as newsreaders. Again, a third person can act as the director.

Method

- 1 Copy and cut out the script outline on page 31 (one per newsreader) and the individual news items on pages 31-32 – one set per group.
- 2 Students decide who will be the director and who will be the newsreaders. Together they now select which items they will include in the news broadcast.
- 3 The newsreaders practise reading the script with the director giving them hints on how to improve their delivery.
- 4 Get one or two pairs to act out their news broadcast in front of the class.

9 TV advertisement

Intermediate and above

This is a role play for two actors and a director. It is based on rehearsing for a TV commercial for a new washing powder called DAZZLE. Props would be useful, though not essential, since things can be mimed instead. If props are used, the following are needed:

a dirty white T-shirt, a clean white T-shirt, a pair of sunglasses, a packet of washing powder with the product name – DAZZLE – visible on the front.

Method

- 1 Divide the class into groups of three. Tell them to decide who will be the director and who will be the two actors.
- 2 Copy and cut up the director’s script on pages 33-34, the role cards on page 34 and the actor’s script on page 35.
- 3 Allow time for preparation. Then explain that the director is leading a rehearsal of the commercial, so can go over it as many times as she/he likes until she/he is satisfied. However, it is best to set a time-limit, e.g. 30 minutes.
- 4 Get one or two groups to act out their commercial in front of the class.

10 Word charades

Lower intermediate and above

This is a game that is always popular with most groups and is fun to do. The choice of words has been chosen deliberately to make miming easier. It can be done as a whole class exercise but it is suggested that it be done in groups of 5-6 students.

Method

- 1 Copy the handout on page 36 – one per group. Also copy and cut up the word cards on page 37 – one set per group.
- 2 Before starting, explain the rules to the group. It would help if the groups had the handout about common gestures used in charades while you’re doing this. Demonstrate by miming a word yourself. For example, the word **carpet**. You could mime driving for the first syllable and stroking a dog for the second syllable.
- 3 When you are sure that everyone understands the rules, give out the word cards and tell the group to place them face down in a pile on the desk or table in front of them. They now take turns at choosing a card and miming the word on that card. The person in the group who guesses the word keeps the card. Tell them that they only have 2-3 minutes to mime each word.
- 4 The student with the most word cards at the end of the game is the winner.

11 Call my bluff

Advanced

This is another popular game which can be great fun with the right group. Students work in two groups, A and B, with three students per group. This particular game is based on giving definitions of slang words. Three definitions are read out, but only one of them is correct. The aim is to guess who is giving the right definition.

Method

- 1 Copy the handout for Group A on page 38 and the handout for Group B on page 39.
- 2 Before starting, explain the rules and give an example as follows:

*You are going to play a game called 'Call my bluff' where you will take it in turns to read out three definitions of a slang word, but only one definition is correct. The other team tries to guess which person has read out the correct definition. For example, which of these definitions is correct for the word **lippy**?*

LIPPY

Definition 1: Lippy is a verb and it means to kiss. 'She was really gorgeous and certainly knew how to lippy.' It comes from the word 'lipstick'.

Definition 2: Lippy is a noun and is a fairly common word in Liverpool and the North of England for toilet. 'Excuse me for a minute - I've just got to go to the lippy.' It comes from the words 'little privy'.

Definition 3: Lippy is an adjective and means cheeky or rude. 'That kid next-door is a bit too lippy for his own good. It's time his parents taught him some manners.' It comes from the word 'lip' because you use your lips when you speak.

Invite the class to guess. (The correct answer is definition 3.)

- 3 Divide the class into A and B groups and give them the handouts. Allow time for preparation, then when everyone is ready they can take it in turns to read out their definitions.
- 4 At the end ask one of the A groups and one of the B groups to read out their definitions, just to see how inventive they were.

Fun with grammar activities

Most of these activities are based on jokes of various types and are largely gap-filling exercises which concentrate on various grammatical problems, from verb tenses, adjectives, conjunctions, and conjunctions to phrasal verbs and idioms.

12 Fill in the missing prepositions 1

Lower intermediate

In this activity students have to fill in the missing prepositions in several short jokes.

Method

- 1 Students work in pairs. Give each pair a copy of the handout on page 40.
- 2 Do the first sentence orally with the whole class, then let them continue on their own. Set a time-limit, e.g. 15-20 minutes.
- 3 Check the answers orally by asking different pairs to read out the jokes. (Where the joke is a dialogue, they can take parts.)

Key

1 before ... after, 2 for, 3 for, 4 about ... into, 5 of, 6 after ... after, 7 at, 8 for, 9 in, 10 in ... near, 11 for; 12 from, 13 on ... around/round, 14 with, 15 of

13 Fill in the missing prepositions 2

Intermediate

Method

As Activity 12. The handout is on page 41.

Key

1 for, 2 on, 3 at, 4 at ... in, 5 for, 6 by, 7 about ... on, 8 in/into, 9 into ... of ... in, 10 on ... in ... of, 11 in ... of, 12 in, 13 in, 14 on ... at ... with, 15 of, 16 from ... on ... before

14 Fill in the missing prepositions/particles

Intermediate

In this activity students have to fill in the missing prepositions and adverb particles in a fairly long joke.

Method

- 1 Students work in pairs. Give each pair a copy of the handout on page 42.
- 2 Read through the example, then let them fill in the missing prepositions.

- 3 Check the answers orally by reading through the joke then pausing before each gap and asking the students for suggestions as to which preposition is needed.

Key

1 up, 2 in, 3 for, 4 for, 5 on, 6 from, 7 from, 8 to, 9 at, 10 with/in, 11 of, 12 over, 13 of, 14 along, 15 under/near, 16 at, 17 on, 18 at, 19 from, 20 off, 21 to, 22 on,

15 Fill in the missing adjectives 1

Lower intermediate

In this activity students have to fill in the missing adjectives in several short jokes.

Method

- 1 Students work in pairs. Give each pair a copy of the handout on page 43.
- 2 Do the first sentence orally with the whole class, then let them continue on their own. Set a time-limit, e.g. 15–20 minutes.
- 3 Check the answers orally but asking different pairs to read out the jokes. (Where the joke is a dialogue, they can take parts.)

Key

1 polite, 2 worried, 3 Terrible, 4 happy, 5 wet, 6 quiet, 7 Dead, 8 young, 9 afraid, 10 tired, 11 wrong, 12 boring

16 Fill in the missing adjectives 2

Intermediate

Method

As Activity 19. The handout is on page 44.

Key

1 bald, 2 invisible, 3 wooden, 4 dead, 5 exact, 6 original, 7 vain, 8 honest, 9 messy, 10 useful, 11 sober, 12 empty, 13 bouncing, 14 safe, 15 funny, 16 professional

17 Fill in the missing nouns 1

Lower intermediate

This time, the students have to fill in the missing nouns in several short jokes.

Method

As Activity 19. The handout is on page 45.

Key

1 bull, 2 luggage, 3 mirror, 4 phone, 5 alphabet, 6 essay, 7 cows, 8 match, 9 size, 10 accountant, 11 homework, 12 cheese sandwich

18 Fill in the missing nouns 2

Intermediate

Method

As Activity 19. The handout is on page 46.

Key

1 hole, 2 secret, 3 opinion, 4 interval, 5 Goldfish, 6 typing, 7 pram, 8 willpower, 9 fur coat, 10 majority, 11 lawn, 12 skin, 13 diet, 14 direction, 15 politicians, 16 lawyers

19 Fill in the missing nouns 3

Advanced

Method

As Activity 17. The handout is on page 47.

Key

1 affection, 2 double-crosser, 3 hearse, 4 insurance, 5 Nostalgia, 6 acquaintances, 7 topless bar, 8 organ recitals, 9 Statistics, 10 part, 11 leaves, 12 ladder ... steps, 13 support, 14 unemployment ... worry, 15 checkup ... lighthouse keeper, 16 appearance ... term

20 Fill in the missing verbs 1

Elementary

In this activity students have to fill in the missing verbs (in the correct tense) in several short jokes.

Method

- 1 Students work in pairs. Give each pair a copy of the handout on page 48.
- 2 Do the first sentence orally with the whole class, then let them continue on their own. Set a time-limit, e.g. 15–20 minutes. Remind them that they have to choose the right verb tense and to use short forms where appropriate.
- 3 Check the answers orally by asking different pairs to read out the jokes. (Where the joke is a dialogue, they can take parts.)

Key

1 forget, 2 knit, 3 plays, 4 stealing, 5 read, 6 born,
7 count, 8 need, 9 sang, 10 cried, 11 pay, 12 married,
13 meet, 14 stick,

21 Fill in the missing verbs 2 *Lower intermediate***Method**

As Activity 20. The handout is on page 49.

Key

1 chased ... ride, 2 Haven't (you) noticed,
3 went ... said ... hum, 4 flew, 5 sold, 6 spell,
7 seen, 8 growing ... planted, 9 practising, 10 smell,
11 are eating, 12 deliver ... posted

22 Fill in the missing verbs 3 *Intermediate***Method**

As Activity 20. The handout is on page 50.

Key

1 told ... charge, 2 breathe, 3 complain, 4 died,
5 limped ... bit, 6 pronounced, 7 were deciding,
8 exaggerating, 9 lost, 10 I'm sending, 11 keep,
12 cash ... identify ... looks

23 Conjunctions *Intermediate*

In this activity students have to sort out sentences which contain conjunctions.

Method

- 1 Students work in pairs. Give each pair a copy of the handout on page 51.
- 2 Read through the example, then let them complete the exercise. Set a time-limit, e.g. 15 minutes.
- 3 Check orally, one sentence at a time.

Key

1	but	d
2	when	o
3	whether	f
4	even though	g
5	because	i
6	unless	c
7	because	j
8	that	a
9	until	e

10	while	n
11	as long as	b
12	as soon as	l
13	so that	h
14	that	m

24 If ... *Intermediate*

This activity is based on conditional sentences.

Method

- 1 Students work in pairs. Give each pair a copy of the handout on page 52.
- 2 Explain that they have to fill in the missing verbs in the sentences, choosing from the list in the box. Stress that they have to put the verbs into the correct tense. Set a time-limit, e.g. 15-20 minutes.
- 3 Check the answers orally, one sentence at a time.

Key

1 will (you) give, 2 don't like, 3 I'd known (had known), 4 fall, 5 would have had, 6 had wanted, 7 don't stand, 8 I'd give (would give) ... I'd take (would take), 9 look, 10 will (people) think, 11 I'll try (will try), 12 would have been, 13 called, 14 forget, 15 I'd keep (would keep), 16 plants

25 Some - any, etc. *Intermediate*

This activity is based on *some - any* combinations.

Method

- 1 Students work in pairs. Give each pair a copy of the handout on page 53.
- 2 Explain that they have to fill in the missing words in the jokes, choosing from *any, anybody, anything, everybody, nobody, some, somebody* or *something*. Set a time-limit, e.g. 15-20 minutes.
- 3 Check the answers orally one sentence at a time.

Key

1 anything (something), 2 Everybody, 3 any, 4 some, 5 some (any), 6 everything, 7 anybody ... somebody, 8 Somebody, 9 everybody, 10 any, 11 Some ... nobody, 12 Anybody, 13 nobody, 14 something, 15 any, 16 anything (something) ... some

26 Plurals *Lower intermediate*

This activity is based on a rather amusing poem which shows how difficult the English language is for anyone learning it. Students can work individually or in pairs.

Method

- 1 Copy the handout on page 54 – one for each student/pair.
- 2 Explain to the students that they have to fill in the missing plural forms of the words in *italics*. Set a time-limit, e.g. 15–20 minutes.
- 3 Check the answers orally by reading through the poem, pausing for answers before each gap.
- 4 Finally, choral read the poem with the whole class. (It might help them to learn the regular plural forms!)

Key

1 boxes, 2 oxen, 3 geese, 4 mice, 5 houses, 6 men, 7 cows, 8 vows, 9 feet, 10 teeth, 11 these, 12 those

27 It sounds the same

Intermediate and above

This is a 2-part activity which concentrates on homophones and homonyms. It is best done in pairs.

Part 1 – homophones

Method

- 1 Copy the handout on page 55 – one for each student/pair.
- 2 Explain what a homophone is by reading through the introduction and looking at the example. If necessary, use a further example. Write this on the board:
*A: Have you **read** Shakespeare?*
B: No, but I have _____ pyjamas!
Ask which word they think could be used to complete the dialogue. (Answer: red.)
- 3 The students now complete the exercise. They underline one word and then at the bottom of the page suggest a homophone. Set a time-limit, e.g. 15–20 minutes.
- 4 Check the answers orally.

Key

<i>Underlined word</i>	<i>Homophone</i>
1 storey	story
2 ears	years
3 tow	toe
4 son	sun
5 patience	patients
6 cue	queue
7 knights	nights
8 kneads	needs (dough = slang for money)
9 sea	see
10 diet	dye it

- 11 bear bare
- 12 role roll
- 13 cheap cheep (= the sound a canary makes)
- 14 tiers (=layers) tears
- 15 guilt gilt (= golden)

Part 2 – homonyms

Method

- 1 Copy the handout on page 56 – one for each student/pair.
- 2 Explain what a homonym is by reading through the introduction and looking at the example. If necessary, use a further example.

Write this on the board:

Every time I get on a ferry it makes me _____. (ocsrs)

Ask which word they think could be used to complete the sentence and for the two meanings of the word. (Answer: cross – (a) angry, (b) cross the water.)

- 3 The students now complete the exercise. Set a time-limit, e.g. 20 minutes.
- 4 Check the answers orally by asking first for the missing word then for the two possible meanings of the word.

Key

- 0 key (piano key; key to a door)
- 1 bars (drinking bars; bars in a piece of music)
- 2 gear (car gear; clothes, outfit)
- 3 parting (present when you part or leave; line in hair)
- 4 change (doing something different; coins, money)
- 5 sentence (time in prison; grammatical sentence)
- 6 charge (arrest and charge; ask for money)
- 7 jerk (a pull, a tug; slang for fool)
- 8 glasses (spectacles; drinking glasses)
- 9 fans (people who follow and support a pop star, soccer team, etc.; machine for blowing cold/hot air)
- 10 draw (draw with a pencil, e.g. a sketch; pulled by horses)
- 11 reservations (where Native Americans were forced to live; bookings in a restaurant, etc.)
- 12 pupils (students; part of the eye)
- 13 skipping (leaving something out, not doing it; exercising using a skipping rope)
- 14 inclination (when something is leaning; desire, wish)
- 15 cure (hanging a fish in smoke; get rid of a bad habit)

28 Phrasal verbs 1

Intermediate and above

This activity is based on filling in the missing phrasal verbs in several jokes. Students can work individually or in pairs.

Method

- 1 Copy the handout on page 57 – one for each student/pair.
- 2 Explain to students that they have to fill in the missing phrasal verbs in the jokes from the list given. Set a time-limit, e.g. 15–20 minutes.
- 3 Check the answers orally.

Key

1 *get off*, 2 *add up*, 3 *give up*, 4 *run into*, 5 *come back*, 6 *ran away from*, 7 *look down on*, 8 *turned ... down*, 9 *wake ... up*, 10 *bring up*, 11 *goes ... with*, 12 *go out*, 13 *getting tired of*, 14 *came on*, 15 *put ... on*, 16 *look for*, 17 *turns out*, 18 *looking into*, 19 *put ... back*

29 Phrasal verbs 2

Intermediate and above

Another slightly more difficult activity based on filling in the missing phrasal verbs in several jokes. Again, students can work individually or in pairs.

Method

As Activity 28. The handout is on page 58.

Key

1 *get on in*, 2 *ran away with*, 3 *run out of*, 4 *get along with*, 5 *went down*, 6 *broken into*, 7 *blow up*, 8 *go into*, 9 *come back*, 10 *get rid of*, 11 *cutting down on*, 12 *set up*, 13 *wound up*, 14 *get away with*, 15 *fall out*

30 Idioms 1

Advanced

This activity is based on filling in the missing idiomatic expressions in several jokes. Students can work individually or in pairs.

Method

- 1 Copy the handout on page 59 – one for each student/pair.
- 2 Explain to the students that they have to fill in the missing idiomatic phrase from the list given. Set a time-limit, e.g. 20 minutes.
- 3 Check the answers orally.

Key

1 *i*, 2 *a*, 3 *m*, 4 *l*, 5 *n*, 6 *c*, 7 *d*, 8 *h*, 9 *e*, 10 *f*, 11 *k*, 12 *j*, 13 *o*, 14 *g*

31 Idioms 2

Advanced

Another slightly more difficult activity based on filling in the missing idiomatic expressions in several jokes. Again, students can work individually or in pairs.

Method

As Activity 30. The handout is on page 60.

Key

1 *i*, 2 *g*, 3 *f*, 4 *c*, 5 *j*, 6 *a*, 7 *e*, 8 *k*, 9 *n*, 10 *b*, 11 *h*, 12 *m*, 13 *l*, 14 *d*

Teacher-led activities

In the previous activities in this book the teacher's role has been a somewhat passive one. His/her job has largely been to organise, set up and close an activity, with the students working for most of the time on their own, in pairs or small groups.

In the following activities, however, the teacher has a more central role. As before, the students work mainly in pairs and small groups.

32 Complete the story 1

Lower intermediate

In this exercise, the students listen to a story where 20 words have been left out. They then have to suggest which word (or words) best completes each gap.

Method

- 1 Copy and cut up the words on page 61. The first twenty words are the ones that are missing from the story, while the remaining twenty words are distracters.
- 2 Divide the class into pairs. Share the words out among the pairs. Make sure that each pair has at least one correct word and one distracter.
- 3 Read out the story on page 62. Pause before each gap and ask for the missing word. (You may need to read out the gapped sentence more than once.)
- 4 The pair who think they have the missing word, hold it up and say it out loud. If correct, continue with the story. If not, invite other pairs to guess (even though they don't have the actual missing word themselves.) Further help can be given if necessary, e.g. *It's a verb. It starts with the letter s.*
- 5 Continue until all 20 words have been correctly called out.

(NB: This is a very good exercise for concentration. Students listen eagerly to each sentence being read out and, apart from testing to see if they can fit a word into a particular context, it gives good practice in recognising when a word doesn't fit. This is an equally useful skill to learn.)

33 Complete the story 2

Intermediate

Method

As Activity 32. The student cards are on page 63 and the teacher's story is on page 64.

34 Choose the correct punch lines

Lower intermediate

In this exercise, the students listen to several jokes read out by the teacher. However, the punch lines are missing. The students choose the correct punch lines from a given list. This is useful listening comprehension practice.

Method

- 1 Copy the handout on page 65 – one per student.
- 2 Explain to the students that you are going to read out eight jokes. But you won't read out the punch lines. Instead, after you have read each joke, they write down the number of the joke next to the punch line they think it belongs to. Point out that although there are ten punch lines on their sheet, only eight will be used!
- 3 The jokes are on pages 66–67. Read each one slowly, twice if necessary. When you get to the missing punch line make an appropriate sound to indicate that they have to put in the missing words. But they're not allowed to shout anything out – they just make a note of what they think the correct punch line is. Don't correct at this stage.
- 4 When you have read out all the jokes, go through them again, this time asking various students to supply the missing punch lines.

35 Word association story

Lower intermediate
and above

This is an activity for the whole class. Before starting, divide the class into four groups, A–D. One person in each group will keep the score.

Method

- 1 Copy, cut out and shuffle the word cards on page 68. Place them face down in a pile on the table in front of you.
- 2 Take the top three cards and write them on the board, e.g.

jealous noisy monkey

Explain that the aim of the activity is to make up a story using these three words, the sillier the better, working together as a class.

- 3 Group A begins. One person starts the story. It can be about anything, but the person (assisted by the group, if necessary) must keep talking until he/she can use one or more of the words on the board. Once he/she has, he/she says 'Pass' and the next group continues. Every word used scores 1 point, so in any one turn a group can gain between one and three points. Using the above words, the person might say, for example,

Tom had a problem with his girlfriend. She was very jealous of his pet monkey. Pass.
(2 points scored.)

- 4 Play now passes to Group B. Before they start, wipe out any words used and take new ones from the pack and write these on the board, e.g.

dance pink

NB: There should always be three words on the board at any one time.

- 5 Try to repeat the last sentence (or occasionally summarise the story) as you move from group to group, so the main idea of the story is kept alive. But keep encouraging the students to make up a 'silly' or 'crazy' story.
- 6 The group with the highest score at the end wins.

(NB: As a variation, the teacher could select at random 12 words, write them on the board and then get the students, working in pairs or small groups, to write a silly story around these words. Each pair or group can then read out their story.)

36 The bricklayer

Intermediate and above

This is a listening activity where students have to put a sequence of drawings in the correct order as they listen to the sad tale of a bricklayer. It is best done in pairs.

Method

- 1 Copy the handout on page 69 – one per pair.
- 2 Allow the class time to look at the drawings. Explain that you are going to read a text about a bricklayer who had an accident at work. As you read tell them they have to put the drawings (1–14) in the correct order.
- 3 Read the handout on page 70. Read it twice, if necessary.
- 4 Check the answers orally. You could read through the text again, pausing after each paragraph and asking students for the answer.

Key

The correct sequence of numbers (reading from left to right, top to bottom) is as follows:

9, 11, 6, 2, 12, 8, 1, 14, 5, 3, 13, 10, 4, 7.

Acknowledgement: This text is based on a monologue by Gerard Hoffnung.

37 Caught you!

All

This is a very light-hearted activity which teachers can occasionally use to tease and trick their students. It is also quite a useful listening comprehension exercise. (See page 71 for handout.)

Method

- 1 Choose a suitable joke. (Jokes 1-5 are suitable for Elementary/Lower intermediate students and Joke 6 is suitable for Intermediate students and above.)
- 2 Read the joke seriously to the class, as though it's going to be a normal joke. Then see their reaction when you catch them out at the end!

Miscellaneous activities

This is a general collection of various sorts of activities – including a number of single sheet handouts to be filled in.

38 Half a crossword

Intermediate

In this activity students work in two groups, A and B. Each group has an incomplete crossword. By asking for and miming definitions, they try to fill in the missing words.

Method

- 1 Copy the crosswords on page 72 (Group A) and on page 73 (Group B).
- 2 Divide the class into A and B groups of 2–3 students per group. They sit facing each other. Give each group a copy of the crossword and, before starting, allow them time to check through the words they will have to mime.

NB: On no account must they let the other group see their crossword!

- 3 Explain to students that they have to take it in turns to ask for a word that is missing from their crossword. They simply ask *What's 1 Down? What's 4 Across?* etc. The other group now have to try to mime the word as best they can. They are not allowed to speak other than make noises, e.g. the grunting of a pig. (Anyone in the group can mime.)
- 4 Set a definite time-limit and stop the students at the end of it whether they have finished or not.
- 5 They can now compare their crosswords and check any words they didn't fill in.
- 6 You can follow up by asking the groups to demonstrate how they mimed one or two of the more difficult words.

39 Tongue twisters

Intermediate and above

A lot of fun can be had from trying to read out tongue twisters. This is a group contest based on tongue twisters.

Method

- 1 Copy and cut out the tongue twister cards on page 74 – one set for each group.
- 2 The tongue-twister cards are shuffled and placed face down on the table. One player starts. He/she picks up the top card and tries to say it three times as quickly as possible. If the others think he/she has said it well, he/she keeps the card. If not, the person on his/her right has a go. If successful, he/she keeps the card. If not, play proceeds until everyone in the group has tried. If no one is successful at the end, the card is discarded and the next one turned up.
- 3 Play continues in this manner. Set a time-limit eg. 15 minutes.
- 4 The person with the most cards at the end wins.

Variation

It can also be played as a team game, with three students acting as judges.

- 1 Divide the class into four teams (6 students per team). Have four copies of the cards, arranged on the table in the same order.
- 2 One person from each team comes out to the front. They are all given the same tongue twister and allowed 1 minute to look at it before starting. Then they take it in turns to read out their tongue-twister three times, after which the three judges say who said it best. If the judges cannot agree, the teacher will have to arbitrate. The winner gets 10 points.
- 3 The team with the highest points at the end of 6 rounds wins.

(NB: If the class is larger or smaller, adjust the team sizes and number of rounds accordingly.)

40 Mary had a little lamb

Intermediate and above

This is an activity for pairs which tests how logically the students can think.

Method

- 1 Copy the handout on page 75 – one copy per pair.
- 2 The students read through the jumbled sentences and write down their answers. Set a time-limit of 15–20 minutes.
- 3 Check the answers orally by asking different pairs in turn for their answers.

Key

Here are the four poems (no special order)

1. *Mary had a little lamb,
It had a touch of colic.
She gave it brandy twice a day,
And now it's alcoholic.*
2. *Mary had a little lamb,
Freddie had a pup.
Johnnie had a crocodile,
Which ate the others up.*
3. *Mary had a little lamb,
It leapt around in hops.
It hopped into the road one day,
And finished up as chops.*
4. *Mary had a little lamb,
Her father shot it dead.
And now it goes to school with her,
Between two chunks of bread.*

41 Choosing limericks *Intermediate and above*

This is an activity for small groups of 3–4 students, based on limericks.

Method

- 1 Copy and cut up the limericks on page 76 – one set per group.
- 2 Explain to the students that they are compiling a new joke book and have a section on limericks, but they still need five more limericks to complete the book. Give out the limericks cards and tell them that they have been sent these to look at. Their task is to choose five of them for inclusion in the book. Set a time-limit of 15–20 minutes.
- 3 Find out which limericks the different groups chose. Which limericks seemed to be most popular?

Follow up activity

If the students are up to it, they can try their own hand at writing limericks. If so, hand out the follow-up handout on page 77. Students can work alone or in pairs. It can also be set for homework.

42 Complete the crossword *Intermediate*

This is a crossword activity for pairs where the missing words in three jokes form the clues for the crossword.

Method

- 1 Copy the handouts on pages 78–79, one copy per pair.
- 2 Explain what the students have to do. If you like, do the first example with them. Set a time-limit, e.g. 20 minutes.

- 3 Check the answers orally by reading through the jokes and pausing before each missing word.

Key

Across

3 *which*, 5 *like*, 7 *before*, 8 *called/phoned*, 10 *habit*, 11 *mind*, 12 *received*, 14 *bet*, 16 *looked*, 19 *fixing*, 20 *computer*, 26 *understand*, 27 *into*, 29 *decided*, 30 *asked*, 32 *cured*, 33 *ended*

Down

1 *there*, 2 *real*, 4 *happened*, 5 *later*, 6 *knowing*, 9 *first*, 13 *explained*, 15 *everything*, 17 *should*, 18 *machine*, 21 *pay*, 22 *tapped*, 23 *what*, 24 *next*, 25 *grow*, 26 *under*, 28 *only*, 29 *down*, 31 *end*

43 Knock Knock jokes *Intermediate and above*

This is a writing activity based on Knock Knock jokes where students have to work out the missing punch lines. It is best done in pairs.

Method

- 1 Copy the handout on page 80 – one copy for each pair.
- 2 Explain that the last line, i.e. the punch line, is missing. The students have to decide which of the punch lines in the box go with which Knock Knock jokes.
- 3 Check the answers orally by asking the students to read out each joke, putting in the missing punch lines.

Key

1 *g (What's on ... ?)*, 2 *d (I owe ...)*, 3 *j (Do you know ... ?)*, 4 *i (Just in time ...)*, 5 *c (Missed the ...)*, 6 *e (France is ...)*, 7 *b (Bet he ...)*, 8 *a (Bright and ...)*, 9 *h (Oh when ... ?)*, 10 *f (Just a ...)*

44 Sort out the captions *Intermediate and above*

This is an information-gap activity for pairs based on cartoons.

Method

- 1 Divide the class into pairs – A and B. Copy the handout on page 81 for Student A and the handout on page 82 for Student B.
- 2 Read through the instructions with the whole class so they are clear about what they have to do. Make sure they understand that they can only describe the drawing – they must not read out the caption underneath. Also make sure that they cannot see each other's handouts. (This is best done with them facing each other.) Finally, remind them that they check at the end, not after each drawing has been described.
- 3 Set a time-limit, e.g. 20 minutes, then stop everyone, whether they have all finished or not.
- 4 They check their answers by comparing handouts.

45 Pelmanism: Doctor jokes

*Intermediate
and above*

This is an activity for pairs based on the popular game Pelmanism or Memory and is based on 2-line doctor jokes.

Method

- 1 Copy and cut out the 15 patient cards on page 83 and the 15 doctor cards on page 84 – one set for each pair. (NB: If possible, print the cards on different coloured paper.)
- 2 Give out the cards and tell each pair to shuffle them separately, and to place the patient cards on the table face down on the left, and the doctor cards face down on the right. Like this:

Patient cards			Doctor cards		
1	2	3	1	2	3
4	5	6	4	5	6
7	8	9	7	8	9
10	11	12	10	11	12
13	14	15	13	14	15

- 3 Students now take it in turns to pick up a patient card, read it out, then a doctor card and read it out. If they are a matching pair, (i.e. it's the complete joke) the player removes the cards from the board. If not, the cards are turned over and it's the next player's turn.
- 4 Carry on like this for about 20 minutes. The player with the highest number of matching pairs at the end is the winner.

(NB: They are arranged in the book in the correct order, to make it easy to check which question goes with which answer. It also helps if the students sit side by side facing the cards than opposite each other.)

46 Punch line Bingo

Lower intermediate and above

This is a Bingo activity for groups of up to 8 players and a caller. It is based on punch lines for jokes. Although teachers may tire of Bingo activities, students seldom do, and for sheer concentration there are few activities that can beat it.

Method

- 1 Copy and cut out the bingo cards on page 86 – one for each group member. Also copy of the caller's handout on page 85 – one per group.
- 2 Divide the class into groups of up to 9 students (one caller and eight players). Choose the best student as caller and deal out the bingo cards making sure that each player in the group has a different card. Let the students have a few minutes to look through them.

- 3 Explain that the caller is going to read out the first part of a joke and if the students think they have the punch line to that joke on their card, then they put a cross in the box next to it. The first player with each box filled with a cross shouts Bingo!

- 4 Each group starts at the same time. The caller now chooses a number between 1–20 at random and reads out the first part of the joke next to that number on his/her sheet. (Remind the caller only to read out the first part of the joke, not the punch line underneath it in brackets!) She/he now crosses out that number and chooses another one.

- 5 Play continues until one of the students shouts Bingo! (or the caller runs out of jokes to read). If Bingo! is called, the checking method proceeds as follows:

Caller: What's the number next to your first punch-line?

Player: Seven.

Caller: (Check that 7 has been crossed out. If not say 'Sorry, that joke hasn't been read out yet! and carry on playing the game.)

If correct, say 'I'll read out the first line of the joke, and you answer with your punch-line.' (Read) I got a beautiful dog for my husband.

Player: Boy, that was a good swap!

Caller: Correct!

(Continue in the same manner with the four other punch lines.)

(NB: This can also be done as a whole class activity, with the teacher acting as caller and the students working together in pairs, one bingo card per pair.)

47 Five poems

Lower intermediate and above

This is a reading (word order) activity based on five short humorous poems. Students can work individually or in pairs.

Method

- 1 Copy the handout on page 87 – one copy per student/pair.
- 2 Explain that students have to rearrange the words in each line to form five complete poems. Remind them that in these poems the last words in the 2nd and 4th lines rhyme. Set a time-limit, e.g. 15–20 minutes.
- 3 Check orally by getting the students to read out the complete poems.

Follow up

Choral reading of the poems with the whole class.

Key

- 1 'Your teeth are like the stars,' he said,
And pressed her hand so white.
He spoke the truth, for like the stars,
Her teeth came out at night.
- 2 Little birdie flying high,
Dropped a message from the sky.
'Oh!' said a farmer, wiping his eye,
'Isn't it a good thing cows don't fly!'
- 3 She stood on the bridge at midnight,
Her lips were all a-quiver,
She gave a cough, her leg fell off
And floated down the river.
- 4 The boy stood on the burning deck,
His feet were full of blisters;
The flames came up and burnt his pants,
And now he wears his sister's.
- 5 November the fifth has come and gone,
But thoughts of it still linger.
I held a firework in my hand –
Has anybody seen my finger?

48 True or False?

Intermediate and above

This is a betting game based on trivia and odd facts. Students work in pairs and have to decide whether certain facts are true or false, then bet on their choice.

Method

- 1 Copy the handout on page 88 and give a copy to each pair.
- 2 Explain the rules; for each of the twelve facts on the handout, the students put a tick (✓) in the true or false box and then bet 10–100 points on their decision being correct. The number of points they bet depends on how sure they are of their answer, i.e. 10 = not sure, 100 = very sure. They write the number of points in the Bet column.
- 3 Set a time-limit, e.g. 20 minutes. Then, to avoid cheating, let the students mark one another's handouts.
- 4 Each fact is either true or false. If they have guessed correctly, they gain the number of points they have bet. If incorrect, they lose the number of points they have bet. Students copy the amount in the Loss or Gain column.
- 5 At the end, they add up the total losses and gains to arrive at a grand total, which is gains minus losses. They write this in the box provided and pass back the handouts.
- 6 The pair with the highest score wins.

Key

- 1 True, 2 False, 3 True, 4 True, 5 False, 6 False,
7 True, 8 True, 9 False, 10 False, 11 True, 12 True

49 Quick thinking

Lower intermediate and above

This is a type of word association activity for small groups where students have to try to use two words (chosen at random) to fit into the answer to a question (also chosen at random).

Method

- 1 Copy and cut out the words on page 89 and the questions on page 90 – one copy for each group.
- 2 Before you start it might be a good idea to demonstrate the activity with the whole class. Write the following two words on the board, plus a question:

expensive football

What do you think of the latest fashion?

Explain that the idea is to answer the question sensibly but also trying to bring in either one or both of the words *expensive* and *football*. Ask for suggestions from the class, e.g.

I think the latest fashion is quite nice, but not very practical if, for example you're playing football. It's also very expensive.

In the above example the student scores one point for every word used, providing the rest of the group accept the answer as sensible and logical.

- 3 The words on page 89 and the questions on page 90 are now given out, shuffled and placed face down on the table – the words in one pile and the questions in another. The students take two words from the word pile and one question from the question pile. They then answer the question using the two words. Set a time-limit, e.g. 20–25 minutes.
- 4 The student with the highest points in each group wins.

Alternative method

This could also be done as a teacher-led activity, with different groups in the class competing against each other.

- 1 Divide the class into groups. Again cut out and shuffle the words and questions and place them on the table in front of you.
- 2 Take the top two words and write them on the board. Also take the top question and write that on the board, e.g.
wig suitcase
What are your plans for the future?
- 3 Each group now has three minutes to come up with a good answer to the question, again trying to use one or both words.

- 4 Stop the students when time is up and hear each group's answer in turn. Award points accordingly.
 - 5 The group with the highest score wins.
-

50 Picture consequences

All

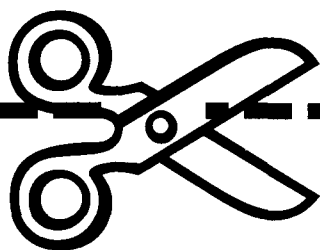
This is a final activity just for fun based on both drawing and writing, usually with very amusing results. The students work in groups of six.

Method

- 1 Copy the handout on page 91 – one copy for each student.
- 2 Divide the class into groups of six students. Explain that each student now draws anything they wish in space 1 at the top of the handout. (The paper is not folded yet.)
- 3 They now pass their paper to the person on the left. But they must not say what the drawing is meant to be. Each student now writes a short description of what they think the person has drawn in space 2, e.g. 'It's a man playing football.'
- 4 The original drawing is now folded, so that only the description can be seen. The papers are once again passed to the left.
- 5 Each person now reads the description in space 2 and in space 3 tries to draw what the description says.
- 6 The description in space 2 is now folded so that only the drawing in space 3 can be seen and again passed to the left.
- 7 The game continues in this manner for the last two spaces – drawing, then description.
- 8 Finally, when everyone is ready, the papers are opened out and the closing description is now compared with the original drawing. The results are usually very amusing.

Part 2

Material for photocopying



1 HAVE YOU HEARD THE ONE ABOUT ... ?

A man goes to a psychiatrist. The psychiatrist says, 'You're crazy!'
The man says, 'I want a second opinion.'
The psychiatrist answers. 'You're ugly too!'

Name	Points	Name	Points

A woman told her neighbour that they used alligators to make shoes. Shaking his head, he said, 'What will they teach them to do next?'

Name	Points	Name	Points

An expensive dog fell into the river and was drowning. Isaac Goldstein dived in, brought the dog to the shore, gave it the kiss of life and revived it. 'That was wonderful!' said the owner. 'Are you a vet?'
'Am I a vet?' answered Goldstein. 'I'm soaking!'

Name	Points	Name	Points

'A Scotsman pushed his way to the bar. 'I've had an attack of the yaws,' he says to the bartender. 'What's yaws?' he asks.
'Double whisky, please,' says the Scot.

Name	Points	Name	Points

'Congratulations, my boy!' said the groom's uncle. 'I'm sure you'll look back on this day as the happiest day of your life.'
'But I'm not getting married until tomorrow.'
'I know,' said the uncle.

Name	Points	Name	Points

'Now tell me, do you usually stir your tea with your right hand?'
'Oh, yes.'
'That's strange. Most people use a spoon.'

Name	Points	Name	Points

The old man at the Home was celebrating his 112th birthday. A reporter from the local newspaper asked him, 'Tell me, what do you think is the reason for your long life?'
The old man thought for a minute, then said, 'Well, I suppose it's because I was born such a long time ago.'

Name	Points	Name	Points

'Some boys think I'm pretty and some think I'm ugly. What do you think?'
'A bit of both - pretty ugly!'

Name	Points	Name	Points

'That's a strange pair of socks you're wearing. One's red and the other's green.'
'Yes, I know. And do you know what - I've got another pair exactly like it at home!'

Name	Points	Name	Points

'Where have you been?'
'Out riding.'
'Horseback?'
'Oh yes. He got back half an hour before I did.'

Name	Points	Name	Points

1 HAVE YOU HEARD THE ONE ABOUT ... ? (CONTINUED)

'Doctor, I haven't been able to sleep for a week. Every night I dream of a door with a sign on it. I push and push but still can't open that door.'
'What does the sign say?' the doctor asks.
'Pull!'

Name	Points	Name	Points

A man stopped me in the street. He said, 'Are there any police around here?'
I said, 'You must be joking! You can never find one around here.'
'Good,' he said. 'Stick them up and give me your wallet!'

Name	Points	Name	Points

A couple went to a hotel for their holidays. The man was very mean. He said to the manager, 'This room's expensive.'
'Well, you see, sir,' replied the manager, 'it's £10 extra for a room that overlooks the sea.'
'Tell you what,' said the man. 'I'll promise not to look!'

Name	Points	Name	Points

'I went to the eye doctor because I saw spots in front of my eyes. He gave me glasses.'
'Did the glasses help?'
'Oh yes. I can see the spots much better now.'

Name	Points	Name	Points

A lady was in the kitchen preparing dinner when she heard a loud banging all the way down the stairs. She rushed into the hall where she saw her daughter lying on the floor. 'What happened?' she asked. 'Did you miss a step?'
'No,' replied the daughter. 'I hit every one!'

Name	Points	Name	Points

The little girl was going to a party and her mother told her to be a good little girl and to remember when she was leaving to thank the hostess. When she arrived home her mother asked her if she had thanked her hostess and the girl replied, 'No, the girl in front of me did and the lady said 'Don't mention it!', so I didn't!'

Name	Points	Name	Points

'Doctor, my hands shake all the time.'
'Do you drink a lot?'
'No I spill most of it!'

Name	Points	Name	Points

'Doctor, doctor, my sister thinks she's a hen.'
'You'd better bring her in. We'll take her to hospital.'
'Oh, I can't do that. We need the eggs!'

Name	Points	Name	Points

'I keep seeing spots before my eyes.'
'Have you seen a doctor?'
'No, only spots.'

Name	Points	Name	Points

'Doctor, doctor, I've lost my memory.'
'When did that happen?'
'When did what happen?'

Name	Points	Name	Points

2 THE DEAD PARROT SKETCH

This is one of the most famous sketches from the television series 'Monty Python's Flying Circus'.

(A: = Customer B: = Shopkeeper)

A: (*Entering the shop with a dead parrot in a cage*) Hello, I wish to register a complaint ... Hello – miss?
B: What do you mean, 'miss'?
A: Oh, I'm sorry – I have a cold. I wish to make a complaint.
B: Sorry, we're closing for lunch.
A: Never mind that, my lad, I wish to complain about this parrot what I purchased not half an hour ago from this very boutique.
B: Oh yes, the Norwegian Blue – what's wrong with it?
A: I'll tell you what's wrong with it – it's dead, that's what's wrong with it.
B: No, no – it's resting, look ...
A: Look, my lad, I know a dead parrot when I see one, and I'm looking at one right now.
B: No, no – it's not dead, it's resting.
A: Resting?
B: Yes. Remarkable bird, the Norwegian Blue. Beautiful plumage, ain't it?
A: The plumage don't enter into it – it's stone dead.
B: No, no – it's resting.
A: All right then – if it's resting, I'll wake it up. (*Shouting into cage*) Hello Polly! I got a nice cuttlefish for you when you wake up. Polly Parrot!
B: (*jogging the cage*) There, it moved.
A: No it didn't! That was you pushing the cage!
B: I did not!
A: Yes, you did! (*Takes parrot out of cage*) Hello Polly! (*Shouting in its ear*) PO-LLY! PO-LLY! (*Bangs it against counter*) Polly parrot – wake up!
PO-LLY! (*Throws it in the air and lets it fall to the floor*) Now that's what I call a dead parrot.
B: No, no – it's stunned.
A: Look, my lad – I've had just about enough of this! That parrot is definitely deceased!

And when I bought it not half an hour ago, you assured me that its lack of movement was due to it being tired and shagged out after a long squawk.
B: It's probably pining for the fiords.
A: Pining for the fiords – what kind of talk is that? Look, why did it fall flat on its back the moment I got it home?
B: The Norwegian Blue prefers kipping on its back. It's a beautiful bird – lovely plumage ...
A: Look, I took the liberty of examining that parrot and I discovered that the only reason it had been sitting on its perch in the first place was that it had been nailed there.
B: Course it was nailed there, otherwise it would have muscled up to those bars and voom!
A: Look matey, this parrot wouldn't 'voom' if I put four thousand volts through it. It's bleeding demised.
B: It's not – it's pining!
A: It's not pining – it's passed on! This parrot is no more! It has ceased to be! It's expired and gone to meet its maker! This is a late parrot! It's a stiff! Bereft of life. It rests in peace – if you hadn't nailed it to the perch it would be pushing up the daisies! It's rung down the curtain and joined the choir invisible! THIS IS AN EX-PARROT!
B: Well, I'd better replace it then.
A: (*to camera*) If you want to get anything done in this country, you've got to complain until you're blue in the mouth.
B: Sorry, guv, we're right out of parrots.
A: I see. I see – I get the picture.
B: I've got a slug.
A: Does it talk?
B: Not really, no.
A: Well, it's scarcely a replacement then, is it?

Written by John Cleese and Graham Chapman. First broadcast 7 December 1969.

3 THE GOOD OLD DAYS SKETCH

Work in groups of four – A, B, C and D. Practise reading the following script where four very successful business people look back on how hard their lives once were. This is a sketch written by the Monty Python team and makes use of exaggeration. When you speak, try and outdo each other in showing how 'hard' you had it years ago.

- A: Can't beat a good glass of champagne, eh?
B: Yes, you're right there.
C: Who'd have thought ... forty years ago ... that we'd be sitting here drinking champagne ...
D: Yes, indeed! ... In those days we were glad to have the price of a cup of tea.
A: Yes, a cup of cold tea...
C: Without milk or sugar.
B: Or tea ...
D: Yes, and a cracked cup at that!
C: We never had a cup ... We used to drink out of a rolled-up newspaper.
A: The best we could manage was to chew a piece of damp cloth.
B: But, you know, ... we were happier in those days, although we were poor.
D: *Because* we were poor ... My old dad used to say, 'Money doesn't bring you happiness.'
C: He was right! I was happier then and I had *nothing*. We used to live in a tiny old tumbledown house with great holes in the roof.
A: A house! You were lucky to have a house. We used to live in one room, twenty-six of us, no furniture, and half the floor was missing. We had to all squeeze up together in one corner for fear of falling.
B: You were lucky to have a room! We used to live in the corridor.
D: Ooooh! I used to *dream* of living in a corridor. That would have been a palace to us. We lived in an old water tank in the rubbish tip. We were woken up every morning by having a load of rotting fish dumped on us. House, huh!
C: Well, when I said *house* ... it was only a hole in the ground covered by half a metre of torn canvas, but it was a house to *us*.

- A: We were evicted from our hole in the ground! We had to go and live in the lake.
B: Eee! You were lucky to have a lake. There were over 150 of us living in a small shoe box in the middle of the road.
D: A *cardboard* box?
B: Yes.
D: You were lucky! We lived for three months in a rolled-up newspaper in a septic tank. We used to get up at six, clean the newspaper, eat a crust of stale bread, work fourteen hours at the mill, day-in, day-out, for six pence a week, come home, and Dad would beat us to sleep with his belt.
A: Luxury! We used to get out of the lake at three, clean it, eat a handful of hot gravel, work twenty hours at the mill for two pence a month, come home and Dad would beat us about the head and neck with a broken bottle, *if we were lucky*.
a pause
B: Yes, well we had it *tough*. I had to get out of the shoebox at midnight, lick the road clean, eat a couple of bits of cold gravel, work twenty-three hours a day at the mill for a penny every four years and when we got home Dad would slice us in half with a bread knife.
a longer pause
C: Right ... I had to get up in the morning at 10 o'clock at night half an hour before I went to bed, eat a lump of poison, work twenty-nine hours a day at the mill and pay the boss to let me work there, come home and each night Dad used to kill us and dance about on our graves singing.
an even longer pause
D: Yes, and you try and tell the young people of today that, and they won't believe you.

(Written by John Cleese, Marty Feldman, Graham Chapman and Tim Brooke-Taylor.
From 'At Last the 1948 Show', first broadcast 31 October, 1967.)

4 FINISHING SENTENCES SKETCH

(A = Mr/Mrs Vernon; B = Mr/Mrs Smith)

Said by the director:

There is a knock at the door. Mr/Mrs Smith goes to answer it.

A: Hello ... (comes in)
B: Ah, hello ... you must have come about ...
A: Finishing the sentences, yes.
B: Oh ... well ... perhaps you'd like to ...
A: Come through this way ... certainly ...
(They go through into the sitting room.) Oh, nice place you've got here.
B: Yes ... well ... er ... er ...
A: Like it?
B: Yes ... yes we certainly...
A: Do ... Good! Now then ... when did you first start ...
B: ... finding it difficult to ...
A: Finish sentences ... yes.
B: Well, it's not me. It's my ...
A: Husband!
B: Yes. He ...
A: Never lets you finish what you've started.
B: Quite. I'm beginning to feel ...
A: That you'll never finish a sentence again as long as you live.
B: ... Exact ...
A: ly. It must be awful.
B: It's driving me ...
A: To drink?
B: No, rou ...
A: ... nd the be ...
B: ... en ...
A: ... d
B: Yes ...
A: May I ...
B: Take a seat ...
A: Thank you. (He/she sits.) You see, your

method is to reassure the patient by recreating normal ... er ...
B: Conditions?
A: Yes. Then we try to get them in a position where they suddenly find that they're completing other people's sentences ...
B: (suddenly getting confident) Themselves!
A: Spot on Mr/Mrs ...
B: (hesitatingly) Smith?
A: Good! Well, try not to overdo it to ...
B: (with growing confidence) Begin with ...
A: Good. Just keep it to one or two ...
B: (faster) Words ...
A: To start with, otherwise you may find that you're ...
B: Taking on too long a sentence and getting completely ... er ...
A: Stuck. Good. Yes. Well, that's about it ...
B: (completely confident now) For now, so ...
A: Thanks very much for calling.
B: Not at all.
A: And, er ...
B: Just like to say ...
A: Thank you very much for coming along.
B: Not at all.
A: And good ...
B: Bye, Mr/Mrs ...
A: Vernon.

Mr/Mrs Vernon leaves.

(From Monty Python's Flying Circus: Just the Words Volume 2, by Graham Chapman, John Cleese, Terry Gilliam, Eric Idle, Terry Jones and Michael Palin, published by Methuen, 1989. ISBN 0 7493 0226 7.)

5 ARGUMENT SKETCH

(A = Member of the public; B = Mr/Mrs Bennett)

Said by the director:

Some people go to French or typing classes in their spare time. In this sketch, a member of the public enrolls for an argument course.

Scene

Mr/Mrs Bennett is sitting in his/her office.
The member of the public knocks on the door.

B: Come in!

The member of the public enters.

A: Er ... is this the right room for an argument?

B: ... I've told you *once!*

A: No, you haven't.

B: Yes, I have.

A: When?

B: Just now!

A: No, you didn't.

B: Yes, I did.

A: Didn't.

B: Did.

A: Didn't.

B: I'm telling you I did!

A: You did not!

B: Oh, I'm sorry ... I should have asked ... Is this a five-minute argument or the full half hour?

A: Oh! (*He/She smiles with relief.*) Just the five-minute one.

Bennet makes a note of this in the book in front of him/her.

B: Fine ... thank you. Anyway, I did.

A: You most certainly did not.

B: Now let's get one thing *quite* clear. I most definitely told you.

A: You did not.

B: Yes, I did.

A: You did not.

B: Yes, I did.

A: You didn't.

B: Yes, I did.

A: You didn't.

B: Yes, I did.

A: You didn't.

B: Yes, I did.

A: Didn't!

B: Yes, I did.

A: ... Look, *this* isn't an argument.

B: Yes, it is.

A: No, it isn't. It's just contradiction.

B: No, it isn't.

A: Yes, it is.

B: It is not!

A: It is! You just contradicted me!

B: No, I didn't!

A: Ooh, you did.

B: No, no, no, no, no ...

A: You did just then!

B: Nonsense.

A: Oh, look ... this is hopeless.

B: No, it isn't!

A: I came here for a good argument.

B: No, you didn't. You came here for an *argument*.

A: Well, argument's not the same as contradiction.

B: It can be.

A: No, it can't! An argument's a collected series of statements to establish a definite proposition.

B: No, it isn't!

A: Yes, it is! It isn't just contradiction.

B: Look, if I argue with you, I must take up a contrary position.

A: But it isn't just saying 'No, it isn't'.

B: Yes, it is!

A: It isn't. Argument's an intellectual process – contradiction is just the automatic gainsaying of anything the other person says.

B: No, it isn't.

A: Yes, it *is!*

5 ARGUMENT SKETCH (CONTINUED)

B: Not at all.
A: Now look ...
Bennett suddenly rings a bell on his/her desk and notes the time in his/her book.
B: Thank you. Good morning.
A: What?
B: That's it ... Good morning.
A: But I was just getting interested.
B: Sorry, the five minutes is over.
A: ...That was never five minutes...
B: I'm afraid it was.
A: (*quickly*) No, it wasn't!
B: ... Sorry, I'm not allowed to argue any more.
A: What?
B: If you want me to go on arguing, you'll have to pay for another five minutes.
A: But that was *never* five minutes just now ... Oh, come on!
A pause.
A: Oh, this is ridiculous!
B: I'm very sorry, but as I told you, I'm not allowed to argue unless you pay.
A: Oh, all right ...
The member of the public takes out his/her wallet and gives Bennett £5.

A: There you are.
B: Thank you.
A: Well?
B: 'Well' what?
A: That was never five minutes just now.
B: (*with great patience*) I told you. I'm not allowed to argue unless you pay.
A: (*angry*) ... I just paid!
B: No, you didn't.
A: I did!
B: You didn't!
A: I did,
B: You didn't!
A: I did! Look – I don't want to argue about that.
B: Well, I'm very sorry, but you didn't pay!
A: Aha! Well, if I didn't pay, why are you arguing? (*a pause*) Got you!
B: No, you haven't.
A: Yes, I have! If you're arguing, I *must* have paid.
B: Not necessarily ... I *could* be arguing in my spare time.
A: Oh, I've had enough of this.
B: (*quickly*) No, you haven't!
A: Oh, shut up!

The member of the public storms out of the room.

(Written by John Cleese and Graham Chapman. First broadcast in Monty Python's Flying Circus on 2 November, 1972.)

6 COMMUNICATION PROBLEMS

GROUP A

You are going to act out a scene from the BBC series 'Fawlty Towers' Your group is going to act out Scene 1 and Group B is going to act out Scene 2. One of you is the director, the others are actors.

Before you start decide who will be the following:

- (a) the director
- (b) Polly (or Paul, if played by a man)
- (c) Manuel (or Maria, if played by a woman)
- (d) Mrs Richards (or Mr Richards, if played by a man)

It is the director's job to get the best out of the actors and tell them how to move, where to stand, etc. When you are ready, rehearse your scene. (Remember, to change the names if you don't have enough men/women in your group.)

6 COMMUNICATION PROBLEMS

GROUP B

You are going to act out a scene from the BBC series 'Fawlty Towers' Your group is going to act out Scene 2 and Group A is going to act out Scene 1. One of you is the director, the others are actors.

Before you start decide who will be the following:

- (a) the director
- (b) Basil (or Barbara, if played by a woman)
- (c) Mrs Richards (or Mr Richards, if played by a man)

It is the director's job to get the best out of the actors and tell them how to move, where to stand, etc. When you are ready, rehearse your scene. (Remember, to change the names if you don't have enough men/women in your group.)

6 COMMUNICATION PROBLEMS (SCENE 1) GROUP A

(A = Mrs Richards; B = Polly/Paul; C = Manuel/Maria)

Said by the director:

Mr/Mrs Richards has just arrived at the Fawlty Towers Hotel. He/she is waiting at the reception desk to be served.

A: Isn't there anyone else in attendance here? Really, this is the most appalling service I've ever ...

B: *(on the telephone. She spots Manuel.)* Just a minute! Manuel! Could you lend Mrs Richards your assistance in connection with her reservation. *(She carries on talking on the phone.)*

A: *(to Manuel)* Now, I've reserved a very quiet room, with a bath and a sea view. I specifically asked for a sea view in my written confirmation, so please be sure I have it.

C: *Qué?*

A: What?

C: *Qué?*

A: K?

C: *Sí.*

A: C? *(Manuel nods)* KC? *(Manuel looks puzzled)* KC? What are you trying to say?

C: No, no - *Qué* - what?

A: K - what?

C: *Sí! Qué* - what?

A: C. K. Watt?

C: Yes.

A: Who is C. K. Watt?

C: *Qué?*

A: Is it the manager, Mr Watt?

C: Oh, manager!

A: He is.

C: Ah ... Mr Fawlty.

A: What?

C: Fawlty.

A: What are you talking about you silly little man. *(turns to Polly, who has stopped phoning)* What is going on here? I ask him for my room and he tells me the manager's a Mr Watt and he's aged forty.

C: No. No. Fawlty.

A: Faulty? What's wrong with him?

B: It's all right, Mrs Richards. He's from Barcelona.

A: The manager's from Barcelona?

C: No, no. He's from Swanage.

B: And you're in twenty-two.

A: What?

B: *(leaning over the desk to get close)* You're in room twenty-two. Manuel, take these cases up to twenty-two, will you?

C: *Sí.*

He goes upstairs with the cases, Mrs Richards follows.

(From The Complete Fawlty Towers by John Cleese and Connie Booth, published by Methuen London Ltd, Michelin House, 81 Fulham Road, London SW3 6RB. ISBN 0-413-18390-4)

A = Basil/Barbara; B = Mrs Richards)

Said the director:

Later on, the owner of the hotel, Basil/Barbara Fawlty goes to see Mr/Mrs Richards, as he/she has a complaint to make.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A: Good morning, madam – can I help you?</p> <p>B: Are you the manager?</p> <p>A: I am the owner, madam.</p> <p>B: What?</p> <p>A: I am the owner.</p> <p>B: I want to speak to the manager.</p> <p>A: I am the manager too.</p> <p>B: What?</p> <p>A: I am the manager as well.</p> <p>B: Oh ... you're Watt.</p> <p>A: I'm the manager.</p> <p>B: Watt?</p> <p>A: I'm ... the ... manager.</p> <p>B: Yes, I know, you've told me, what's the matter with you? Now listen to me. I've booked a room with a <i>bath</i>. When I book a room with a bath I expect to <i>get</i> a bath.</p> <p>A: You've <i>got</i> a bath.</p> <p>B: I'm not paying seven pounds twenty pence per night plus VAT for a room without a bath.</p> <p>A: (<i>opening the bathroom door</i>) There is your bath.</p> <p>B: You call that a bath? It's not big enough to drown a mouse. It's disgraceful. (<i>she moves away to the window.</i>)</p> <p>A: (<i>muttering</i>) I wish you were a mouse, I'd show you.</p> | <p>B: (<i>at the window, which has a nice view</i>) And another thing – I asked for a room with a view.</p> <p>A: (<i>to himself</i>) Deaf, mad and blind. (<i>goes to window</i>) This is the view as far as I can remember, madam. Yes, this is it.</p> <p>B: When I pay for a view I expect something more interesting than that.</p> <p>A: That is Torquay, madam!</p> <p>B: Well, it's not good enough.</p> <p>A: Well ... may I ask what you were hoping to see out of a Torquay hotel bedroom window? Sydney Opera House perhaps? The Hanging Gardens of Babylon? Herds of wildebeest sweeping majestically ...</p> <p>B: Don't be silly. I expect to be able to see the sea.</p> <p>A: You can see the sea. It's over there between the land and the sky.</p> <p>B: I'd need a telescope to see <i>that</i>.</p> <p>A: Well, may I suggest you consider moving to a hotel closer to the sea. Or preferably <i>in</i> it.</p> |
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(From *The Complete Fawlty Towers* by John Cleese and Connie Booth, published by Methuen London Ltd, Michelin House, 81 Fulham Road, London SW3 6RB. ISBN 0-413-18390-4)

7 SHORT SKETCHES (1)

(A=old man; B=wife)

Acting note:

The old man, Joe, is weak and has difficulty speaking. Mary gets more tearful as Joe speaks to her about the past.

The director says the following:

Old Joe is dying. He is lying in his bed at home.

A: Mary! Mary! Are you there, Mary?

(Mary enters)

B: I'm coming, Joe! I'm coming!

(She goes over to him and holds his hand.)

A: Mary, you were with me through the Great Depression in the thirties.

B: Yes, I was Joe.

A: And you were with me through the worst droughts in the fifties.

B: Yes, I was, Joe. I was with you.

A: And you were with me when we lost the farm in the bush fire in the eighties.

B: Yes, I was with you, Joe. I've always been with you ...

A: And you were with me when we lost all that money on shares in the nineties.

B: I was, Joe, I was.

A: And now here you are again, Mary ... by my side when I'm about to die.

B: (in tears) Yes, Yes, I'm here, Joe. I'm here.

A: (slight pause. Joe sits up, suddenly stronger.) You know, Mary, I'm beginning to think you've been bringing me bad luck!

(He falls back - dead!)

7 SHORT SKETCHES (2)

(A=salesperson; B=alien)

Acting note:

The alien makes a strange sound throughout - *Eeek!* This could be accompanied by some sort of strange gesture, e.g. throwing one arm up in the air, kicking one leg out, etc.

The director says the following:

It is the year 2010. An alien has just arrived on Earth to buy a brain to take back to his/her planet for research.

A: Good morning. Can I help you?

B: Yes, please. *Eeek!* I'd like to buy a brain.

A: A what?

B: A brain. *Eeek!*

A: I see. Any brain in particular?

B: What - *Eeek!* - have you got?

A: (taking out first brain) Well, there's this one - it's a monkey brain.

B: How much? *Eeek!*

A: Er ... monkey brain ... £100.

B: *Eeek!* Got anything else?

A: Let's see ... (slight pause. Takes out another brain.) Yes, there's this one. A woman's brain.

B: *Eeek!* That's bigger! How much?

A: (checking price list) Woman's brain ... ah, here it is! £500.

B: *Eeek!* Anything else? *Eeek! Eeek!*

A: Well, I think we've got one more somewhere. (slight pause again as he/she looks. Finally produces third brain.) Yes, here it is. It's the brain of a politician.

B: A politician? *Eeek!*

A: Yes. but I don't know who, mind you.

B: How - *Eeek!* - much?

A: Er...this one costs £2,000.

B: 2,000 - *Eeek! Eeek!* - pounds? A monkey's brain was £100 ... *Eeek!* ... a woman's brain £500 ... *Eeek!* Why does a politician's brain cost so much? *Eeek! Eeek!*

A: Well, it's because it's hardly been used!

7 SHORT SKETCHES (3)

(A=1st woman; B=2nd woman)

Acting note:

This could also be acted by two men, with one of them talking about his three wives. You would have to make up new names for the three wives, e.g. Mary, Elsie and Marjorie. Throughout the sketch, the women (or men) should mime throwing bread to imaginary ducks.

The director says the following:

Two women (men) are sitting on a park bench, feeding the ducks.

(The women are feeding the ducks.)

A: Do you know, I've had three husbands and they're all dead now.

B: All dead? Oh, that's sad. Very sad.

A: Yes, all three are gone. All three of them.

B: *(slight pause)* What happened?

A: Well, my first husband – Tom – he died of eating poisoned mushrooms.

B: Oh dear! Well, you've got to be so careful with mushrooms, haven't you?

A: Yes, you certainly have. We'd only been married a year when he died.

B: That's terrible. *(slight pause)* And what happened to the second one?

A: Well, you're not going to believe this, but my second husband – Rupert – he died of eating poisoned mushrooms too.

B: *(very surprised)* Never!

A: Yes, it's true!

B: Well, well, fancy that! What a coincidence!

A: Yes, it is, isn't it? Both of them died of eating poisoned mushrooms.

B: That's incredible! Just goes to show how dangerous mushrooms are, doesn't it?

A: It certainly does. And I'd only been married to Rupert for six months.

B: Poor you. You've certainly had a lot of bad luck with your husbands. A lot of bad luck. *(slight pause)* And what happened to your third husband?

A: Harold? Poor Harold! He died of a broken skull.

B: Oh, that's awful! Was it a car accident or a riding accident or ...

A: No, I hit him across the head with a baseball bat.

B: *(shocked)* You hit him across the head with a baseball bat? But why?

A: *(slight pause)* He wouldn't eat his mushrooms!

7 SHORT SKETCHES (4)

(A=customer; B=waiter/waitress)

Acting note:

The waiter/waitress is old and short-sighted.

The director says the following:

A man (woman) has just arrived at a restaurant.

*(The man is sitting reading the menu.
A waiter/waitress is dusting the tables.
He/she accidentally dusts the customer.)*

- A: *(angrily)* Excuse me! What on earth are you doing?
- B: Oh, sorry! I didn't see you! What can I get you?
- A: I'd like a boiled egg, two pieces of toast and a pot of tea ... and a few kind words.
- B: Very good, sir. *(writing)* A boiled egg ... two pieces of toast and a pot of tea.
- A: And a few kind words.
- B: Sorry?
- A: Don't forget the few ...
- B: *(interrupting)* No, I know, sir. A few kind words.
- A: Exactly. Thank you.
- B: Thank you, sir.

(The waiter leaves. Pause. He/She returns with a tray full of food and places it on the table in front of the customer.)

- B: There you are, sir. A boiled egg, two pieces of toast and a pot of tea.
(He/She starts to leave.)
- A: Er ... excuse me!
- B: Yes?
- A: Haven't you forgotten something?
- B: Forgotten something?
- A: Yes. What about the few kind words.
- B: Oh, of course! How silly of me. *(He/she returns, then looks round, to make sure no one can hear.)* Don't eat the egg!

7 SHORT SKETCHES (5)

(A=optician; B=man or woman)

Acting note:

The Eye-testing chart can be pinned to the board. At the start, the optician is standing in front of it while the man/woman is sitting on a chair looking at it.

The director says the following:

A man (woman) goes to the optician's to test his/her eyes.

(The optician points at the fourth row of the chart.)

- A: Now, can you read this line of letters?
- B: *(peering)* Er ... er ... No, sorry. I can't.
- A: I see. *(pointing to 3rd line)* Well, what about line 3? Can you read these letters? They're a bit bigger.
- B: *(peering)* Er ... er ... No, it's no good. I can't read that either.
- A: You can't? All right. *(pointing to 2nd line)* Try reading this line of letters.
- B: *(peering)* Er ... No, sorry. Still can't read it.
- A: That's all right. Don't worry. Let's try the top line of letters – these are really big. You should be able to read them.
(points at 1st line)
- B: *(peering)* Er ...
- A: Well?
- B: Er ... It's no good! I just can't read it.
- A: You can't?
- B: No, I can't.
- A: But this is very serious.
- B: Yes, I know. *(slight pause)* I can't read!

E F P 1

O Z L P 2

D P E C F 3

E D R C Z 4

R E L O P Z 5

D E F P O T E 6

P E Z O L C F T 7

E F Z L C E O P T 8

8 GOOD EVENING, HERE IS THE NEWS ... (SCRIPT OUTLINE)

(A=newsreader 1, B=newsreader 2)

A: **Good evening, here is the 6 o'clock news.**

Read 1st news story. (*government related*)

B: Read 2nd news story. (*any story*)

A: Read 3rd news story. (*any story*)

B: Read 4th news story. (*crime story*)

A: Read 5th news story. (*any story*)

B: Read 6th news story. (*foreign news*)

A: Read *sports* story.

B: Read final news story. (*any story*)

A: Read *weather* forecast.

B: **That's all from the 6 o'clock news team. We'll be back again with all the latest news at 10 o'clock. Good evening.**

A: **Good evening.**

8 GOOD EVENING, HERE IS THE NEWS ... (NEWS ITEMS)

Today, the government announced a plan to make sure that we don't all suddenly become poor when we reach sixty. According to the Prime Minister, the government is going to make sure that we're all poor by the time we reach thirty.

The Prime minister went on to say that the state of the economy was in no way connected with the arrests this morning at Heathrow of a group of forty illegal immigrants who were trying to leave the country!

Figures released today show that two out of every ten people work for a nationalised industry – while the other eight sit and watch them.

The Ministry for Education released some interesting figures today. It seems that in the London area, one half of pupils can't read, one half can't write and the other three quarters can't add up.

The Department of Employment has announced new plans for shortening the dole queues. They're going to ask unemployed people to stand closer together.

8 GOOD EVENING, HERE IS THE NEWS ...

(NEWS ITEMS CONTINUED)

Two prisoners escaped from Dartmoor Jail earlier today. One is nearly 3 metres tall and the other 150 centimetres. Police are looking high and low for them.

A set of traffic lights have also been stolen from a main road junction in Birmingham. A police spokesman said, 'Some thieves will stop at nothing.'

A gang of thieves broke into Scotland Yard last night and stole all the toilets. The police are completely baffled and say they haven't a single thing to go on.

Albert Brown, chairman of Blotto Blotting Paper Company, announced at the Annual General Meeting yesterday that he would not be retiring this year after all because he found his work far too absorbing.

And it appears that in Edinburgh earlier today, a mad dog bit a tax inspector. After being given injections and treatment for shock, the dog has been allowed home.

The new Bristol to Brighton motorway was opened today. It has been built with strict regard to local people and environmentalists and is 2,000 kilometres long.

There is also good news for rail travellers. A new service is to be introduced which offers you breakfast in London, lunch in Paris, dinner in Brussels and your luggage in Moscow.

Now science. At Cambridge University, scientists have managed to cross a hen with a banjo to get a chicken that plucks itself. This was the same team that last year successfully crossed a skunk with an owl to produce a bird that smelled a lot but didn't give a hoot.

Now foreign news. It was announced in Oslo today that the Viking diary found just over a year ago, and which was thought to be at least a thousand years old, is in fact a forgery. This was the conclusion after a six-month study of it by Norwegian and Swedish typewriting experts.

And the latest fashion news from Paris is that skirts will remain the same length as last year ... but legs will be shorter.

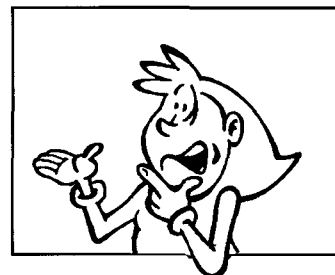
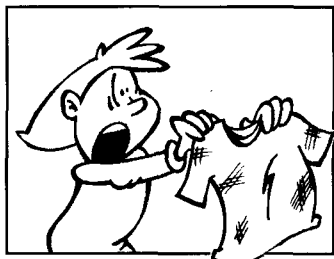
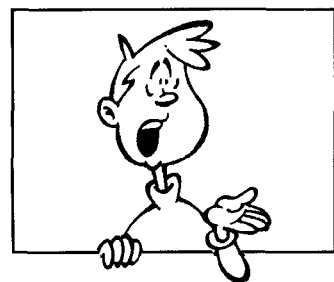
Now sport. And it has just been announced that the English football team are going to get a new coach. It's a 52-seater with a toilet at the back.

At the World Championships in Tokyo, the British 4 by 400 metres men's relay team built up a huge lead before handing over the baton to the French team.

Now for the weather. It's going to be a really wonderful day tomorrow, with temperatures reaching thirty degrees. Ten in the morning ... ten in the afternoon, and ten in the evening.

Finally, a newsflash: Forty pedigree dogs have been stolen from Whoof Kennels in Surrey. Police say that so far they have no leads.

You are the director of the TV commercial. You are going to be making a commercial for a new washing powder called DAZZLE. The script is ready and you are having your first rehearsal with the two actors. Get them to run through the script, using the notes and storyboard below. You will need to give the actors exact instructions as to what to do.



Actor A

What's the matter?

Actor B

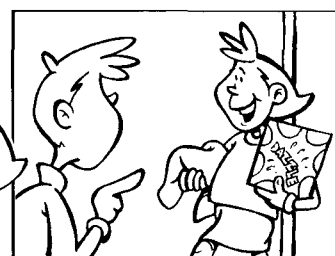
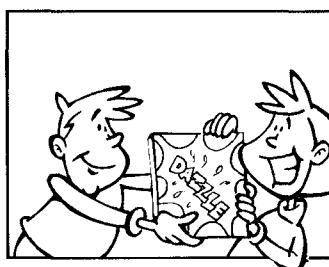
(Hold up T-shirt.
Sound unhappy.)
It's this
T-shirt! I just can't get
it clean.

Actor A

(Hold up packet of
DAZZLE.)
Then try this.

Actor B

(look surprised.)
DAZZLE? What's
that?



Actor A

It's the new
washing powder with
built-in whitener and
biodynamic anti-stain
remover.

Actor B

(sound impressed.)
Oh, I say! Built-in
whitener and
biodynamic anti-stain
remover, eh? I must
try that!

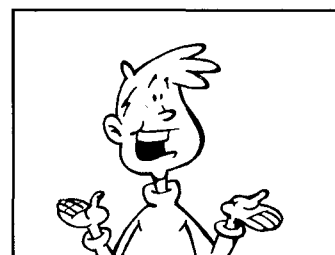
Actor A

(Take packet.) Thanks.

(Fade out this scene.
Fade in to next
scene...)

Actor B

Well, what do you
think?



Actor A

(Hold up T-shirt. Look
really happy.)
Brilliant! Just like this
T-shirt! Look!

Actor B

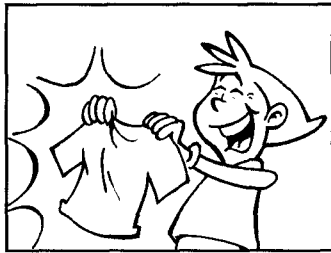
(Put on
sunglasses.)
Wow! That's
brilliant!

Actor A

(Sniff T-shirt.)
And it smells nice, too!

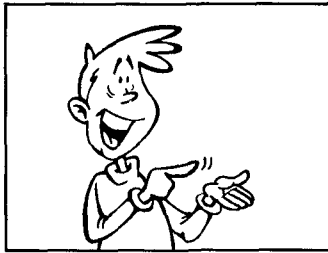
Actor B

(Face camera.
Hold up packet.)
So for clothes that are
really bright, change
to DAZZLE.



Actor B

(Hold up T-shirt again)
Yes, the results are truly dazzling!



Actor A

Can I have my packet back now, please?

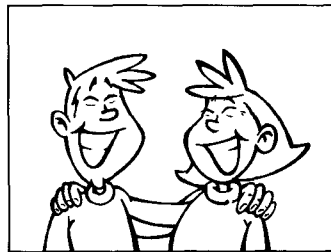


(Take packet and hold it up between you and B, just below your faces.)



Actor A and B

(singing)
Dazzle, Dazzle,
washing day,
See the dirt just
fade away,
Dazzle, Dazzle,
powder bright,
Makes your clothes so
clean and white.



(Big smiles. Hold.)

9 TV ADVERTISEMENT

ROLE CARDS

Actor playing A

You are keen to do well in this commercial as it is your first proper acting job. You try to do everything the director asks you to do – but really well! Unfortunately, there is one line that you find difficult to read: *It's the new washing powder with built-in whitener and biodynamic anti-stain remover*. You just can't seem to get it right. Sometimes you say 'with whitener built-in' and at other times you say 'biostatic anti-rain remover'.







Actor playing B

You are not happy about being in a commercial. You think you're very good and can't understand why you're not acting in Hollywood movies instead of having to do this 'rubbish' just for the money. So you find it very hard to be enthusiastic or happy about washing powder. You also have little patience with fellow-actors. You don't think A is very good and if he/she makes a mistake, you show you are not very pleased by sighing loudly and saying *'I do wish you'd get it right'*. Finally, you can't sing, so hope there's no singing involved in this commercial.

This is the script for the commercial for DAZZLE washing powder.

Script for DAZZLE washing powder commercial

- A:** What's the matter?
- B:** It's this T-shirt! I just can't get it clean.
- A:** Then try this.
- B:** DAZZLE? What's that?
- A:** It's the new washing powder with built-in whitener and biodynamic anti-stain remover.
- B:** Oh, I say! Built-in whitener and biodynamic anti-stain remover, eh? I must try that! Thanks.
(fade out ... fade in)
- A:** Well, what do you think?
- B:** Brilliant! Just like this T-shirt! Look!
- A:** Wow! That's bright!
- B:** And it smells nice, too!
- A:** So for clothes that are really bright, change to DAZZLE.
- B:** Yes, the results are truly dazzling!
- A:** Can I have my packet back now, please?
- A and B:** Dazzle, Dazzle, washing day,
See the dirt just fade away,
Dazzle, Dazzle, powder bright,
Makes your clothes so clean and white.

<i>Gesture</i>	<i>What it means</i>
	<p>Done at the start of the game. This tells your team how many syllables there are in the word. (In this case 3 syllables.)</p>
	<p>Done during the game. The number of fingers you hold up show which syllable you are trying to mime. (In this case the 2nd syllable.)</p>
	<p>This means that the word or syllable you're about to mime rhymes with (or sounds like) the relevant syllable of the word. If the word was '<i>contrive</i>' and you were trying to mime the second syllable, you might pretend to 'drive' a car.</p>
	<p>This shows a short syllable, such as 'in', 'un', 'ex', 'dis', etc.</p>
	<p>Use this gesture when someone has guessed wrongly or is completely on the wrong track.</p>
	<p>Use this when someone has guessed a syllable correctly.</p>

cartoon	mistake	robust	cabbage
breakfast	bookcase	shortage	earring
penknife	cowslip	retired	doorbell
necklace	homesick	contents	compare
blackbird	candlestick	suitable	nightmare
keyhole	briefcase	percentage	headline
selfish	chimney	screwdriver	beetroot
honeymoon	buttercup	bullet	shoelace
wallpaper	boring	fireplace	surprise
decrease	exile	tension	friendship

You are going to play a game with Group B called **'Call my bluff'** where you will take it in turns to read out three definitions of a slang word, but only one definition is correct. The other team tries to guess who has read out the correct definition. If they do, they score 1 point. If they guess wrongly, you score 1 point.

You are going to read out three words altogether, so before starting:

- 1 Choose which three words you will use from the list below.
- 2 Decide which person will read out the 'correct' definition for each word. (The same person can read out the correct definition more than once!)
- 3 Working together, think up two 'false' definitions for each of the three words. Remember to give an example sentence and, if possible, try to suggest an origin for the word. (You may even be able to adapt some of the definitions from the words below that you didn't use.)
- 4 When both you and Group B are ready, you can begin. Take it in turns to read out your definitions. *Group B starts.*
- 5 The team with the highest score at the end wins.

Here are ten correct definitions. Choose three of them for the game.

Word 1

banger (noun) – a sausage. 'Let's have some bangers for breakfast.' The word comes from the explosion of the skin of a sausage during frying.

Word 2

moggy (noun) – cat. 'Have you seen my moggy anywhere? He's been missing since yesterday afternoon.' Probably comes from the pet name 'Maggie'.

Word 3

blub (verb) – to cry. 'I blubbed throughout the film, it was so sad.' Originally a public school term.

Word 4

gobsmacked (adjective) – astonished, very surprised. 'When John and Mary told me they were breaking up I was absolutely gobsmacked.' From 'gob' an older slang word for mouth.

Word 5

knuckle sandwich (noun) – a blow from a fist in the mouth or face. 'You say that again and you'll get a knuckle sandwich!'

Word 6

ringburner (noun) – a very hot curry. 'Let's go for a ringburner tonight.' As curry is hot and spicy, it burns you.

Word 7

wrinkly (noun) – an old person. 'I'm not going to Spain for my winter holidays again. The place I stayed at was full of wrinklies.' Comes from the word 'wrinkle'. Old people, of course, have lots of wrinkles on their faces.

Word 8

a spud (noun) – a potato. 'Do you want me to peel the spuds?' Comes from the word 'spud' which was a spade used for digging up potatoes in the 1800s.

Word 9

whacky baccy (noun) – marijuana. 'Got any whacky baccy on you?' Comes from 'whacky' meaning crazy and 'baccy' short for tobacco.

Word 10

whiffy (adjective) – having an unpleasant smell. 'Open the windows, please. It's a bit whiffy in here!'

You are going to play a game with Group A called **'Call my bluff'** where you will take it in turns to read out three definitions of a slang word, but only one definition is correct. The other team tries to guess who has read out the correct definition. If they do, they score 1 point. If they guess wrongly, you score 1 point.

You are going to read out three words altogether, so before starting:

- 1 Choose which three words you will use from the list below.
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- 4 When both you and Group A are ready, you can begin. Take it in turns to read out your definitions. *You start.*
- 5 The team with the highest score at the end wins.

Here are ten correct definitions. Choose three of them for the game.

Word 1

doss house (noun) – a cheap, shabby hotel. 'This flat's just like a doss house. I don't know how you can live here.' Comes from a Latin word 'dorsum' meaning back because you sleep on your back.

Word 2

brill (adjective) – wonderful, exciting. It's a shortening of the word 'brilliant' which started being used by teenagers in the 1970s as an all-purpose word for something good. 'We had a really brill time at the party on Saturday. You should have been there!

Word 3

flash the ash (verb) – to offer someone a cigarette. 'Come on – flash the ash!' From the fact that ash comes from cigarettes.

Word 4

funny farm (noun) – a psychiatric or mental hospital. 'Poor old Ned. They've taken him off to the funny farm.'

Word 5

legless (adjective) – drunk. 'I must have drunk too much last night. I was absolutely legless.' It means you fall down because you can't use your legs or walk properly.

Word 6

plonk (noun) – cheap wine. 'Don't forget to bring a bottle of plonk to the party.' From the French for white wine – vin blanc.

Word 7

scarper (verb) – to run away. 'The police are coming. Quick, let's scarper!' Probably Cockney rhyming slang Scapa flow meaning 'go'.

Word 8

shrink (noun) – a psychiatrist. 'I've got to go and see my shrink tomorrow.' It's a shortening of an earlier slang word for psychiatrist, the word 'head shrinker'.

Word 9

a stiff (noun) – a dead body. 'Looks like we've got a stiff here,' said the police officer. Comes from the fact that dead bodies go stiff.

Word 10

toyboy (noun) – a young male boyfriend for an older woman. 'This is Jim, my new toyboy.' A mixture of 'boy' (young male) and 'toy' (something to play with).

12 FILL IN THE MISSING PREPOSITIONS 1

Fill in the missing prepositions in the following jokes.

- 1 Chickens are the only animals that you can eat _____ they are born and also _____ they are dead.
- 2 A good marriage lasts _____ ever. A bad one just seems to.
- 3 I kept reading in the papers that smoking was bad _____ you. So finally I decided to give up reading the papers.
- 4 People who complain _____ paying income-tax can be divided _____ two types: men and women.
- 5 BULLDOG FOR SALE: Will eat anything. Very fond _____ children.
- 6 *Doctor:* Did you drink your orange juice _____ your bath?
Patient: No, because _____ drinking the bath I didn't have too much room for the orange juice. (*same preposition, used twice*)
- 7 'My cousin's very good _____ bird impressions.'
'Really?'
'Yes. He eats worms!'
- 8 I know carrots are good _____ the eyes, but I nearly go blind every time I stick them in.
- 9 'What's the fastest vegetable _____ the world?'
'A runner bean.'
- 10 'How come you were born _____ Manchester?'
'I wanted to be _____ my mother.'
- 11 *Piano tuner:* I've come to tune your piano.
Man: But I didn't send _____ you.
Piano tuner: No, but your neighbours did.
- 12 Business is so bad, some hotels steal towels _____ the guests.
- 13 It's easy to understand modern art. If it hangs _____ the wall, it's a painting. If you can walk _____ it, it's a sculpture.
- 14 'Can you give me a room _____ a bath?'
'I can give you the room, but you'll have to take your own bath.'
- 15 *Teacher:* Where are you from?
New Pupil: Germany.
Teacher: Which part?
New Pupil: All _____ me.

13 FILL IN THE MISSING PREPOSITIONS 2

Fill in the missing prepositions in the following jokes.

- 1 He was arrested _____ stealing a calendar. He got twelve months.
- 2 'Doctor! Doctor! I think I'm a dog.'
'Sit down, please.'
'Oh no, I'm not allowed _____ the furniture.'
- 3 A good host is someone who makes his guests feel _____ home even when he wishes they were.
- 4 My wife thinks I'm too nosy – _____ least, that's what she keeps writing _____ her diary.
- 5 You can't blame him _____ being a nudist. He was born that way.
- 6 'That suit fits you like a bandage.'
'Yes, I bought it _____ accident.'
- 7 Years ago I used to dream _____ the salary I'm starving _____ now.
- 8 'I had to give up tap dancing.'
'Why?'
'I kept falling _____ the sink.'
- 9 The mother kangaroo suddenly leapt _____ the air and gave a cry _____ pain.
'Sydney!' she screamed. 'How many times do I have to tell you that you cannot smoke _____ bed!'
- 10 Sign _____ a New York freeway
All those _____ favour _____ conserving gasoline, please raise your foot.
- 11 'How dare you swear _____ front _____ my wife!'
'Why, was it her turn?'
- 12 Remember Ginger Rogers did everything Fred Astaire did, but she did it backwards and _____ high heels. (*Ann Richards*)
- 13 'Put your money _____ oil.'
'Are you crazy? Who wants oily money?'
- 14 'My neighbours bang _____ the wall _____ all hours.'
'Doesn't that keep you awake?'
'No, but it doesn't half interfere _____ my trumpet practice!'
- 15 'You remind me _____ the sea.'
'Because I'm so wild and romantic?'
'No, you make me sick.'
- 16 'What's the best way to remove paint _____ a chair?'
'Sit down _____ it _____ it's dry.'

14 FILL IN THE MISSING PREPOSITIONS/PARTICLES

Fill in the missing prepositions and particles in the following joke. Write your answers at the bottom of the page. There is an example at the beginning (0).

Blind date

Once upon a time there was a very ugly monster who lived a lonely, unhappy life. He longed (0) _____ company, so one day he got (1) _____ the courage to put an advert (2) _____ the newspaper (3) _____ a girlfriend. He waited anxiously (4) _____ almost a week, then (5) _____ the Friday, he got a letter (6) _____ a 30-year-old lady (7) _____ Hampstead. They wrote (8) _____ each other several times before they decided to meet.

'I must warn you that I'm not very attractive to look (9) _____,' wrote the monster. 'In fact, I have two heads, I'm covered (10) _____ nasty yellow scabs and I've got lumps (11) _____ green hair growing all (12) _____ me. I also have a wooden leg and one (13) _____ my arms trails (14) _____ the ground when I walk. If having heard this, you still want to meet me, then I suggest we meet (15) _____ the clock (16) _____ Paddington Station (17) _____ Sunday (18) _____ 1 p.m.'

A couple of days later, a letter came (19) _____ the lady. The monster opened it nervously, terrified that his description would have put her (20) _____.

'I think personality is more important than looks,' she wrote, 'so I look forward (21) _____ meeting you (22) _____ Sunday. Since we haven't met before, would you wear a pink carnation so I can recognise you?'

Write your answers here:

- | | | | | | |
|---|------------|----|-------|----|-------|
| 0 | <u>for</u> | 8 | _____ | 16 | _____ |
| 1 | _____ | 9 | _____ | 17 | _____ |
| 2 | _____ | 10 | _____ | 18 | _____ |
| 3 | _____ | 11 | _____ | 19 | _____ |
| 4 | _____ | 12 | _____ | 20 | _____ |
| 5 | _____ | 13 | _____ | 21 | _____ |
| 6 | _____ | 14 | _____ | 22 | _____ |
| 7 | _____ | 15 | _____ | | |

15 FILL IN THE MISSING ADJECTIVES 1

Fill in the missing adjectives in the jokes below. Choose from the following:

afraid	happy	terrible	worried
boring	polite	tired	wrong
dead	quiet	wet	young

- 1 My husband's really very _____. He always takes his shoes off before putting his feet on the table.
- 2 *Girl:* Mum, you know that vase you were _____ I might break?
Mother: Yes, what about it?
Girl: Well, your worries are over.
- 3 'What was it like having all your teeth out?'
' _____ ! I'd never do it again!'
- 4 You can always tell a _____ motorcyclist by the insects on his teeth.
- 5 A millionaire friend of mine has just bought himself a new boat. The first one got _____.
- 6 When I was a small boy my mother used to give me vitamins B1, B2, B6, B12 and B _____.
- 7 *General:* Can you tell me what a soldier must be before he can be buried with full military honours?
Private: _____, sir.
- 8 'Do you remember when you were born?'
'No, I was too _____'.
- 9 I was such a big baby when I was born, the doctor was _____ to slap me.
- 10 'My baby is a year old today, and he's been walking since he was nine months old.'
'Really? He must be very _____!'
- 11 *Teacher:* You've put your shoes on the _____ feet.
Small boy: But these are the only feet I've got.
- 12 The scene is too _____. Tell him to put more life into his dying!

16 FILL IN THE MISSING ADJECTIVES 2

Fill in the missing adjectives in the jokes below. Choose from the following:

bald	exact	messy	sober
bouncing	funny	original	useful
dead	honest	professional	vain
empty	invisible	safe	wooden

- 1 'What's the best cure for dandruff?'
'A _____ head'.
- 2 'Who's that at the door?'
'The _____ man'.
'Tell him I can't see him.'
- 3 'Who's that at the door?'
'A man with a _____ leg'.
'Tell him to hop it.'
- 4 There are only two sorts of
pedestrians in Paris — quick ones and
_____ ones.
- 5 *Son:* Hey mum, how did Dad know the
_____ date he was going to die?
Mother: The judge told him.
- 6 A rabbit's foot may be lucky — but not for
the _____ owner.
- 7 'Do you think I'm _____ ?'
'No, Why do you ask?'
'Well, people as good-looking as me
normally are.'
- 8 When Jenny saw the tombstone with the
inscription: 'Here lies the body of a
politician and an _____ man' she
wondered how they managed to get two
people into the same grave.
- 9 'Is it all right to make breakfast in my
pyjamas?'
'Yes, but it would be less _____ in
a frying pan.'
- 10 *Policeman:* We're looking for a man with a
hearing aid.
Suspect: Wouldn't a pair of glasses be
more _____ ?
- 11 I never knew my father drank until one
night he came home _____ .
- 12 'Is it bad to write on an _____
stomach?'
'No, but it's better to write on paper.'
- 13 *Mother:* Mark! How could you have
dropped the baby?
Mark: The lady next door said it was a
_____ baby and I wanted to see for
myself.
- 14 It's not _____ to drink and drive.
You might stop suddenly and spill some
of it.
- 15 *Polly:* My watch was stolen from under my
nose last night.
Sue: That's a _____ place to
wear it.
- 16 Every time I lend him a book, he keeps it.
He's a _____ book-keeper.

17 FILL IN THE MISSING NOUNS 1

Fill in the missing nouns in the jokes below. Choose from the following:

accountant	cheese sandwich	homework	mirror
alphabet	cows	luggage	phone
bull	essay	match	size

- Tourist:* Is that _____ safe?
Farmer: Well, he's a lot safer than you are.
- Flying means your breakfast in London, lunch in New York, dinner in San Francisco, and your _____ in Buenos Aires.
- 'I suppose this horrible picture I'm looking at is what you call modern art?'
'No, madam, it's a _____ !'
- Teacher:* Julie, if you weigh 64 kilos and you sit in the bath, what happens?
Julie: The _____ rings, miss.
- Jim:* I is ...
Teacher: No, Jim. You must say 'I am'.
Jim: I am the ninth letter of the _____ .
- Teacher:* This _____ on the dog is exactly word for word the same as your brother's.
Simon: Of course, sir. It's the same dog.
- Teacher:* Charles, name five things that contain milk.
Charles: Butter, cheese, ice cream and er ... two _____ .
- Harry:* This _____ won't light.
Ben: What's the matter with it?
Harry: I don't know. It lit OK before.
- Customer:* I'd like some crocodile shoes, please.
Shop assistant: Certainly, sir. What _____ shoes does it take?
- 'My company is looking for a new _____.'
'Didn't you hire one just last week?''
'We did — and that's the one we're looking for.'
- Boy:* Er Dad, I'm having trouble with my _____ . Will you do this sum for me?
Dad: No, sorry, son. It wouldn't be right.
Boy: Maybe not, but couldn't you try, anyway?
- Judge:* Order! Order in court!
Defendant: Thank you, judge. I'll have a _____ and a can of Coke.

18 FILL IN THE MISSING NOUNS 2

Fill in the missing nouns in the jokes below. Choose from the following:

diet	hole	majority	secret
direction	interval	opinion	skin
fur coat	lawn	politicians	typing
goldfish	lawyers	pram	willpower

- 1 *Workman:* I throw myself into everything I do.
Foreman: Go and dig a big _____.
- 2 I can keep a _____. It's the people I tell it to who can't.
- 3 'To me he's a complete pain in the neck.'
'Funny, I've got a much lower _____ of him.'
- 4 *At the theatre*
'Why are you leaving? It's only the _____,
'But look, it says on the programme – Act Two – one month later.'
- 5 *Teacher:* Now, who can tell me – if you have an umpire in tennis and a referee in football, what do you have in bowls?
Pupil: _____, sir?
- 6 *Teacher:* Penny, your _____ has improved! You only have ten mistakes.
Penny: Thank you, miss.
Teacher: Now we'll look at the second line.
- 7 'Who's that at the door?'
'A woman with a _____.'
'Tell her to push off.'
- 8 *Beggar:* I haven't eaten anything for three days.
Overweight passer-by: I wish I had your _____.
- 9 The first wearer of your _____ died in it.
- 10 According to my sister there are three kinds of men — the handsome, the caring and the _____.
- 11 Two little boys were looking out of the window when they saw a lorry drive past loaded with turf.
'That's what I shall do when I'm rich,' said one of the little boys. 'I'll send my _____ away to be cut, too.'
- 12 'What a nice colour cow that cow is.'
'It's a Jersey.'
'Really? I thought it was her _____.'
- 13 I'm on a seafood _____.
Whenever I see food, I eat it.
- 14 She says she's approaching forty, but she won't say from which _____.
- 15 You can always tell when _____ are lying — their lips move.
- 16 Divorces are arranged so that _____ can live happily ever after.

19 FILL IN THE MISSING NOUNS 3

Fill in the missing nouns in the jokes below. Choose from the following:

acquaintances	hearse	nostalgia	support
affection	insurance	organ recitals	term
appearance	ladder	part	topless bar
check-up	leaves	statistics	unemployment
double-crosser	lighthouse keeper	steps	worry

1 *Van Gogh:* My dear, please take this ear as a token of my _____ for you.

Woman: Th... thank you.

Van Gogh: Pardon?

2 A man who crosses the ocean twice without taking a bath is a dirty _____.

3 *1st man:* You know all that talk about backseat driving? Well, I've been driving all my life and can safely say that I've never heard a word from the back seat.

2nd man: What kind of a car do you drive?

1st man: A _____!

4 My brother went to three parties. At the first party he broke his arm, at the second party he broke his leg, and after that he got Third Party _____.

5 _____ is all right, but it's not what it used to be.

6 An auctioneer has no friends, only nodding _____.

7 We were in Spain for our holidays and saw this sign that said: _____.
It turned out to be a café without a roof.

8 *Lecturer:* Now I shall be talking today about the head, lungs, liver ...

Student: Oh dear, I can't stand _____.

9 _____ prove that 50% of all people who get married in June are women.

10 *Actor:* Did you see my 'Bottom' in Shakespeare's *A Midsummer Night's Dream*?

Friend: No.

Actor: What a pity! Many people consider it my best _____.

11 *Paul:* My stupid cousin hurt himself raking up _____.

Steve: How did he do that?

Paul: He fell out of the tree.

12 *Sign on noticeboard*

Will the individual who borrowed a _____ from the caretaker kindly return it immediately or further _____ will be taken.

13 Join the Hernia Society — It needs your _____.

14 On the plus side, the good thing about _____ is that it certainly takes the _____ out of being late for work.

15 A man who went to see his doctor for a _____ was passed perfectly fit, but the doctor suggested he take more exercise.

'Try walking about three miles a day,' he said.

'I'll get dizzy if I walk three miles a day!' said the patient.

'Why would you get dizzy walking?' asked the doctor.

'Because I'm a _____!'

16 'Johnny, I've just had a letter from your headmaster. It seems you're very careless in your _____.'

'Am I, Dad?'

'Yes. You haven't been seen in school since last _____!'

20 FILL IN THE MISSING VERBS 1

Work in pairs. Fill in the missing verbs in the jokes below. Choose from the following. Use each verb once. Make sure you choose the correct tense of the verb. There is an example at the beginning (Joke 0).

born	forget	meet	play	sing
count	knit	need	read	steal
cry	marry	pay	saw	stick

Joke 0

Mary: What happened to the girl you used to saw in half?

Magician: She's now living in San Francisco and New York.

Joke 1

'I'm losing my memory. It's got me terribly worried.'

'Never mind. Try and _____ about it.'

Joke 2

1st man: Do you know it takes three sheep to make a sweater.

2nd man: I didn't even know they could _____.

Joke 3

'My dog _____ chess.'

'Your dog plays chess? He must be very clever.'

'Oh, I don't know. I usually beat him three times out of four.'

Joke 4

Patient: Doctor, doctor, I keep _____ things. What shall I do?

Doctor: Take these pills. If they don't work, bring me back a CD player or a video.

Joke 5

Critic: I enjoyed your book a lot. Who wrote it for you?

Author: I'm so glad you liked it. Who _____ it to you?

Joke 6

1st woman: I've had four children but I'm definitely not having any more.

2nd woman: Why not?

1st woman: Because I read in a magazine that every fifth child _____ in the world is Chinese.

Joke 7

There are three kinds of mathematicians — those who can _____ and those who can't.

Joke 8

She's 95 years old and she still doesn't _____ glasses. She drinks straight from the bottle.

Joke 9

I once _____ in front of the King of Sweden. At least, I think I did. He said, 'If you're a singer, then I'm the King of Sweden.'

Joke 10

I'll never forget the day I was born. I _____ like a baby.

Joke 11

He was sent to jail for something he didn't do. He didn't _____ his taxes.

Joke 12

Pam: You're wearing your wedding ring on the wrong hand.

Mandy: I know. I _____ the wrong man.

Joke 13

Mrs Green: Did you _____ your son at the airport?

Mrs Cox: Oh no! I've known him for years.

Joke 14

Post office clerk: Here's the last of your stamps, sir.

Customer: (with a big parcel) Do I have to _____ them on myself?

Post office clerk: Oh, no, sir. On the parcel.

21 FILL IN THE MISSING VERBS 2

Work in pairs. Fill in the missing verbs in the jokes below. Choose from the following. Use each verb once. Make sure you choose the correct tense of the verb. There is an example at the beginning (Joke 0).

charge	eat	hum	plant	ride	sell	spell
chase	fly	learn	post	say	sing	tell
deliver	grow	notice	practise	see	smell	walk

Joke 0

1st sheep: Baa-aa-aa.

2nd sheep: Moo-oo-oo.

1st sheep: What do you mean. 'moo-oo-oo'?

2nd sheep: I'm learning a foreign language.

Joke 1

1st man: Your dog _____ my husband on his motorbike.

2nd man: Impossible! My dog can't _____ a motorbike.

Joke 2

'Insects have got amazing brains.'

'Have they?'

'Yes. _____ n't you _____ how they always seem to know when you're having a picnic?'

Joke 3

A man _____ into a pub and _____ to the pianist, 'Do you know your car's on fire outside?'

'No,' said the pianist. 'But if you _____ it, I'll try to follow you.'

Joke 4

Man (at airport): I'd like this bag to go to Moscow, this one to New York and this one to Helsinki.

Steward: I'm sorry, sir. We can't do that.

Man: Nonsense. That's what you did last time I _____ with you.

Joke 5

Writer: I took up writing full-time about a year ago.

Friend: Have you _____ anything?

Writer: Yes - my colour TV, my car, all the furniture, the carpets, the house...

Joke 6

'My name's Colonel Henry Davenport, DSO, MC, OBE.'

'That's a funny way to _____ Davenport!'

Joke 7

Actor: Have you ever _____ me on television?

Neighbour: Yes, on and off.

Actor: How did you like me?

Neighbour: Off.

Joke 8

'Hey, do you know you've got carrots _____ out of your ears?'

'That's funny, I _____ cucumbers.'

Joke 9

Doctor: Ah yes, I can tell you're getting better. You're coughing much more easily this morning.

Patient: And so I should be. I've been up all night, _____ !

Joke 10

I think he was born upside-down. His nose runs and his feet _____ .

Joke 11

Visitor: Why is your dog giving me such funny looks?

Susie: Probably because you _____ your strawberries out of his bowl.

Joke 12

Postman: I've had to walk five miles to _____ this letter to your farm.

Farmer: You should have _____ it!

22 FILL IN THE MISSING VERBS 3

Work in pairs. Fill in the missing verbs in the jokes below. Choose from the following. Use each verb once. Make sure you choose the correct tense of the verb and also shortened forms (I've, we're, he's, etc.) where appropriate. There is an example at the beginning (Joke 0).

bite	charge	die	keep	lose	send
breathe	complain	exaggerate	limp	miss	tell
cash	decide	identify	look	pronounce	

Joke 0

Angry neighbour: I'll teach you to throw stones at my greenhouse!

Boy: I wish you would. I keep missing !

Joke 1

Angry car buyer: You _____ me this car was rust free.

Salesman: It was. I didn't _____ you a penny for it.

Joke 2

Fred was reading about the world's population.

'Did you know every time I _____ in and out someone dies?' he said.

'Ever tried mouthwash?' replied his friend.

Joke 3

Don't _____ about the coffee – you'll be old and weak yourself one day.

Joke 4

My great-grandfather was a missionary who was eaten by cannibals. At least he _____ in the knowledge that he was giving them their first taste of Christianity.

Joke 5

A postman _____ into a hospital.

'A dog _____ my leg,' he said.

'Oh dear,' said the nurse. 'Did you put anything on it?'

'No,' said the postman. 'He liked it as it was.'

Joke 6

Passenger: Can you tell me where the buffet is?

Railway official: It's over there – oh, and by the way, it's _____ 'buffay', the 't' is silent.

Passenger: Not the way I drink it.

Joke 7

Two friends _____ what to order in a cafe.

'I think I'll have a tongue sandwich,' said Sally. 'Ugh!' said Mavis. 'I couldn't eat anything that had come out of an animal's mouth.'

'What are you going to have, then?'

'Scrambled eggs.'

Joke 8

'I've told you for the millionth time – stop _____ !'

Joke 9

Father: What happened to that shockproof, waterproof, unbreakable, anti-magnetic watch I gave you for your birthday?

Son: I _____ it.

Joke 10

Judge: I _____ you to prison for three months.

Defendant: What's the charge?

Judge: There's no charge. Everything's free.

Joke 11

Customer: I'd like some nails, please.

Sales assistant: Certainly, sir. How long would you like them?

Customer: Well, I'd like to _____ them, actually.

Joke 12

A man walks into a bank to _____ a cheque and the cashier says, 'OK, but you'll have to _____ yourself.'

So the man _____ into a mirror and says, 'Yes, that's me all right.'

23 CONJUNCTIONS

Sort out the sentences below. Choose an opening (0–14) from A, a conjunction from B and an ending (a–o) from C. There is an example (0).

A

- 0 I'm glad I wasn't born in France
- 1 The President has two books on economics,
- 2 You know you're growing old
- 3 I go to the opera
- 4 It is almost impossible to find a doctor who is poor,
- 5 Dogs in Siberia are the fastest in the world
- 6 Pauline doesn't care for a man's company
- 7 Always keep your words nice and sweet
- 8 When I was a child my family were so poor
- 9 A horse is something that can run like hell
- 10 Don't talk to me
- 11 I've got enough money to last me for the next ten years
- 12 A woman stops telling her age
- 13 Try to drive
- 14 My sister is so emotional and sensitive

B

- as long as
- as soon as
- because
- because
- because
- but
- even though
- so that
- that
- that
- unless
- until
- when
- whether
- while

C

- a. the only thing I got on my birthday was a year older.
- b. I don't buy anything.
- c. he owns it.
- d. he hasn't finished colouring the first one yet.
- e. you put a £20 bet on it.
- f. I need to sleep or not.
- g. there are plenty of poor doctors.
- h. your driving licence expires before you do.
- i. the trees are so far apart.
- j. you never know when you're going to have to eat them!
- k. I can't speak a word of French.
- l. it starts telling on her.
- m. she even cries when a traffic light is against her.
- n. I'm interrupting!
- o. people call you young-looking instead of young.

Write your answers here:

0	<u>because</u>	<u>k</u>	5	<u> </u>	<u> </u>	10	<u> </u>	<u> </u>
1	<u> </u>	<u> </u>	6	<u> </u>	<u> </u>	11	<u> </u>	<u> </u>
2	<u> </u>	<u> </u>	7	<u> </u>	<u> </u>	12	<u> </u>	<u> </u>
3	<u> </u>	<u> </u>	8	<u> </u>	<u> </u>	13	<u> </u>	<u> </u>
4	<u> </u>	<u> </u>	9	<u> </u>	<u> </u>	14	<u> </u>	<u> </u>

24 IF ...

Fill in the missing verbs in the sentences below. Choose from the following. Make sure you choose the correct tense. Use short forms, where possible (*I'd have eaten, etc.*). Look at the example (0).

be	give (x 2)	know	(not) stand	try
call	(not) grow	(not) like	take	want
fall	have	look	think	
forget	keep	plant		

- 0 If money doesn't grow on trees, why do banks have so many branches?
- 1 'If we get engaged to be married, _____ you _____ me a ring?'
'Yes, of course. What's your phone number?'
- 2 If you _____ the way I drive, get off the pavement!
- 3 If I _____ how old I was going to get, I would have taken much better care of myself.
- 4 If you _____ out of that tree and break both your legs, don't come running to me.
- 5 If sunbeams were weapons, we _____ solar energy long ago. (Cole Porter)
- 6 If God _____ us to go naked, we would have been born that way.
- 7 If your wife wants to learn to drive, then _____ in her way.
- 8 'If you were my husband I _____ you poison.'
'If you were my wife I _____ it.'
- 9 If you really _____ like your passport photo, chances are you're not well enough to travel.
- 10 In Hollywood, if you don't have a psychiatrist, _____ people _____ you're crazy?
- 11 *Man:* Do you know your car's on fire outside?
Pianist: No, but if you hum it I _____ to follow you.
- 12 If her mini skirt had been any shorter, it _____ a collar.
- 13 Well if I _____ the wrong number, why did you answer the phone?
- 14 If you want to remember, tie a short string around your finger. If you want to _____, tie a long rope around your neck.
- 15 The garage mechanic lifted the bonnet.
'If I were you, sir, I _____ the oil but change the car.'
- 16 I wouldn't say my sister is stupid, but the other day she went into a pet shop and bought some bird seed. She thinks that if she _____ it, she'll grow a bird.

25 SOME – ANY, ETC.

Complete the jokes below using **any, anybody, anything, everybody, nobody, some, somebody** or **something**. Look at the example (0).

- 0 **Everybody** wants to go to heaven but **nobody** wants to die.
- 1 Statistics show that the best time to buy _____ is a year ago.
- 2 _____ should have at least two friends – one to talk to and one to talk about.
- 3 'Have you read _____ of Shakespeare's plays?'
'Only two of them.'
'Which ones?'
'Romeo & Juliet.'
- 4 My husband added _____ magic to our marriage. He disappeared.
- 5 *Mother:* Have you given your goldfish _____ fresh water?
Daughter: No, he still hasn't finished what I gave him yesterday.
- 6 A supermarket is a place where you can find _____ except the children when you're ready to leave.
- 7 Hard work never hurt _____ who hired _____ else to do it.
- 8 I come from an old military family. One of my family fell at Waterloo. _____ pushed him off platform 11.
- 9 I was so popular at school that _____ hated me.
- 10 'I'd like some bird seed, please.'
'Certainly, sir. What kind of birds have you got?'
'I haven't got _____ yet. I want to grow some.'
- 11 A patient was complaining to a friend.
'After two years and £5,000, my psychiatrist told me I was cured. _____ cure! Two years ago I was Attila the Hun – and now who am I? A _____!'
- 12 _____ who goes to a psychiatrist needs to have his head examined.
- 13 She was trying to get a new car for her husband, but _____ would swap.
- 14 'What did one lift say to the other?'
'I think I'm going down with _____.'
- 15 *Bob:* Hej då!
Bill: What's that?
Bob: 'Goodbye' in Swedish.
Bill: Poison!
Bob: What's that?
Bill: Goodbye in _____ language.
- 16 'Doctor, have you got _____ for my liver?'
'How about _____ onions?'

26 PLURALS

In the following poem, some plural forms have been left out. See if you can put them in again. To help you, the singular form is marked in italics.

Why English is so hard to learn

We'll begin with a *box*, and the plural is (1) _____ ;
But the plural of *ox* should be (2) _____ , not oxes.
The one fowl is *goose*, but two are (3) _____ ;
Yet the plural of *moose* should never be meese.
You may find a lone *mouse* or a whole lot of (4) _____ ,
But the plural of *house* is (5) _____ , not hice.
If the plural of *man* is always called (6) _____ ,
Why shouldn't the plural of *pan* be called pen?
The *cow* in the plural may be (7) _____ or kine.
But the plural of *vow* is (8) _____ , not vine.
And I speak of a *foot*, and you show me your (9) _____ .
But I give you a boot – would a pair be called beet?
If one is a *tooth* and a whole set are (10) _____ ,
Why shouldn't the plural of *booth* be called beeth?
If the singular is *this*, and the plural is (11) _____ ,
Should the plural of *kiss* be nicknamed kесе?
Then one may be *that*, and three may be (12) _____ ,
Yet the plural of *hat* would never be hose.
We speak of a brother, and also of brethren,
But though we say mother, we never say methren.
The masculine pronouns are he, his and him,
Just imagine the feminine she, shis and shim!
So our English, I think you will all agree,
Is the trickiest language you ever did see.

Unknown

Some words in English sound the same but are spelt differently and have different meanings. Such words are called **homophones**.

Look at the following jokes which make use of homophones. In each joke underline the word that you think is the basis for the homophone. Then suggest a word that sounds the same but is spelt differently. There is an example at the beginning (0).

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>0 <i>Game warden:</i> Can't you read that sign? It says 'No Fishing <u>Allowed</u>'!
<i>Fisherman:</i> Oh, but I'm fishing silently.</p> <p>1 <i>Judge:</i> Why is it that every time you've been caught, you've been robbing a third-floor flat?
<i>Defendant:</i> Well, that's my storey and I'm sticking to it.</p> <p>2 Talk, talk, talk! That's all my wife ever does. I'm fed up! I've given her the best ears of my life!</p> <p>3 A motorist, whose car had broken down, hailed another motorist and when he stopped, asked him if he could give him a hand.
'I'm sorry,' said the second motorist, 'But I'm a chiropodist.'
'In that case,' said the first man, 'you can give me a tow.'</p> <p>4 For a mother, the son always shines.</p> <p>5 <i>1st boy:</i> My dad was a doctor but he had to give it up.
<i>2nd boy:</i> Why?
<i>1st boy:</i> He didn't have the patience.</p> <p>6 When I told the doctor's receptionist that I kept thinking I was a billiard ball, she told me to get to the end of the cue.</p> | <p>7 'Why are the Middle Ages called the Dark Ages?'
'Because there were so many knights in them.'</p> <p>8 'Why does your father work in the bakery?'
'Because he kneads the dough.'</p> <p>9 'How did the sailor know there was a man in the moon?'
'He went to sea.'</p> <p>10 'Your stomach is enormous. You should diet.'
'What colour?'</p> <p>11 'How do you make a teddy bear?'
'Take off his clothes.'</p> <p>12 'I was once in a play called <i>Breakfast in Bed</i>.'
'Did you have a big role?'
'No, just toast and marmalade.'</p> <p>13 Cardiff Police investigating the theft have asked pet shops in the area to be on the lookout for canaries going cheap.</p> <p>14 The bride wept, the bridesmaids wept, even the wedding cake was in tiers.</p> <p>15 <i>Patient:</i> I keep wanting to paint myself all over with gold paint.
<i>Doctor:</i> Oh, you've just got a guilt complex.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Write down the homophones

- | | | | |
|----------------|---------|----------|----------|
| 0 <u>aloud</u> | 4 _____ | 8 _____ | 12 _____ |
| 1 _____ | 5 _____ | 9 _____ | 13 _____ |
| 2 _____ | 6 _____ | 10 _____ | 14 _____ |
| 3 _____ | 7 _____ | 11 _____ | 15 _____ |

Some words in English sound the same and are spelt the same but can still have completely different meanings. Words like this are called **homonyms**.

Look at the following jokes which make use of homonyms. In each joke fill in the gap with a suitable word. Then try to give two possible meanings for this word. To help you, the letters of the missing word are given at the end of each joke. There is an example at the beginning (0).

- 0 'If you were locked in a room with only a piano, how would you get out?'
'Play the piano until you find the right key.' (yek)
- 1 I'm trying to write this drinking song but I can't get past the first few _____ .
(asrb)
- 2 'Now,' said the prosecution counsel to the lady in the witness box, 'at the time of the crash, what _____ were you in?'
'Let me think,' answered the lady. 'I think it was blue jeans and a tight white T-shirt.'
(rage)
- 3 When Mr Bloggs left the company after fifty years of loyal service, his boss gave him a comb as a gift. His secretary had said it would be a good _____ present.
(tangrip)
- 4 The judge smiled gently at the elderly lady who stood trembling in the dock.
'Tell us, why did you steal the purse?'
'I wasn't feeling very well and I thought the _____ might do me good.'
(enhgac)
- 5 A prisoner is the only person who doesn't mind being interrupted in the middle of a _____ . (teenscen)
- 6 'I must _____ you for murder.'
'All right. How much?' (greach)
- 7 It's easy to milk a cow. Any _____ can do it. (ekrj)
- 8 'I hear your uncle lost his _____.'
'Yes, now he has to drink from the bottle.'
(slesgas)
- 9 'There are a lot of _____ at his show.'
'They probably can't afford the air-conditioning.'
(snaf)
- 10 *Art teacher:* That's a very nice picture of a horse, Bruce. But where's the wagon I asked you to _____ ?
Bruce: The horse will _____ that!
(arwd - same word twice)
- 11 'Why were the Red Indians the first people in North America?'
'Because they had _____.'
(sranertovies)
- 12 'Did you hear about the cross-eyed teacher?'
'She couldn't control her _____.'
(upplis)
- 13 The best way to lose weight is by _____ - chocolates and desserts.
(ipgsikpn)
- 14 'They are putting a clock on the leaning tower of Pisa,' the Mayor said. 'What's the point of having the _____ if you haven't got the time?' (annointicli)
- 15 A fisherman caught a little herring. The herring said, 'You don't want me. I've got a lot of bad habits.'
The fisherman said, 'Never mind, I'll soon _____ you.'
(ruce)

28 PHRASAL VERBS 1

Fill in the missing phrasal verbs in the jokes below. Choose from the following. Make any changes that may be necessary. There is an example at the beginning (0).

add up	come out	go out	look down on	run into
bring up	get off	go with	put back	turn down
come back	get tired of	look for	put on	turn out
come on	give up	look into	run away from	wake up

- 0 'My uncle's got a glass eye.'
'Did he tell you?'
'No, it just came out in the conversation.'
- 1 The arrogant bus driver was always telling people where to _____.
- 2 'Education has failed the younger generation,' said the businessman. 'Our survey shows that as many as 40 per cent can't read, another 40 per cent can't write and the other 30 per cent can't _____.'
- 3 He has read so much about the effects of smoking that he has finally decided to _____ reading.
- 4 'It's not so much the work I enjoy,' said the taxi driver, 'it's the people I _____.'
- 5 That's a very interesting outfit you're wearing. Do you think that style will ever _____?
- 6 He's always been a horrible child. In fact, when he was seven, his parents _____ home.
- 7 Is it true that people who fly _____ people who don't fly?
- 8 I was offered a job as a babysitter but I _____ it _____. Who wants to sit on babies?
- 9 What a hospital! Three o'clock in the morning they _____ you _____ to give you a sleeping pill.
- 10 *1st woman:* My child has just fallen down a well. What should I do?
2nd woman: Buy a book on how to _____ children.
- 11 'What do you think of Red China?'
'I think it _____ really well _____ a blue tablecloth.'
- 12 'What did the big candle say to the little candle?'
'You're too young to _____.'
- 13 'What makes you think your wife is _____ you?'
'She hasn't been home for seven years.'
- 14 A friend of mine knew his son was going to be an actor when he caught him opening the fridge and taking a bow every time the light _____.
- 15 *Wife:* Shall I _____ the kettle _____?
Husband: Don't bother, I like the dress you're wearing better!
- 16 I've got three pairs of spectacles: one for short-sightedness, one for long-sightedness and one to _____ the other two.
- 17 Why is it that the man your wife gave up in order to marry you always _____ to be more successful?
- 18 Late last night a large hole was made in the walls surrounding Sunnyvale Nudist Camp. Police are _____ it.
- 19 Money in the bank is like toothpaste - it's easy to get it out, very hard to _____ it _____.

29 PHRASAL VERBS 2

Fill in the missing phrasal verbs in the jokes below. Choose from the following. Make any changes that may be necessary. There is an example at the beginning (0).

blow up	fall out	get rid of	run away with
break into	get along with	go down	run out of
come back	get away with	go into	set up
cut down on	get on in	put down	wind up

- 0 'We had to have our dog **put down**.'
 'Was it mad?'
 'Well, it wasn't exactly pleased.'
- 1 *1st cat:* How did you _____ the milk-drinking contest?
2nd cat: I won by six laps.
- 2 When I was ten I _____ the circus, but the police made me bring it back.
- 3 *Customer:* I'd like to order an elephant sandwich, please.
Waiter: I'm sorry, sir, but we can't do elephant sandwiches.
Customer: Why not?
Waiter: Because we've _____ bread.
- 4 *Granny:* My father fought in World War II, my grandfather fought in World War I, my great-grandfather fought in the Boer War and my great-great-grandfather fought with Napoleon's armies.
Neighbour: Good heavens! Couldn't your folks _____ anybody?
- 5 He was born in the theatre. It _____ so well, his mother decided to keep it in the act.
- 6 *Russia before the break-up of the Soviet Union*
 The Kremlin has been _____ and next year's election results stolen.
- 7 *Nurse:* We've got a terrorist who tried to _____ a car.
Doctor: What's he doing in hospital?
Nurse: He burnt his mouth on the exhaust pipe.
- 8 'I made a million pounds profit last year.'
 'Honestly?'
 'Well, let's not _____ that!'
- 9 Do you think the craze for throwing boomerangs will ever _____?
- 10 'How do you like my daughter's voice? They say she got it from me.'
 'You were lucky to _____ it.'
- 11 The government has discovered a great new way of _____ unemployment. They're going to raise the school-leaving age to 47.
- 12 Two men escaped from prison by helicopter yesterday. Police have _____ road blocks but so far have failed to find them.
- 13 A friend of mine used to be a clock salesman until his company was _____.
- 14 A banker may write a bad poem and _____ it: but just let a poet try to write a bad cheque.
- 15 'Why do birds in the nest always agree?'
 'Because they don't want to _____.'

30 IDIOMS 1

Fill in the missing idiomatic expressions in the jokes below. Choose from the following. Write your answers in the boxes at the bottom of the page. There is an example at the beginning (0).

- | | | |
|-------------------------------|--------------------------------|-------------------------------|
| a. brought the house down | f. got a bone to pick with you | j. rise and shine |
| b. dirt cheap | g. jumping to conclusions | k. rub shoulders with |
| c. down in the mouth | h. keep it under your hat | l. save for a rainy day |
| d. fell head over heels | i. put two and two together | m. stand in her way |
| e. gave him the cold shoulder | | n. stand on your own two feet |
| | | o. the last straw |

- 0 'I know this little restaurant where you can eat _____',
'Cheap or not, I don't fancy eating dirt.'
- 1 Did you hear about the chap who blamed mathematics for his divorce? His wife _____.
- 2 The pop group threw a stick of dynamite into the audience. That really _____.
- 3 If your wife insists on learning to drive, don't _____.
- 4 In Britain, to _____ and to save for a holiday are usually the same thing.
- 5 The funny thing about going to a psychiatrist is that you have to lie down to learn how to _____.
- 6 *1st man:* I swallowed a pillow in bed last night.
2nd man: Good grief! And how do you feel today?
1st man: Oh, a little _____.
- 7 I once knew an acrobat who _____ in love.

- 8 'I have a date with a girl and she doesn't know I wear a wig.'
'Well, _____.'
- 9 'Do you know what the Eskimo girl did to her boyfriend?'
'What?'
'She _____.'
- 10 'What did one angry skeleton say to the other?'
'I've _____.'
- 11 'Why did Andrew get a job as a masseur at a very exclusive health club in London?'
'Because he wanted to _____ the rich and famous.'
- 12 'Why does Peter eat yeast and shoe polish before going to bed?'
'Because he wants to _____.'
- 13 'What did the horse say when it reached the end of its nosebag?'
'That's _____!'
- 14 My mother-in-law keeps fit by _____.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
b														

31 IDIOMS 2

Fill in the missing idiomatic expressions in the jokes below. Choose from the following. Write your answers in the boxes at the bottom of the page. There is an example at the beginning (0).

- | | | |
|---------------------------|----------------------------|------------------------|
| a. all the rage | f. down in the dumps | k. lie low |
| b. big shot | g. fighting tooth and nail | l. make both ends meet |
| c. caught red-handed | h. flies off the handle | m. on the house |
| d. cook the books | i. given a long stretch | n. sleep like a log |
| e. crying over spilt milk | j. kicks the bucket | o. stone deaf |

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>0 I once sat next to a man on a train who had a small rock in his ear. He was _____.</p> <p>1 The criminal who stole a ton of rubber bands was _____.</p> <p>2 A manicurist once went out with a dentist, but they decided not to get married on the grounds that if they did, they'd be sure to end up _____.</p> <p>3 <i>Sue:</i> I always know what to do to cheer myself up. Whenever I'm _____, I get myself some new clothes.
<i>Pam:</i> So that explains it! I always wondered where you got such unusual clothes from.</p> <p>4 One robber was recently arrested for stealing a painting from an artist's studio. The painting was still wet and he was _____.</p> <p>5 He wants to die with his boots on so he won't hurt his toes when he _____.</p> <p>6 'Why are you so angry?'
'It's _____ nowadays!'</p> <p>7 'Dad, Dad, I've just seen a cow fall down,' said a little boy anxiously.
'Don't get upset,' replied his father. 'It's no good _____.'</p> | <p>8 'Why did the burglar cut the legs off his bed?'
'Because he wanted to _____ for a while.'</p> <p>9 'Why have you dragged your bed out into the woodshed?'
'Because I want to _____.'</p> <p>10 'Why did the cowboy carry a cannon into town?'
'Because he wanted people to think he was a _____.'</p> <p>11 'What happens when a witch loses her temper?'
'She _____.'</p> <p>12 'Why did the drunk climb up on the roof?'
'He heard drinks were _____.'</p> <p>13 'Why did the poor dog chase his tail?'
'To _____.'</p> <p>14 'Why did the businessman go out and buy an oven?'
'He wanted to _____.'</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
o														

article	decided	bag	landed
luggage	sign	complained	search
found	opened	angry	idea
pet shop	difference	later	apologised
handed	jumped	died	bury
ago	story	purse	crashed
argued	crying	supermarket	happy
ran away	sell	reason	got out
sandwiches	place	journey	lost
closed	thought	aeroplane	suggestion

20 words

Read out the following story.

A dog's tale

I read an ... (*article*) ... in a newspaper last week about this Belgian woman working in France who, one day ... (*decided*) ... to take her dog to Brussels. She put him in a special ... (*bag*)... and flew direct from Paris to Brussels. But when she ... (*landed*) ... at the airport and went to pick up her ... (*luggage*) ..., there was no ... (*sign*) ... of the bag.

So she ... (*complained*) ... and the airline officials started a ... (*search*) ... of all the luggage in the airport. After searching for quite a while, they ... (*found*) ... the bag. But when they ... (*opened*) ... it, the dog was dead.

'What are we going to do?' they cried. 'She'll be so ... (*angry*) ...! She might even sue the airport!'

'I've got an ... (*idea*) ...,' said one of the officials. 'It's a cocker spaniel and there's a ... (*pet shop*) ... just down the road. I'll go and buy another cocker spaniel, put it in the bag and she'll never know the ... (*difference*)'

Twenty minutes ... (*later*) ... , they went up to the woman, ... (*apologised*) ... for the delay and ... (*handed*) ... her the bag.

The woman was so relieved. She opened the bag and the dog ... (*jumped*) ... out. The woman screamed.

'This isn't my dog! This isn't my dog!' she said.

'But how do you know?' they asked her.

'Because he ... (*died*) ... two days ago,' she said. 'I was bringing him to Belgium to ... (*bury*) ... him.'

33 COMPLETE THE STORY 2

(WORDS)

hit	bushes	fetch	careful
terrible	haunts	refused	bravely
sinister	voice	get away	rest
loud	happened	imagining	entered
hair	rushed	moaning	replied
shot	lake	bring	comfortable
frightened	screams	accepted	quick
friendly	run back	last	quiet
happening	collecting	departed	knees
strolled	foreign	spoke	pigeon

20 words

Read out the following story.

A cricket tale

There was this Englishman, this Irishman and this Scotsman playing cricket, and the Irishman, who was batting, ... (*hit*) ... the ball into some ... (*bushes*) The Scotsman was running to ... (*fetch*) ... the ball when the Englishman said, 'Be ... (*careful*) ... when you go into those bushes, because there's a ... (*terrible*) ... ghost with one black eye who ... (*haunts*) ... them!'

The Scotsman ... (*refused*) ... to believe the Englishman's story and ... (*bravely*) ... ran to the bushes. But inside the bushes all seemed dark and cold and ... (*sinister*) ... , and to his horror the Scotsman heard a ... (*voice*)... say, 'I am the ghost with one black eye! If you don't ... (*get away*) ... from my bushes, I will haunt you for the ... (*rest*) ... of your life!'

With a ...(*loud*)... scream the Scotsman ran back to the cricket pitch and told the Irishman what had ... (*happened*) The Irishman just laughed and said, 'You must have been ... (*imagining*) ... things. You wait here and I'll go and get the ball.' But when he ... (*entered*) ... the clump of bushes he also heard a voice which made his ... (*hair*) ... rise in terror.

'I am the ghost with one black eye!' it said. 'And if you don't get away from my bushes, I will haunt you for the rest of your life!'

And with a scream the Irishman also ...(*rushed*)... back to the pitch. Whereupon, the Englishman went into the clump of bushes, and he also heard the awful, ...(*moaning*)... voice saying, 'I am the ghost with one black eye! If you don't get away from my bushes, I will haunt you for the rest of your life!'

To which the Englishman ... (*replied*) ... , 'And if you don't give me back my ball, you'll be the ghost with two black eyes!'

34 CHOOSE THE CORRECT PUNCH LINES

*Listen to the jokes and match each one (1-8) with the correct punch line (a-j).
(Not all the punch lines will be used!)*

- a. 'I've only had him for a year.' _____
- b. 'And you'll probably win.' _____
- c. 'Has anybody got a light?' _____
- d. 'I left the tickets on it.' _____
- e. 'I went around four times and you didn't even wave.' _____
- f. 'Pair of socks.' _____
- g. 'Well, today's his birthday.' _____
- h. 'What the hell are we doing in this zoo?' _____
- i. 'Why am I always so cold?' _____
- j. 'You'll never learn anything unless you ask.' _____

34 CHOOSE THE CORRECT PUNCH LINES

(TEACHER'S SHEET)

Read out the following jokes. After each one say, 'Write the number (1, 2, etc.) next to the punch line you think goes with that joke.'

Joke 1

Mrs Brown answered a knock at the door and found a total stranger standing on the step.

'Excuse me for disturbing you, madam,' he said politely, 'but I pass your house every morning on my way to work, and I've noticed that every day you appear to be hitting your son on the head with a loaf of bread.'

'That's right.'

'Every day you hit him on the head with a loaf of bread and yet this morning you were hitting him with a chocolate cake.'

'... (Well, today's his birthday) ...'

Joke 2

A camel was talking to his son, who was a very inquisitive young camel.

'Why do we have two humps?' asked the son.

'That's so that we can go for days and weeks without water. We can store it in the humps.'

'Why do we have very long eyelashes?'

'That's to protect our eyes from the sand in a sand storm.'

'And why do we have such big feet?'

'That's so that we can travel twice as fast through the desert.'

'Dad,' asked the young camel. '... (what the hell are we doing in this zoo) ...?'

Joke 3

Animals can be great sports fans. A man went to the pub with his dog just as the soccer results came up on TV. When the commentator announced that the local side had lost heavily, the dog started an almighty howling and could not be comforted.

'What's got into the animal?' asked a fellow drinker.

'He supports United,' explained the dog's owner, 'and he always gets upset when they lose.'

'What happens when they win?'

'I've no idea,' said the man. '... (I've only had him for a year) ...'

Joke 4

Five-year-old Tom woke up one morning in a very curious mood. There seemed to be so many things he wanted to know about – but nobody ever told him anything about anything. So, he went downstairs and asked his father.

'Dad, why is the sky blue?'

'I've no idea, son,' replied his father.

'Oh, well ... er ... why do birds sing?'

'I've no idea, son,' replied his father again.

'Never mind, but ... er ... why does the wind blow?'

'I've no idea, son,' replied his father yet again.

'You don't mind me asking all these questions do you, Dad?'

'Of course not, son. ... (You'll never learn anything unless you ask) ... !'

Joke 5

An Englishman, a Frenchman and a Scotsman were sentenced to live in a deep pit for ten years, but they were allowed one request each.

'I'll have ten years' supply of Scotch whisky,' said the Scotsman.

'I'll have ten years' supply of French wine,' said the Frenchman.

'I'll have ten years' supply of cigarettes,' said the Englishman.

After ten years they were released. The Scotsman staggered out of the pit and immediately fell dead from alcoholic poisoning.

The Frenchman also climbed out and fell dead from alcoholic poisoning. Finally, the Englishman climbed out and said, '... (Has anybody got a light) ...?'

34 CHOOSE THE CORRECT PUNCH LINES (CONTINUED)

(TEACHER'S SHEET)

Joke 6

Baby bear went out to see his polar bear dad, sitting on the ice floes. He said to him,

'Dad, dad. I am a polar bear, aren't I?'

And his dad said, 'Yes son, you are.'

'I mean, I am a real bear, aren't I?' said Baby Bear. 'A really, really, truly, truly, polar bear?'

'But of course you are, son,' said his dad. 'Of course you are.'

'Hundred percent?'

'Yes, hundred percent.'

'Well, in that case,' said the Baby Bear,

'... (*why am I always so cold*) ...?'

Joke 7

A woman was driving along the M1 motorway from London to Birmingham in the middle lane. She was knitting at the same time. A police car overtook her in the outside lane with all its lights flashing. As it drew level with her, a police officer wound down his window and shouted at her, 'Pull over! Pull over!'

'No,' she shouted back. '... (*Pair of socks*) ...?'

Joke 8

On Harold's birthday, his parents bought him what he had always wanted – a horse. But the horse didn't seem to have any energy. Harold took him to the vet.

'This horse is very old,' the vet said, after looking at him.

'Will I be able to race him?' asked Harold.

The vet looked at Harold and then he looked at the horse.

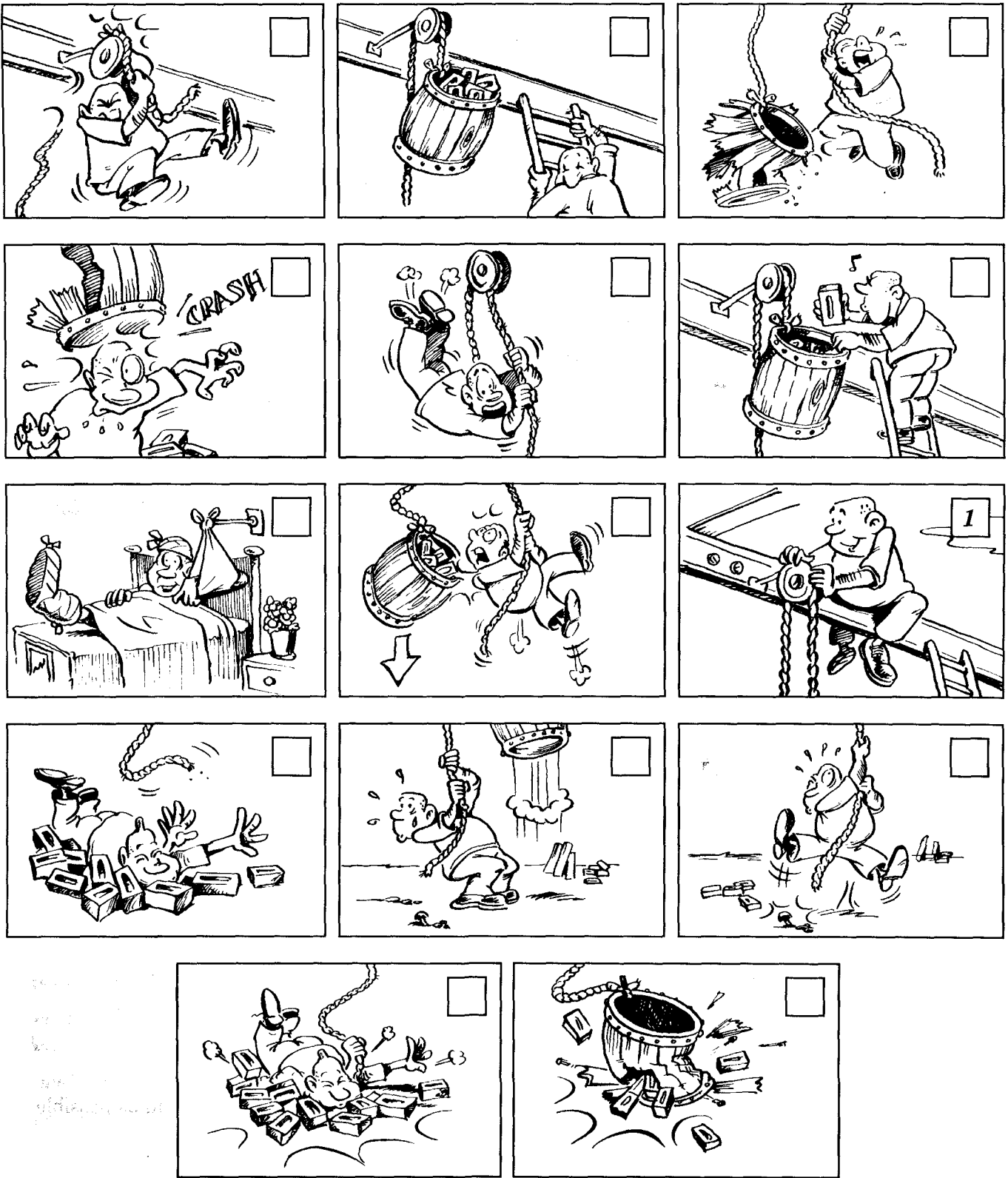
'Yes, of course,' he said. '... (*And you'll probably win*) ...?'

35 WORD ASSOCIATION STORY

dance	see	talk	meet
fall	shout	buy	drink
laugh	dive	kiss	hide
monkey	match	restaurant	doctor
wig	wife	bananas	cough
golf	police	money	Spain
August	birthday	sweets	student
strong	jealous	clumsy	happy
stupid	tired	cheap	pink
ill	broken	wet	noisy
fast	angrily	rudely	quietly
at first	in the end	in his/her pocket	under the clock
I love you!	last week	on Monday	in a bad mood

36 THE BRICKLAYER

Listen to the story about the bricklayer. As you listen, look at the drawings and put them in the right order. Mark each drawing 1-14. (Number 1 has been done for you.)



Read the following to the students. Read slowly and pause slightly, where indicated, to give the students time to choose the correct drawing.

An apprentice bricklayer recently had an accident at work and the Department of Health and Social Security asked him to describe what had happened. This is what he wrote:

Accident at 92, Woodford Road, February 12th.

We had been repairing the gables and roof of a house in Woodford Road and when we were finished there were some bricks left over. It was my job to fetch them down.

First I rigged up a beam and pulley at the top. I threaded a rope through the pulley and let both ends down to the ground.

(pause)

I went back down, tied an empty barrel to one end of the rope and hoisted it up to the top, making sure to tie the other end of the rope securely at the bottom.

(pause)

Then I climbed back up and put the bricks into the barrel.

(pause)

When the barrel was full I went back down again, to lower the barrel to the ground.

(pause)

Unfortunately, the barrel of bricks was heavier than I was and to my surprise, when I untied the rope, the weight of the barrel lifted me off the ground. I decided to hold on.

(pause)

Halfway up, I met the barrel coming down and received a heavy blow on the shoulder.

(pause)

I continued to the top, banged my head on the beam and got my fingers jammed in the pulley.

(pause)

When the barrel hit the ground it burst open and the bricks fell out.

(pause)

I was now heavier than the barrel and started down again.

(pause)

Halfway down, I met the broken barrel coming up and got a nasty blow on the knee.

(pause)

When I reached the ground I landed on the bricks, breaking my right ankle and receiving several bad cuts.

(pause)

At this point I suppose I must have lost my self-control, because I let go of the rope.

(pause)

The remains of the barrel came down on my head, giving me concussion.

(pause)

So I ended up in hospital.

(pause)

I hope to be back at work as soon as possible.

37 CAUGHT YOU!

Choose one or more of the following to read out to your groups.

Joke 1

A donkey wanted to cross a stream in order to eat the nice green grass in the field opposite. There was no bridge, no boat and the donkey couldn't swim. So how did he cross?

The students will probably offer suggestions, all of which you say are wrong. In the end they will give up.

So then you say to them:

You give up? So did the donkey!

Joke 2

Three boys called Peter, Paul and Pardon went to play by the river. Peter and Paul fell in and were drowned. Who was left?

You will of course receive the reply 'Pardon', at which you repeat loudly ...

Three boys called Peter, Paul and Pardon ... etc.

Joke 3

Say to the class: What's this?

(Then wave your hand in a snake-like movement.)

Someone will probably say: 'I don't know.'

So then you wave your other hand in a similar manner and say:

Neither do I – but here comes another one!

Joke 4

Say to the class: Why doesn't the Queen wave with this hand?

Wave your left hand.

Someone will probably say: 'I don't know. Why?'

To which you reply:

Because it's **my** hand!

Joke 5

Say to the class:

In an apple eating contest Sandra ate ninety apples and Helen ate a hundred and one. How many more apples did Helen eat than Sandra?

The students are bound to say 11, to which you reply:

No, ten – Helen ate a hundred and **won!**

Joke 6

As you begin this story you say to the students I'm going to tell you a story about a bus driver. As I tell it, you have to imagine you're the bus driver. So, you're the bus driver in this story, right? Don't forget now... I'm going to ask you a question **at the end** so listen very carefully. And if you want to make notes as I read, then that's OK.

Now read the story slowly, giving the impression that you're going to ask some sort of mathematics question at the end.

A bus carrying four passengers stopped at the first bus stop and five people got on. (*pause*) At the next stop six got off and ten got on. (*pause*) At the next stop two got on but nobody got off. (*pause*) At the next stop nobody got on but four got off. (*pause*) At the next stop the bus went straight past, which upset an old lady who had forgotten to press the bell for the bus to stop. However, at the next stop she did get off and a couple got on. There was just one more stop to go before the bus reached the terminus – only one got off here, and at the terminus of course everybody got off. Now, who can answer this question: (*pause briefly*)

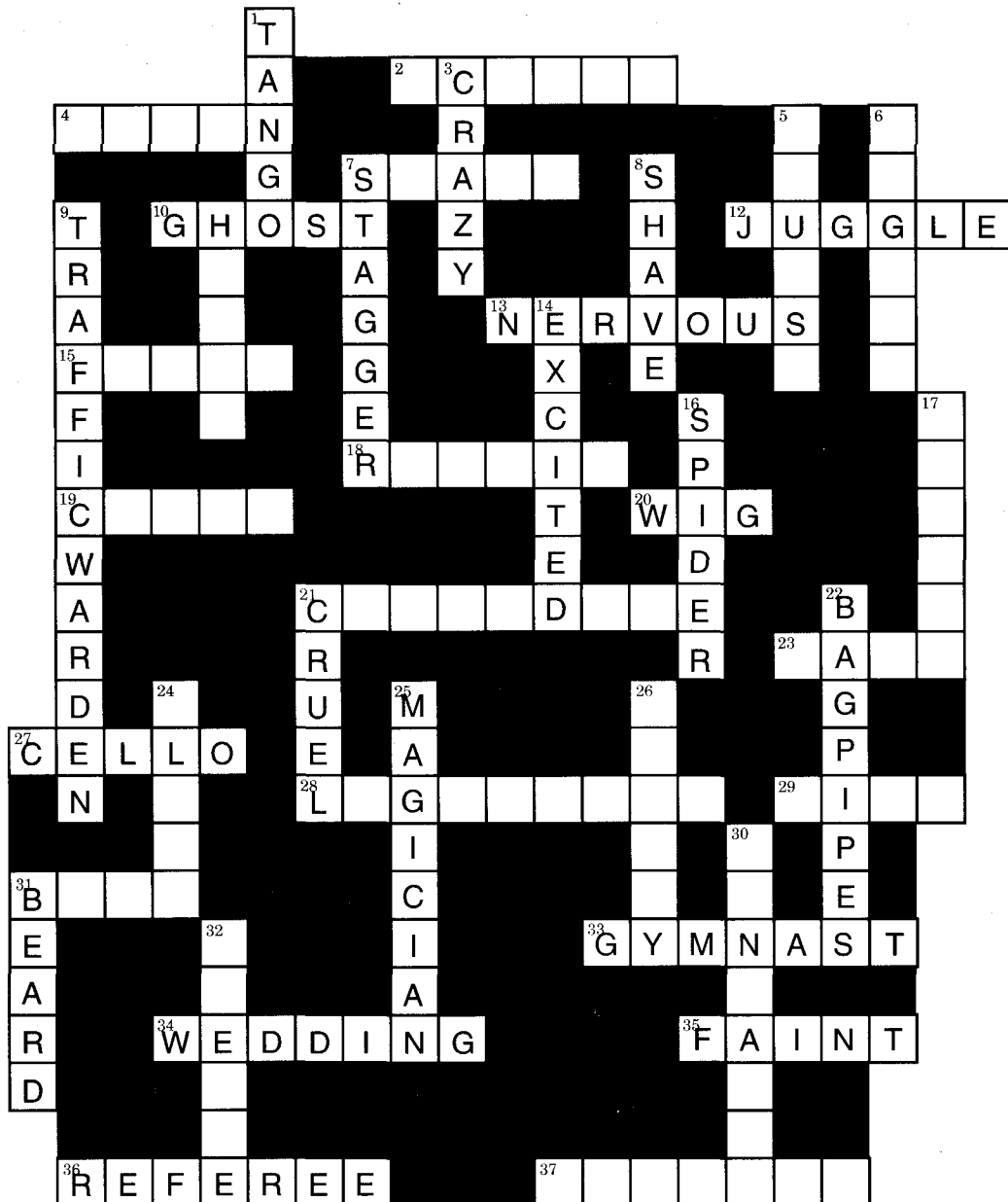
What was the bus driver's name?

By this time the students will have completely forgotten the beginning of the story and will invariably say 'I don't know.' to which you reply

You, of course. You're the driver, remember!

Work in groups A and B. You are A.

The crossword below is only half filled in. Group B also have a crossword that is only half filled in. Take it in turns to ask what the missing words are (e.g. What's 2 Across?) and answer by trying to **mime** each word. When miming, you are allowed to make noises, but you are not allowed to use any words.

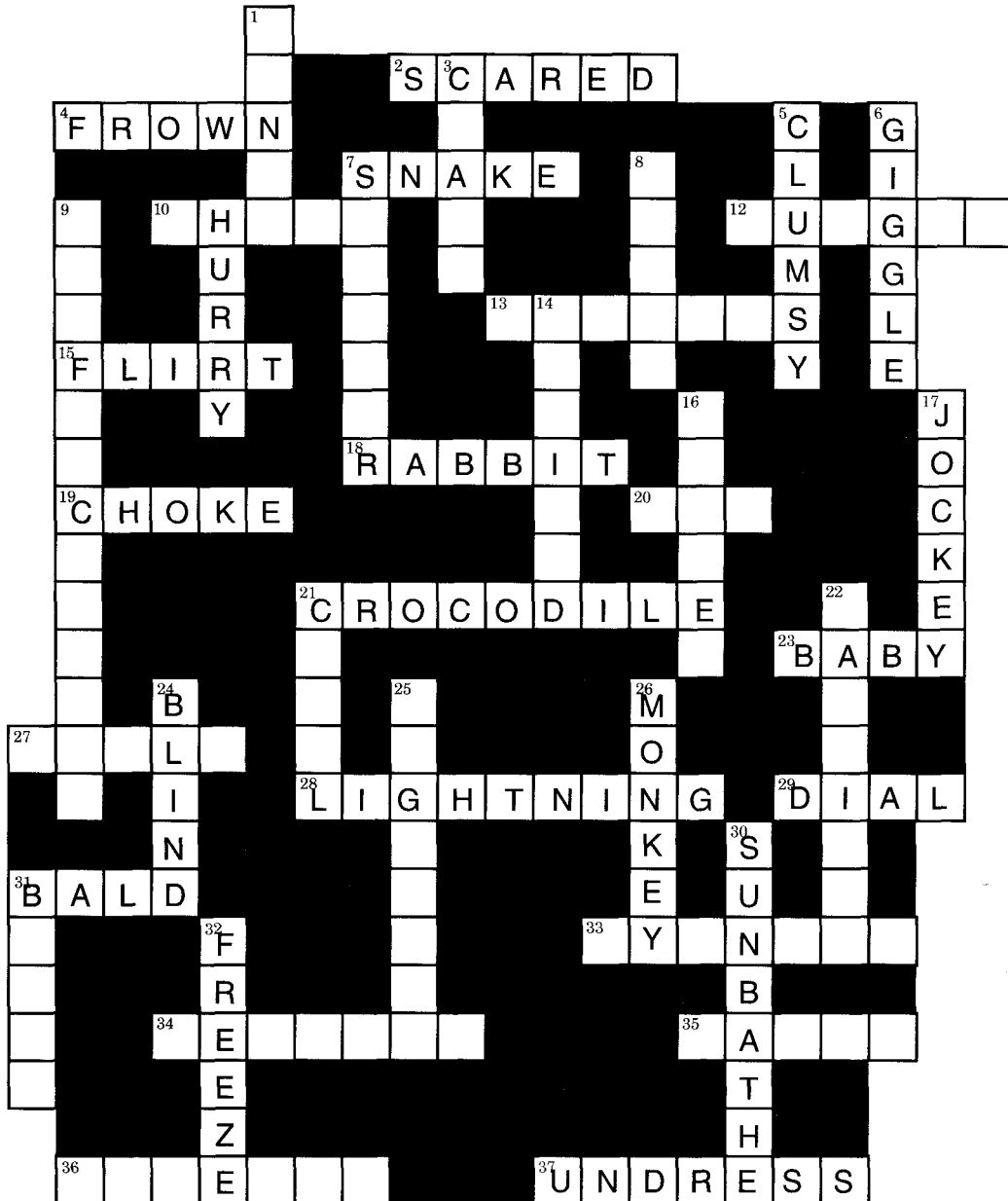


Here are the words you will have to mime for Group B. Before you start, make sure you understand them.

bagpipes	excited	magician	stagger
beard	faint	nervous	tango
cello	ghost	referee	traffic warden
crazy	gymnast	shave	wedding
cruel	juggle	spider	wig

Work in groups A and B. You are B.

The crossword below is only half filled in. Group A also have a crossword that is only half filled in. Take it in turns to ask what the missing words are (e.g. What's 1 Down?) and answer by trying to **mime** each word. When miming, you are allowed to make noises, but you are not allowed to use any words.



Here are the words you will have to mime for Group A. Before you start, make sure you understand them.

baby	crocodile	giggle	rabbit
bald	dial	hurry	scared
blind	flirt	jockey	snake
choke	freeze	lightning	sunbathe
clumsy	frown	monkey	undress

39 TONGUE TWISTERS

(CARDS)

<p>They threw three thousand free thistles Thursday.</p>	<p>The sixth Sheik's sheep is surely sick.</p>
<p>He ran from the Indies to the Andes in his undies.</p>	<p>Is there a pleasant peasant present?</p>
<p>A lump of red leather, a red leather lump.</p>	<p>Sixty-six thick things and sixty-six thin things.</p>
<p>Please, Paul, pause for applause.</p>	<p>Cross crossings cautiously.</p>
<p>The horse's hard hoofs hit the hard high road.</p>	<p>Freddy thrush flies through the thick fog.</p>
<p>A yellow yo-yo young Hubert used to use.</p>	<p>Nine nimble noblemen nibbling nuts.</p>
<p>Six slim slender saplings.</p>	<p>The Leith police dismisseth us.</p>
<p>The witch switched the switch that the Ipswich witch had switched.</p>	<p>The myth of Miss Muffet.</p>
<p>Sister Susie's sewing shirts for sixty-three sick seamen.</p>	<p>How much would a woodchuck chuck if a woodchuck could chuck wood?</p>
<p>She sells seashells on the sea shore.</p>	<p>Peter Piper picked a peck of pickled pepper.</p>

40 MARY HAD A LITTLE LAMB

Here is the traditional poem, Mary had a little lamb.

Mary had a little lamb,
Its fleece was white as snow.
And everywhere that Mary went,
The lamb was sure to go.

Below are five jumbled up modern humorous variations of the Mary had a little lamb poem. Working together, see if you can sort them out? Each poem has four lines and remember that lines 2 and 4 must rhyme.

She gave it brandy twice a day Freddie had a pup And finished up as chops It had a touch of colic And now it goes to school with her And now it's alcoholic	Her father shot it dead Which ate the others up It leapt around in hops Johnnie had a crocodile Between two chunks of bread It hopped into the road one day
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1
Mary had a little lamb,

3
Mary had a little lamb,

4
Mary had a little lamb,

4
Mary had a little lamb,

41 CHOOSING LIMERICKS

There once was a man from Darjeeling
Who got on a bus bound for Ealing.
It said on the door,
'Please don't spit on the floor.'
So he stood up and spat on the ceiling.

A fishmonger, old Mr Finkle
Ate garlic – a lot, not a sprinkle.
The smell of his breath
Caused immediate death
Of an oyster, ten crabs and a winkle.

There was a young lady from Ickenham
Who went on a bus trip to Twickenham.
She drank too much beer,
Which made her feel queer,
So she took off her boots and was sick-in-'em.

There once was a fellow named Vane
Whose leg was chopped off by a train.
When his friend said, 'How sad.'
He replied, 'It's not so bad
For it's cured my varicose vein.'

There was a young man of Devizes
Whose ears were of different sizes.
The one that was small
Was of no use at all,
But the other won several prizes.

Smith Minor, whose first name was Paul,
Just narrowly missed a bad fall.
He broke several teeth
And the jawbone beneath,
Seven ribs, and a leg, but that's all.

There was a young man of Bengal
Who went to a fancy-dress ball.
He went, just for fun,
Dressed up as a bun,
But a dog ate him up in the hall.

There was a young man named Ned
Who had eyes in the back of his head.
When asked where he was going,
'I've no way of knowing,
But I know where I've been to,' he said.

There was a young lady from Gloucester
Whose parents thought they had lost her.
From the fridge came a sound
And at last she was found,
The trouble was – how to defrost her?

A man in a pub said, 'I think
There's a black hairy thing in my drink.'
Said the barmaid quite cool,
'It's a false eyelash, you fool!
It sometimes falls off when I blink.'

A stupid young fellow called Fred
Went around with a cat on his head.
I asked 'Why a cat
Do you wear as a hat?'
'Cos a horse is too heavy,' he said.

A young man who's as bald as a bat
Spilt hair tonic all over the mat.
It's grown so much higher
We can't see the fire,
And we think that it's smothered the cat.

A nervous young lady called Jane
Was terribly sick on a train.
Folk made such a fuss,
She got on a bus,
And threw up all over again.

There was an old spider named Fred
Who fell down the stairs on his head.
He said, 'I don't care,'
So as he lay there
I trod on him, now he is dead.

A very strange fellow named Clark
Gobbles spiders up, just for a lark.
He's gone very hairy,
And looks awful scary,
But spins lovely webs in the park.

A cannibal bold of Penzance
Ate an uncle and two of his aunts,
A cow and her calf,
An ox and a half,
And now he can't button his pants.

Now work in pairs. See if you can write your own limerick. (You can use one of the following openings if you wish.)

- | | |
|----|--------------------------------------------|
| 1 | There was a fat policeman from York ... |
| 2 | A teacher whose surname was Brown ... |
| 3 | Whilst brushing her hair by the fire ... |
| 4 | A schoolboy who once kept a pig ... |
| 5 | There was a deaf lady from Crewe ... |
| 6 | I once had a Spaniel called Rover ... |
| 7 | There was a strange fellow called Pete ... |
| 8 | There was a young lady of Spain ... |
| 9 | There was a young man from Madras ... |
| 10 | A chef by the name of Bill Brand ... |

Before starting, remember how a limerick is formed. For example:

A girl who weighed many an <i>ounce</i>
Used language I dare not <i>pronounce</i> .
For a fellow <i>unkind</i>
Pulled her chair out <i>behind</i> ,
Just to see, so he said, if she'd <i>bounce</i> .

- The words at the end of lines 1, 2 and 5 rhyme.
- Lines 3 and 4 are slightly shorter and again the words at the end of these lines rhyme.

So before starting, make a list of rhyming words you can choose from. For example, for number 7 above:

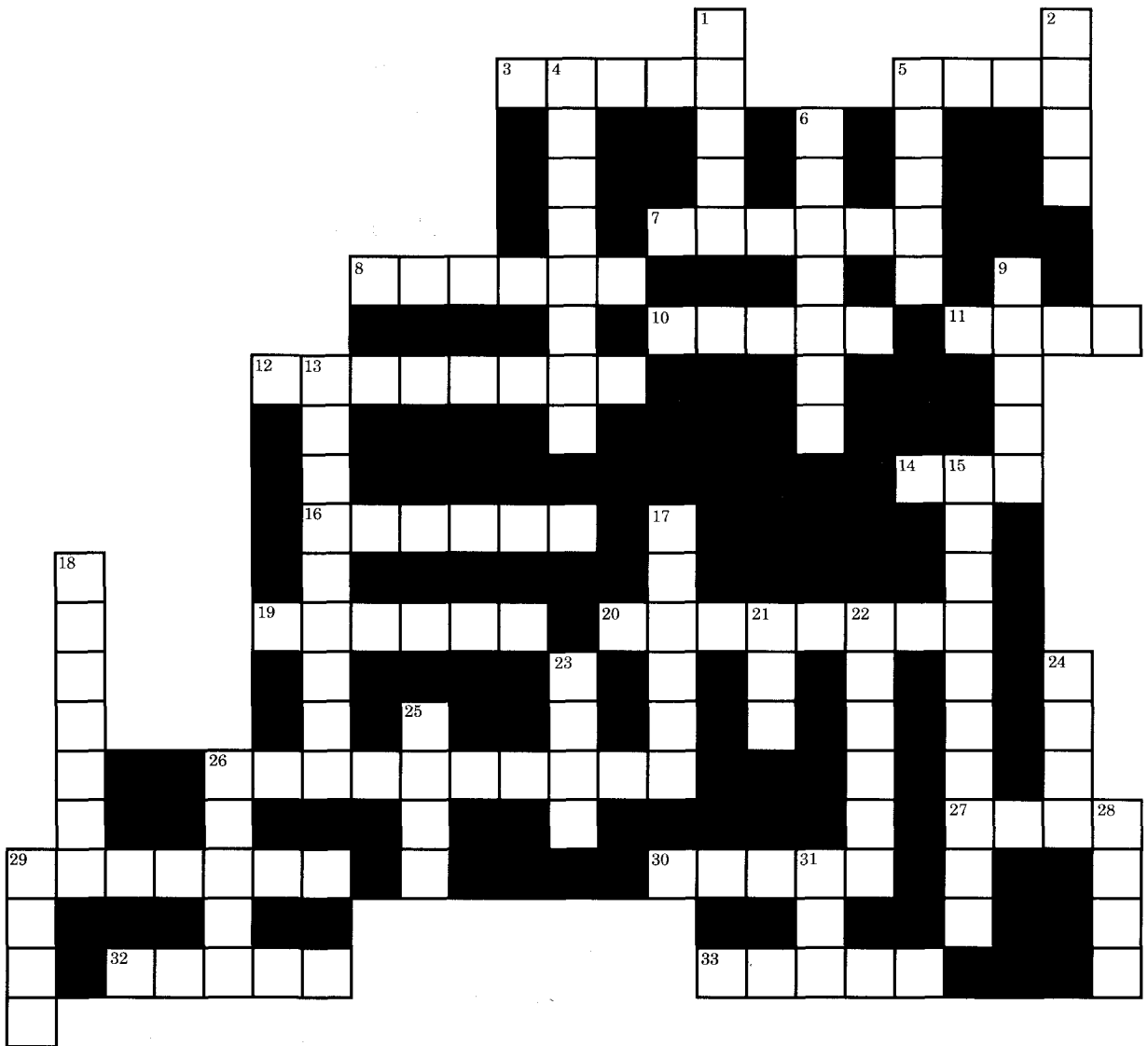
Pete beat, cheat, heat, meet, feet, treat, wheat, eat, sleet, meat, neat, seat, Crete, greet, street, sheet, sweet, delete, complete, repeat, discreet, deceit, receipt, conceit, etc.

Read out your limericks to the whole class.

42 COMPLETE THE CROSSWORD

Twenty-five words are missing from the three jokes below. Complete the following crossword by working out what these missing words are.

(Down ↓, Across →)



Joke 1

The sawmill boss _____ (13 Down) to the new man how to operate the circular saw, warning him that _____ (26 Down) no circumstances _____ (17 Down) he put his hand under the blade while the motor was running.

The _____ (9 Down) day on the job, the man put his finger in the machine and _____ (7 Across) he knew it, the finger was gone.

'What _____ (4 Down)?' the boss said. 'Didn't I show you how to operate the _____ (18 Down)?'

'I don't _____ (26 Across) it,' the man said. 'All I did was put my hand out _____ (5 Across) this - oooops! _____ (1 Down) goes another one!'

Joke 2

A mainframe computer on _____ (3 Across) everyone in the office depended suddenly went _____ (29 Down). They tried _____ (15 Down) but it still wouldn't work. Finally, they _____ (29 Across) to call in a high-powered _____ (20 Across) consultant.

He arrived, _____ (16 Across) at the computer, took out a small hammer and _____ (22 Down) it on the side. Instantly the computer leapt _____ (27 Across) life. Two days _____ (5 Down), the office manager _____ (12 Across) a bill from the consultant for £1,000.

Immediately he _____ (8 Across) the consultant and said, 'One thousand pounds for _____ (19 Across) the computer? You were _____ (28 Down) here five minutes. I want that bill itemized!'

The _____ (24 Down) day the new bill arrived. It read, 'Tapping computer with hammer, £1. _____ (6 Down) where to tap £999.'

Joke 3

A father _____ (30 Across) the headmaster for help, informing him that his son had got the gambling _____ (10 Across) and that he was anxious for the boy to _____ (25 Down) out of it.

'I'll see _____ (23 Down) I can do,' replied the headmaster.

When the father called for his boy at the _____ (31 Down) of the term the headmaster said: 'I think that I've _____ (32 Across) your son of the gambling habit. I'll tell you what happened. One day I saw that he was looking at my beard and he said, 'Sir, is that a _____ (2 Down) beard or is it a false one? I wouldn't _____ (11 Across) betting that it is false.'

'All right,' I replied, 'I'll take your _____ (14 Across). Now pull it and see. Of course I made the boy _____ (21 Down) me £5, so I think I've cured him all right.'

'Oh dear,' groaned the father. 'He bet me £10 that he would pull your beard before the term _____ (33 Across)!'

43 KNOCK KNOCK JOKES

Work in pairs. Below are ten Knock Knock jokes. Unfortunately the last part of the punch line is missing. See if you can work out which punch line goes where. Choose from the following:

- | | |
|----------------------------------------------|-------------------------------------------------|
| a. early | f. spoonful of sugar helps the medicine go down |
| b. gets sore knuckles from all that knocking | g. the menu today |
| c. last bus home | h. the saints go marching in |
| d. lot of money to the income tax people | i. time for tea |
| e. on the other side of the Channel | j. what time it is |

1

Knock knock,
Who's there?
Watson.
Watson who?
Watson _____ ?

2

Knock knock,
Who's there?
Iowa.
Iowa who?
Iowa _____ .

3

Knock knock,
Who's there?
Juno.
Juno who?
Juno _____ ??

4

Knock knock,
Who's there?
Justin.
Justin who?
Justin _____ !

5

Knock knock,
Who's there?
Mister.
Mister who?
Mister _____ .

6

Knock, knock,
Who's there?
Frances.
Frances who?
Frances _____ .

7

Knock, knock,
Who's there?
Betty.
Betty who?
Betty _____ .

8

Knock, knock.
Who's there?
Brighton.
Brighon who?
Brighton _____ .

9

Knock, knock.
Who's there?
Owen.
Owen who?
Owen _____ .

10

Knock, knock.
Who's there?
Jester.
Jester who?
Jester _____ .

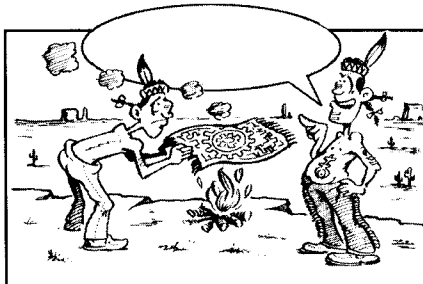
Here are five cartoons and at the bottom of the page are eight captions. Student B also has five cartoons and eight captions. Five of the captions Student B has are the ones that go with your cartoons, while the captions you have are the ones that go with Student B's cartoons.

Take it in turns to describe each drawing – but **don't** read out the caption under it. **You start.** You can say: This is cartoon (1).

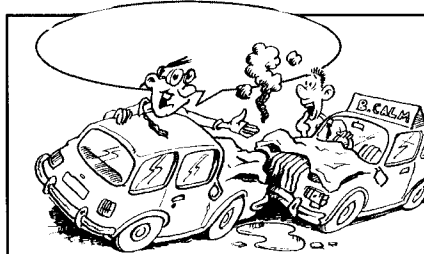
After you have described your drawing, Student B will write down what he/she thinks the caption is. **But do not check the answers at this stage.** Then it is Student B's turn to describe a cartoon to you. After he/she has done this, write 1–5 next to one of the eight captions at the bottom of the page. Continue like this until you have both described your five cartoons.

When you have described all five, check by comparing your handouts.

Cartoons



1 Your spelling is terrible!



2 Remember me? You taught me to drive.



3 It's a beautiful dress – and it matches her complexion too!



4 You must take a look at our new roof garden before you leave.



5 No, he's wonderful, sir. Only bites people who ask for change.

Captions

I definitely think he's taken to you!

Jenkins really takes his work seriously, doesn't he?

Well, of course I'm dirty and I smell — it hasn't rained for three weeks.

No, that's not my husband — but he'll do!

It's the waiting I can't stand.

I think you've been overdoing the parties this Christmas, Mrs Brown.

I wish I hadn't complained about my wrists being sore!

What do you do apart from bird-watching?

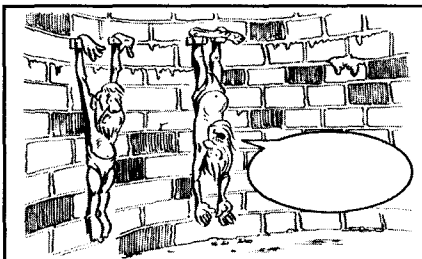
Here are five cartoons and at the bottom of the page are eight captions. Student A also has five cartoons and eight captions. Five of the captions Student A has are the ones that go with your cartoons, while the captions you have are the ones that go with Student A's cartoons.

Take it in turns to describe each drawing – but **don't** read out the caption under it. Student A will start. He/she will say: This is cartoon (1).

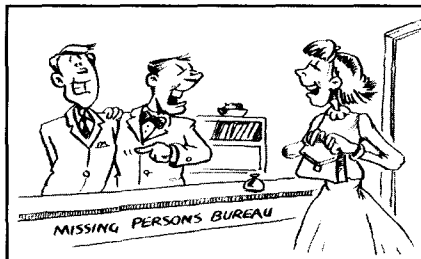
After he/she has described the first cartoon to you, write the number 1 next to one of the captions at the bottom of the page. **But do not check the answers at this stage.** Then it is your turn to describe one of your cartoons. You can say: This is cartoon (1). After you have finished, Student A will write next to the caption he/she thinks fits your description. Continue like this until you have both described your five cartoons.

When you have described all five, check by comparing your handouts

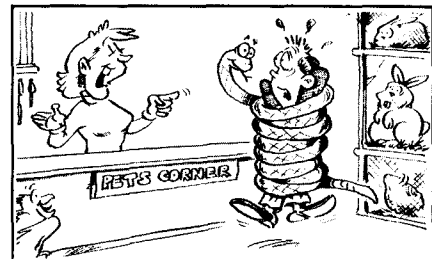
Cartoons



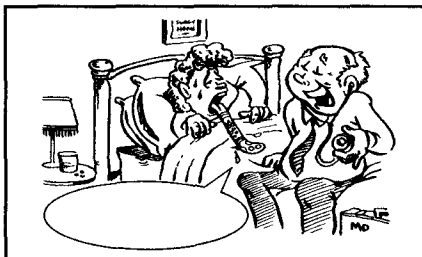
1 I wish I hadn't complained about my wrists being sore!



2 No, that's not my husband – but he'll do!



3 I definitely think he's taken to you!



4 I think you've been overdoing the parties this Christmas, Mrs Brown.



5 Jenkins really takes his work seriously, doesn't he?

Captions

It's a beautiful dress – and it matches her complexion too!

Remember me? You taught me to drive.

Now tell me where it hurts.

You must take a look at our new roof garden before you leave.

Oh no! Not another beginner!

Your spelling is terrible!

No, he's wonderful, sir. Only bites people who ask for change.

I didn't know you could yodel.

<p>Patient: Doctor, doctor! My husband thinks he's a dustbin.</p>	<p>Patient: Doctor, doctor! I feel like a bell.</p>	<p>Patient: Doctor, doctor! Every bone in my body aches.</p>
<p>Patient: Doctor, doctor! I only have 30 seconds left to live.</p>	<p>Patient: Doctor, doctor! I feel like a pair of curtains.</p>	<p>Patient: Doctor, doctor! My hair's coming out. Can you give me something to keep it in?</p>
<p>Patient: Doctor, doctor! I keep thinking there's two of me.</p>	<p>Patient: Doctor, doctor! I've got wind. Can you give me something for it?</p>	<p>Patient: Doctor! Doctor! I think I'm becoming invisible!</p>
<p>Patient: Doctor, doctor! I've broken my arm in two places.</p>	<p>Patient: Doctor, doctor! What's the best way to prevent wrinkles?</p>	<p>Patient: D-d-d-oc-oc-t-t-or, d-d-d-oc-oc-t-t-or, I-I ha-ha-have trou-bbb-bbb-le ss-ss-sp-eak-eak-in-ing.</p>
<p>Patient: Doctor, doctor! Every time I drink tea I get a stabbing pain in my left eye.</p>	<p>Patient: Doctor! Doctor! I think I've got measles.</p>	<p>Patient: Doctor! Doctor! How can I stop myself from dying?</p>

<p>Doctor Don't talk rubbish!</p>	<p>Doctor Give me a ring next week.</p>	<p>Doctor Just be glad you're not a herring.</p>
<p>Doctor Just a minute, please.</p>	<p>Doctor Pull yourself together, man!</p>	<p>Doctor Certainly. How about a paper bag?</p>
<p>Doctor One at a time, please.</p>	<p>Doctor How about a kite?</p>	<p>Doctor Who said that?</p>
<p>Doctor Don't go back to either of them!</p>	<p>Doctor Don't sleep with your clothes on.</p>	<p>Doctor Sorry, I wasn't listening. What was that again?</p>
<p>Doctor Take the spoon out of the cup next time.</p>	<p>Doctor That's a rash thing to say.</p>	<p>Doctor Stay in the living-room.</p>

1	How can you stop an elephant from smelling? <i>(Tie a knot in his trunk.)</i>	11	Excuse me, how do I get to the Royal Ballet? <i>(Practice, my girl, practice.)</i>
2	I've broken my glasses. Do I have to be examined all over again? <i>(No, madam, just your eyes.)</i>	12	What did the carpet say to the floor? <i>(OK, don't move! I've got you covered!)</i>
3	I'm a criminal lawyer. <i>(Thank you for being so honest.)</i>	13	What do you get if you cross a cow with a mule? <i>(Milk that has a real kick in it.)</i>
4	What do you call a man with a seagull on his head? <i>(Cliff.)</i>	14	Where does Thursday come before Wednesday? <i>(In a dictionary.)</i>
5	Did you know that deep breathing kills germs. <i>(Yes, but how do you get them to breathe deeply?)</i>	15	I heard your sister's on a garlic diet. Did she lose anything? <i>(Yes. Two kilos and four friends.)</i>
6	Where was Ann Boleyn beheaded? <i>(Just below the chin.)</i>	16	What can go around the world and still stay in one corner? <i>(A postage stamp.)</i>
7	I got a beautiful dog for my husband. <i>(Boy, that was a good swap!)</i>	17	What's the hardest thing when you're learning to skate? <i>(The floor.)</i>
8	Who was the biggest robber in history? <i>(Atlas - he held up the world.)</i>	18	What happened to the plastic surgeon when he stood by the fire? <i>(He melted.)</i>
9	I don't come here to be insulted. <i>(Why - where do you normally go?)</i>	19	I think golf is a rich man's game. <i>(Nonsense! Look at all the poor players.)</i>
10	'I don't think I look 35, do you?' she asked her husband. <i>(No, I don't, he said, 'but you used to.')</i>	20	I see your new telescope only magnifies three times. <i>(Oh no! I've used it twice already!)</i>

CARD 1	<p>1 Tie a knot in his trunk. <input type="checkbox"/></p> <p>4 Cliff. <input type="checkbox"/></p> <p>7 Boy, that was a good swap! <input type="checkbox"/></p> <p>10 'No, I don't,' he said, 'but you used to.' <input type="checkbox"/></p> <p>14 In a dictionary. <input type="checkbox"/></p>	CARD 2	<p>2 No, madam, just your eyes. <input type="checkbox"/></p> <p>6 Just below the chin. <input type="checkbox"/></p> <p>9 Why – where do you normally go? <input type="checkbox"/></p> <p>14 In a dictionary. <input type="checkbox"/></p> <p>17 The floor. <input type="checkbox"/></p>
CARD 3	<p>3 Thank you for being so honest. <input type="checkbox"/></p> <p>5 Yes, but how do you get them to breathe deeply? <input type="checkbox"/></p> <p>8 Atlas – he held up the world. <input type="checkbox"/></p> <p>16 A postage stamp. <input type="checkbox"/></p> <p>17 The floor. <input type="checkbox"/></p>	CARD 4	<p>11 Practice, my girl, practice. <input type="checkbox"/></p> <p>13 Milk that has a real kick in it. <input type="checkbox"/></p> <p>15 Yes. Two kilos and four friends. <input type="checkbox"/></p> <p>16 A postage stamp. <input type="checkbox"/></p> <p>20 Oh no! I've used it twice already! <input type="checkbox"/></p>
CARD 5	<p>1 Tie a knot in his trunk. <input type="checkbox"/></p> <p>3 Thank you for being so honest. <input type="checkbox"/></p> <p>15 Yes. Two kilos and four friends. <input type="checkbox"/></p> <p>18 He melted. <input type="checkbox"/></p> <p>19 Nonsense! Look at all the poor players. <input type="checkbox"/></p>	CARD 6	<p>4 Cliff. <input type="checkbox"/></p> <p>6 Just below the chin. <input type="checkbox"/></p> <p>8 Atlas – he held up the world. <input type="checkbox"/></p> <p>11 Practice, my girl, practice. <input type="checkbox"/></p> <p>12 OK, don't move! I've got you covered! <input type="checkbox"/></p>
CARD 7	<p>2 No, madam, just your eyes. <input type="checkbox"/></p> <p>7 Boy, that was a good swap! <input type="checkbox"/></p> <p>8 Atlas – he held up the world. <input type="checkbox"/></p> <p>12 OK, don't move! I've got you covered <input type="checkbox"/></p> <p>15 Yes. Two kilos and four friends. <input type="checkbox"/></p>	CARD 8	<p>5 Yes, but how do you get them to breathe deeply? <input type="checkbox"/></p> <p>6 Just below the chin. <input type="checkbox"/></p> <p>11 Practice, my girl, practice. <input type="checkbox"/></p> <p>13 Milk that has a real kick in it. <input type="checkbox"/></p> <p>18 He melted. <input type="checkbox"/></p>

47 FIVE POEMS

Working in pairs, sort out the five poems below. Then read them out loud.

1
'Your _____,' he
_____.

(stars teeth said are the like)

And _____

(her white pressed hand so)

He _____ the _____,

_____.

(stars for truth spoke the like)

Her _____

(came night teeth out at)

2
Little _____,

(high flying birdie)

_____ a _____

(the from Dropped sky message)

'Oh!' _____,

(farmer eye said his a wiping)

_____ fly!'

(a cows Isn't thing it don't good)

3
She _____,

(midnight the at on bridge stood)

_____ a- _____,

(lips quiver all Her were)

She _____, her _____

(fell leg a off gave cough)

(the down And river floated)

4
The _____ the _____,
(stood deck burning on boy)

_____ of _____,

(were blisters feet His full)

The _____ and _____

_____.

(up his burnt flames pants came)

And _____

(wears now sister's he his)

5
_____ the _____,
(fifth gone and November come has)

But _____,

(of linger still it thoughts)

I _____

(my firework hand held a in)

_____?

(seen finger anybody Has my)

Which one was your favourite?

48 TRUE OR FALSE?

You must bet between 10 and 100 points for each statement.

Fact	True	False	Bet	Loss	Gain
1 To reassure the public that London Underground's first escalators were safe, a man called 'Bumper' Harris who had a wooden leg was hired to travel up and down on them all day.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
2 In order to be the last name in the local telephone directory, a man from Birmingham changed his name to Zeke Zzzypta.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
3 King Louis XIV of France was the first person, male or female, to wear high heels.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
4 Sherry McDonald, a supply teacher in Indianapolis, USA, was suspended for arranging for the well-behaved children to line up and spit on the bad ones.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
5 Before he became a politician, Sir Winston Churchill was quite a well-known Shakespearean actor.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
6 In parts of Mongolia, distances are measured in terms of how long it takes to boil rice.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
7 In 1993, a Japanese opinion poll voted Margaret Thatcher the World's Sexiest Woman, ahead of Brooke Shields, Michelle Pfeiffer and Sharon Stone.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
8 Thomas Edison made a fortune when he invented the lightbulb, but almost lost it all by investing in cement furniture which never really caught on.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
9 When Ian Fleming wrote his first James Bond novel, his 007 hero was called Rupert Bridges.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
10 The corkscrew was first invented to pull out teeth.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
11 In New York it is illegal to leave a naked dummy in a shop window overnight. They can be naked all day, but you have to dress them up at night.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
12 Clifford Edwards of Florida married his dog, Spunky, in a ceremony attended by 100 guests.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____

Total losses/gains: _____

GRAND TOTAL:
(Gains minus losses)

wig	suitcase	zoo	banana
breakfast	lawyer	wedding	Spain
hospital	sadness	spider	time table
necklace	library	pop star	spaghetti
expensive	funny	suitable	generous
complicated	dangerous	exciting	depressing
selfish	wise	drunk	frightening
dance	cough	kiss	prevent
fall over	cycle	emigrate	laugh
in jail	at home	in hospital	on holiday

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What are your plans for the future?

What do you think of the present government?

What's the best way to learn English?

What are your holiday plans?

Why were you late this morning?

Why did the chicken cross the road?

How can you make money quickly?

What's the best way to keep fit?

Why didn't Mary marry Colin?

Who is your favourite relative?

Do you believe in love at first sight?

In what ways are men and women different?

50 PICTURE CONSEQUENCES

<i>Drawing 1</i>	<i>Fold</i>
<i>Description 1</i>	<i>Fold</i>
<i>Drawing 2</i>	<i>Fold</i>
<i>Description 2</i>	<i>Fold</i>
<i>Drawing 3</i>	<i>Fold</i>
<i>Description 3</i>	<i>Fold</i>