

# Jokes

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**A:** Listen to three jokes and choose the one you liked best.

What made your favourite funnier than the other two?  
Discuss with a partner.

**B:** Listen to the way the following joke is told.

- The **judge** said to his **dentist**:/ /**Pull my tooth**/ /the **whole** tooth and nothing **but** the tooth/

Listen to the next joke and mark the pauses.

- A policeman comes up to a drunk on a bench and says:  
'What's this, a hotel?'  
The drunk replies, 'What's this, information?'

Now listen again and underline the stressed words.

**C:** Practice only **one** joke. Mark the pauses and the stress.

**Student A:** What do you call 500 lawyers at the bottom of the sea?  
A good start!

**Student B:** How many judges does it take to change a light bulb?  
Just one; he holds it still while the whole world revolves around  
him.

Tell your joke to your partner. Mark the pauses and stressed words.

**D:** Read the following joke. The punch-line is missing. In pairs, try to think of a funny ending. Practice the joke with your partner.

A junior partner in a law firm was sent to a faraway country to represent a long-term client accused of robbery. After days of trial, the case was won, the client acquitted and released.

Excited about his success, the attorney e-mailed the firm: 'Justice prevailed'.

The senior partner replied in haste: \_\_\_\_\_

**Homework:** Go to [www.workjoke.com](http://www.workjoke.com) and choose a joke to rehearse. You will tell the class your joke in the next lesson.

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## Teacher's Notes

**Summary:** This worksheet practices the skill of delivering jokes in an interesting and entertaining manner focussing on stress, pausing and intonation.

**Preparation:** Record three friends/colleagues telling three jokes. One should be told in a monotone, one with poor timing and one told well. The jokes should be short and punchy.

## Procedure:

1. Say to the class '*I just heard a really good joke*' and read the following:

A convict spends his first night in prison. All of a sudden, another convict jumps to his feet and shouts '63'. Hearing this, all the other prisoners burst out laughing. Later, another convict shouts, '111'. Hysterical laughter all round.

'What's going on?' says the new convict to his cellmate, who is sitting next to him.

'Thing is we only have one joke book in the prison and everyone knows all the jokes off by heart. So we needn't tell the whole joke, you know. We just stand up and shout a number.'

A few days later, the new convict decides that it's time for him to try it out. So he stands up and shouts '81'.

Silence.

Turning to his cellmate, he asks, 'What went wrong?'

'It was the way you said it, I guess!'

Ask what the joke illustrates: *It's not enough for a joke to just be funny – it's all about the delivery.*

2. Give out a copy of the worksheet to every student and refer to instructions for section A. Play pre-recorded tape to Ss. Refer to instructions and develop class discussion highlighting how a joke is told well. Elicit following: *stress, pausing, intonation, timing, voice quality, speed, acting talent*
3. Refer to instructions for section B. Divide class into pairs. T reads joke and notices characteristics (pausing/stress). Using model, Ss listen to second joke and complete task.
4. Refer to the instructions for section C. Start the activity and circulate.
5. Refer to the instructions for section D. Suggested punch line: '*Appeal immediately*'.
6. Homework: Highlight website to Ss. Encourage further search for other appropriate sources of jokes (other websites, books, friends, magazines like FHM) and ask Ss to prepare their favourite joke for the next lesson.