

5-2017

USING HUMOR TO ENHANCE METALINGUISTIC AWARENESS AND EXPAND CULTURAL COMPETENCE IN ADULT ESL CLASSROOMS

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University of San Francisco

**USING HUMOR TO ENHANCE METALINGUISTIC AWARENESS
AND EXPAND CULTURAL COMPETENCE IN ADULT ESL
CLASSROOMS**

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

by
Jean L. Hilburn
May 2017

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MASTER OF ARTS

in

TEACHING ENGLISH AS A SECOND LANGUAGE

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May 2017

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Instructor/Chairperson

Date

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ACKNOWLEDGMENTS

First and foremost, I would like to thank my parents, Larry and Marianne, my biggest cheerleaders, for the support that they have given me throughout this entire process. Without their unconditional love and continual encouragement, I don't know if I would have made it here today. I would also like to thank all my children, Andrew, Allison, Austin, and Alex, my daughter-in-law, Amanda, and my granddaughter, Sophie, for the love and encouragement that they, too, have given me. I'd especially like to acknowledge my youngest son, Alex, for being the trooper he has been. I know it hasn't been easy for him to endure the many things that he has been faced with these last few years, this endeavor of mine being one of them. Words cannot express how much I appreciate his sacrifice, patience, and understanding. I am truly blessed to have all of these special people in my life!

I would also like to thank all of the professors both at UC Berkeley Extension and USF who have taught me over the past four years and have helped shape me into the ESL teacher that I am today. Their passion, wealth of knowledge, and dedication have truly been a source of motivation for me and invaluable to me and my education. I would especially like to thank Dr. Sedique Popal for the inspiration and guidance that he has given me. His example and persuasion to pursue my master's degree helped me realize a dream that I've always had, but one that I wasn't completely sure I could attain. I will be indebted to him forever because I know this accomplishment will open the door to many possibilities for me.

Lastly, I would like to acknowledge my colleagues at Liberty Adult Education, all of my friends, and all of my classmates who have also been a great source of support to

me as well. It is because of all of you that I have been able to make this dream of mine become a reality. Thank you from the bottom of my heart!

ABSTRACT

Research has shown that there are many benefits to using humor in the ESL classroom. Although this is known, oftentimes humor is avoided. There are a variety of reasons for humor not being incorporated into the ESL classroom. In addition, because much of the research and curriculum development regarding humorous wordplay and its benefits for ESL students has been focused on children, there is a paucity of curriculum, materials, and resources which focus on humor and wordplay relating to adult topics and themes.

The purpose of this project is to fill the gap between what is available and what is needed to give ESL teachers in community-based adult education programs and community colleges in the United States a resource and a guide to help them not only incorporate humor into their classrooms, but to also help them help their students increase their metalinguistic awareness through the use of adult related humor and humorous wordplay. Using jokes, puns, and riddles, which are all forms of humorous wordplay, to incorporate humor in the adult ESL classroom will not only create a fun and more relaxed environment, but it will also help ESL students in increasing their understanding of the English language and American culture in ways that they might not get in any other way.

CHAPTER I
INTRODUCTION

Statement of the Problem

Purpose of the Project

Theoretical Framework

Significance of the Project

Limitations of the Project

Definition of Terms

CHAPTER I INTRODUCTION

Statement of the Problem

Over the centuries, English has evolved from a Germanic dialect that was spoken in just a small area of England to what we now know as the English language which is spoken by billions of people all over the world. During this evolutionary time and even to the present, English has been influenced and infiltrated by many languages. These influences have greatly affected and continue to affect the phonology, morphology, syntax, and semantics of English which have led to the making of a very complex language (van Gelderen, 2014). Because of its complexity, learning English can be difficult for the English Language Learner. However, what makes English difficult to learn makes it exceptionally easy for creating verbal humor (Lems, 2011). Research has shown that using humor in the classroom can foster an environment that can help students who are learning a second language become more relaxed and motivated, thereby enhancing their learning (Krashen, 1982). In addition, using humorous wordplay can help English language learners better understand and manipulate the English language in ways that no other method can (Lems, 2011). Unfortunately, although it is known that there are benefits to using humor in the ESL classroom, oftentimes it is avoided. There are many reasons why humor is avoided, but some of the problems that contribute to why it is avoided are humor may not be in a teacher's personality, some teachers think humor is frivolous, some teachers have a strict teaching style, some teachers are more content oriented, some teachers may lack competence in L2 to create humor, and the materials used in the classroom may be outdated (Ziyaemehr, Kumar, & Abdullah, 2011). In addition, because much of the research and curriculum development regarding humorous

wordplay and its benefits for ESL students has been focused on children, there is a need for curriculum, materials, and resources which focus on humor and wordplay relating to adult topics, themes, and content to support adult English Language Learners living in the United States.

Purpose of the Project

The purpose of this project is to give ESL teachers in community-based adult education programs and community colleges a resource and a guide to help them not only incorporate humor into their classrooms, but to also help them help their students increase their metalinguistic awareness through the use of humorous wordplay. Jokes, puns, and riddles, which are all forms of humorous wordplay, are tools that can be used to incorporate humor in a classroom and help ESL students increase their understanding of the English language. This project will focus on how these tools can be used with concepts and vocabulary that are relevant to adult interests and learning. This resource and guide should produce benefits for the teacher and the students such as creating a fun and more relaxed environment in the adult ESL classroom, aiding teachers in teaching the vocabulary, syntax, semantics, and discourse conventions of English, and helping the English Language Learner understand the American culture and nuances of the English language in ways that the learner may not otherwise learn.

Theoretical Framework

The theoretical framework that supports this field project is the Affective Filter hypothesis introduced by Stephen Krashen in 1982. The Affective Filter hypothesis claims that affective factors influence the second language acquisition process. Krashen (1982) states:

The Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter--even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike "deeper" (p. 31).

In other words, if a learner is not in the right frame of mind or is in a learning environment that is not conducive to learning a second language, the Affective Filter, which is a theoretical psychological barrier or anxiety level, will be high and will prevent the learner from acquiring the intended language. The opposite is also true. If a learner has attitudes that are positive or is in a learning environment that is conducive to learning a second language, the Affective Filter will be low and he/she will be more receptive to acquiring the intended language. It is important to note that this hypothesis stresses that these affective factors are related to acquisition and not necessarily learning. There are a variety of affective variables that can contribute to success in second language acquisition and they fall into three categories. They include motivation, self-confidence, and anxiety. If a learner is motivated, has self-confidence, and a good self-image, he/she tends to do better in second language acquisition. In addition, if a learner's anxiety level is low, he/she will also tend to do better in second language acquisition. The goal of this field

project is based on this aspect of Krashen's Affective Filter hypothesis which is to lower anxiety in the ESL classroom. According to Lems (2011), "Lowering the affective filter is one of the cornerstones of teaching English learners" (p. 197). Krashen (1982) also states, "The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation" (p. 32). Therefore, the intent of this project is in alignment with Krashen's hypothesis - to help English language teachers become effective by providing humor-related resources and curriculum in order to help them lower their students' anxiety which in turn will help the students be open and able to comprehend the concepts presented and ultimately acquire a deeper understanding of the English language.

Significance of the Project

As stated above, much of the research and curriculum development that is available on linguistics based humor and wordplay is generally geared towards children and oftentimes uses juvenile related topics that appeal to children. Even though adults learning English as a second language in community-based adult education programs may be at the same English proficiency level as native speaking elementary school children, the same theories, methodology, and practices that are used with children don't necessarily work for adults. One size does not fit all. Research has shown that adults learn better or are more motivated to learn if the subject matter is meaningful to them or serves a real purpose for them (Wlodkowski, 2008). Therefore, it is important to use adult related or adult themed material when creating curriculum for them (Johnson, 1996). Since there is a paucity of resources geared towards adult wordplay in the ESL classroom, the significance of this project is three-fold. First, it will help fill the gap

between the curriculum that has already been developed for children and the need for adult related or adult themed wordplay in community-based adult ESL programs.

Second, because the vocabulary chosen for the wordplay will be in alignment with the standards and topics taught in the community-based adult ESL programs in California, it should help adult ESL teachers help their students be better equipped and more prepared to successfully demonstrate their competency in the California adult education ESL standards. Lastly and most importantly, it will introduce humor into the ESL classroom which should help students feel more comfortable and relaxed so that they can be more successful in learning English.

Limitations

Although every English Language Learner would benefit from having humor in his/her classroom and learning and using humorous wordplay to learn more about the English language, the contents of this field project do require a certain level of proficiency in English vocabulary, pronunciation, grammar, and cultural knowledge in order to be able to understand the concepts that will be presented in this handbook. This handbook will not be applicable to students who are just beginning to learn the English language or have only a basic knowledge of English because it will be too far beyond their understanding. In addition, although many languages use jokes and wordplay, oftentimes the jokes and wordplay are culturally bound. Because no two languages have identical linguistic structures and cultures, wordplay is oftentimes not transferable between languages. The jokes, riddles, and puns that will be introduced in this field project will only be applicable to students learning American English.

Definition of Terms

Affective Filter: It is an invisible psychological filter that can impede or block input necessary for language acquisition (Krashen, 1982).

Arousal Relief or Relief Theory: It is a theory of humor which studies humor at the mental level which focuses on the emotions and feelings caused by humorous events (Ziyaemehr, Kumar, & Abdullah, 2011).

Community-Based Education: It is an organization or program in a community that works with individuals and groups through formal and informal methods to promote learning and social development work (Jakubiak & Harklau, 2010).

Disparagement or Superiority Theory: It is a theory of humor which studies humor at the social and behavioral level which is usually humor having to do with others' shortcomings, failings, or inadequacies (Ziyaemehr, Kumar, & Abdullah, 2011).

ESL: It is an initialism which stands for English as a Second Language and refers to the study of English by students who are living and working in English dominant countries (Harmer, 2007).

Homograph: It is two or more words that are spelled the same, but have different pronunciations, meanings, and origins (Jacobson, Lapp, & Flood, 2007).

Homonym: It is two or more words that are spelled the same and pronounced the same, but have different meanings and origins (Jacobson, Lapp, & Flood, 2007).

Homophone: It is two or more words that are pronounced the same, but have different spellings, meanings, and origins (Jacobson, Lapp, & Flood, 2007).

Incongruity Theory: It is a theory of humor which studies humor at the intellectual level and explains why we find things funny when we are exposed to stimuli that is unexpected, shocking, or surprising (Ziyaeemehr, Kumar, & Abdullah, 2011).

L2: It is a designation given to describe a second language learner (Harmer, 2007).

Metalinguistic Awareness: The conscious awareness of the forms of language (Lems, Pun work helps English learners get the joke, 2011).

Morphology: It is the study of how words are formed (Holmes, 2013).

Phoneme: It is a perceptually distinctive unit of sound which carries meaning in a particular language (Wardhaugh & Fuller, 2015)

Phonology: It is the study of the sounds of words (Holmes, 2013).

Syntax: It refers to the rules of how words and phrases are arranged or what is called sentence structure (Holmes, 2013).

Semantics: It has to do with the meaning of words, phrases, or sentences (Holmes, 2013).

TESOL: It is an acronym which stands for Teaching English to Speakers of Other Languages (Harmer, 2007).

CHAPTER II
REVIEW OF THE LITERATURE

Introduction

Review of the Literature

Summary

CHAPTER II REVIEW OF THE LITERATURE

Introduction

Although research has shown that there are many benefits to using humor in the ESL classroom, many times it is avoided. Consequently, the ESL classroom can sometimes be a place that is boring, uninteresting, or not motivating for students. There are many reasons why instructors may not use humor in their classrooms. Some of the reasons include the instructor may not have it in their personality, they may prefer using traditional teaching methods, materials that they are using may be outdated, they may have a strict teaching style, they may think humor is frivolous, or they may lack competence in English to create humor (Ziyaeemehr, Kumar, & Abdullah, 2011). Using humor, which is just one of many of the affective variables in Krashen's Affective Filter hypothesis, can help English Language Learners reduce their affective filters or anxiety levels and help them acquire the language more easily (Krashen, 1982). Because English is extremely complex, learning it can be difficult for English Language Learners. However, what makes English difficult to learn is what makes it easy for creating verbal humor (Lems, 2011). Although there has been extensive linguistic based humor research and curriculum development, much of it has had a juvenile focus. There is a need for curriculum, materials, and resources that use humor and wordplay which appeal and relate to adult interests. By creating these much-needed resources, not only will it help teachers in community-based adult education programs and community colleges to incorporate humor into their classrooms, but it will also assist these teachers in helping their students increase their understanding of American English and culture.

Review of the Literature

In reviewing literature having to do with humor in the ESL classroom, it became apparent that the information presented in the literature fit into four broad categories about humor and wordplay. These categories are the following: 1) general humor and linguistic based humor theories, 2) avoidance of humor in the ESL classroom, 3) benefits of using humor and humorous wordplay in the ESL classroom, and 4) types of wordplay. This literature review will discuss in detail information important and relevant to these topics and the basis for this project.

General Humor and Linguistic Based Humor Theories

Since the time of Plato, hundreds of theories have been formulated to explain why and how we find things funny. According to Ziyaeemehr, Kumar, & Abdullah (2011), most of the humor theories are in the social-psychological realm and fall into one of three categories: arousal relief or relief theory, incongruity theory, and disparagement or superiority theory. Arousal relief or relief theory studies humor at the mental level and focuses on the emotions and feelings caused by humorous events. It explains that laughter is a physical manifestation of the release of nervous excitement or emotional tension (Bardon, 2005). Incongruity theory studies humor at the intellectual level and explains that amusement derives from the recognition of an incongruity or “the unexpected or surprise that contradicts with past experience, cognitive frameworks and expectations” (Zabidin, 2015, p. 105). According to Bardon (2005), “The cause of laughter is the bringing together of images which have contrary additional ideas, as well as some resemblance in the principal idea” (p. 467). Disparagement or superiority theory

studies humor at the social and behavioral level and focuses on humor having to do with others' shortcomings, failings, or inadequacies. It is based on the ridicule of others and regards "the object of amusement as inferior and/or ourselves as superior" (Bardon, 2005, p. 463).

It wasn't until the 1980's that second language acquisition researchers began to focus their attention on the linguistic aspects of humor and the effects it has on second language learners (Ziyeemehr, Kumar, & Abdullah, 2011). Humor theories formulated by linguists also explain what makes things funny, but unlike the general theories of humor described above, their focus is at language level. The first linguistics-based theory of humor introduced was the semantic-script theory of humor (SSTH) which later became the General Theory of Verbal Humor (GTVH). "GTVH explains why students find instructor humor as funny at lexical level. Based on this theory, students find instructors' use of verbal humor such as wordplays, puns, and irony as funny because they are compatible with two scripts opposed to each other" (Ziyeemehr et al., 2011, p. 113). Another linguistics-based theory that has been introduced more recently is the Instructional Humor Processing Theory (IHPT) which suggests that there is a link between humor and learning. Ziyeemehr et al., (2011) state:

IHPT predicts that instructors' use of humorous messages should result in increasing students' motivation to process course content to the extent that the humorous message gained their attention, created positive affect, made content relevant, and increased the clarity of the content. (p. 113).

In the field of second language acquisition, Krashen's Affective Filter hypothesis, which was introduced in 1982 and discussed in the theoretical framework in Chapter I of

this field project, parallels IHPT. Krashen, a second language acquisition researcher, claims that if a student's affective filter is lowered, meaning that he/she is made to feel comfortable while learning a second language, he/she will be able to absorb and produce language more effectively (Krashen, 1982). "Lowering the affective filter is one of the cornerstones of teaching English learners" (Lems, 2011, p. 197). There are many tools in which an English language teacher can use to lower a student's affective filter. Humor is just one of them. According to Tuncay (2007) in the article, *Welcome to HELL: Humor in English Language Learning*, "Laughter lubricates learning." (p. 2)

Avoidance of Humor in the ESL Classroom

Ziyeemehr, Kumar, & Abdullah (2011) report that the substantial amount of research that has been done has provided evidence of the importance of humor in teaching and learning, particularly in second language development. They also point out that even though there is strong theoretical and practical evidence for the important role of humor in second language acquisition, sometimes humor is avoided in the L2 classroom. However, not much research attention has been given to why instructors do not use humor in the ESL classrooms even though it is known that there are benefits to using humor in English learning environments. Therefore, Ziyeemehr et al., (2011) conducted a study to examine why ESL instructors avoid humor and published their findings in the journal, *English Language Teaching*, in 2011.

In conducting their study, Ziyeemehr, Kumar, & Abdullah (2011) used an open-response questionnaire to survey 195 undergraduate and graduate ESL students from a university in Malaysia about their Malaysian lecturers who were non-native speakers of English, but had done their postgraduate work in English speaking countries. Two

research questions were asked, “Why do some instructors avoid using humor in ESL classrooms?” and “What are the benefits of using humor in ESL classrooms?” (p. 113). In this section of the literature review, only the first question will be addressed. The latter question will be addressed in the Benefits of Humor and Humorous Wordplay category. Ziyaeemehr et. al (2011) found that there were nine reasons cited for instructors’ humor avoidance in ESL classes. These reasons, which are listed in highest to lowest percentages of the participants’ responses, are the following: 1) humor is not in their personality/nature, 2) they lack competence/ability in L2 to create humor, 3) they are more content/syllabus oriented, 4) they want to gain respect and maintain professionalism, 5) they are afraid of negative consequences of using humor, 6) they cannot connect to the students, 7) they don’t believe humor is necessary in the classroom, 8) they have different cultural backgrounds, and 9) they have job-related/professional problems. Although there were nine reasons cited, Ziyaeemehr et al. (2011) mainly focused on the top three which “comprised more than 60% of the given reasons for paucity of instructor humor in ESL classes” (p. 114). These top three reasons are vital pieces of information for this field project because it provides validity for having a ready-made handbook to help guide ESL instructors in incorporating humor into their classrooms. This handbook will be invaluable for instructors who lack humor in their personalities, who lack competence in English to create humor, or who are more content/syllabus oriented.

Another common myth that is pervasive among ESL instructors that leads to the avoidance of humor in the classroom is the idea that humor doesn’t have any serious purpose or value. According to Bell (2009), “For many, humor certainly has this bad

reputation as being frivolous and even unnecessary” (p. 256). This is unfortunate because, as stated above, much of the research that has been done has provided evidence for the importance of using humor in teaching and learning.

No matter what the reason for avoiding humor in the ESL classroom, Ziyaeemehr, Kumar, & Abdullah (2011) have come to the conclusion that “avoiding humor in the classroom may limit the learners’ access to L2 linguistic and cultural resources inherent in humorous exchanges” (p. 116). If the English Language Learners don’t get the exposure in the ESL classroom, then Ziyaeemehr et. al (2011) wonder how and where the learners will develop “humor competence” since many of them have limited exposure to English outside the classroom. It is their hope that the results of their study will encourage “all instructors to incorporate appropriate humor in their teaching and show less self-importance and concern about their professional image and will inform particularly L2 instructors of the value of verbal humor in language education” (p. 117).

Benefits of Humor and Humorous Wordplay

Multiple theories have been hypothesized and research has shown that there are many benefits which come as a result of using humor in the classroom. One benefit of using humor in a learning environment is described in Krashen’s Affective Filter hypothesis. Krashen (1982) claims that if a learner’s affective filter or anxiety level is lowered, the learner will tend to do better in second language acquisition. Using humor is just one of the many tools that can help lower a learner’s affective filter. Like Krashen’s theory, the Instructional Humor Processing Theory (IHPT) also claims that there is a positive link between humor and learning and that if humor is used in the classroom, the students’ desire to understand and learn the course material will increase.

According to Lems (2011), “Humor raises motivation, lengthens attention span, and helps create a fun and relaxed classroom community” (p. 197). Humor can also help bring people together through shared frames of reference. Zabidin (2015) states

In language teaching and learning, Wagner and Urios-Aparisi (2011) found that using humor in classroom assists instruction and promotes immediacy, satisfaction, agreement and motivation. They also documented that humour could be a tool to encourage students’ development in language acquisition as well as cultural knowledge” (p. 105).

In the study conducted by Ziyaeemehr, Kumar, & Abdullah (2011) which was discussed in the literature review section prior to this section, the participants were asked, “What are the benefits of using humor in ESL classrooms?” (p. 113). Based on the participants’ perceived benefits of instructor humor, their responses were placed into three broad categories which are psychological, social, and instructional. The psychological category had the highest percentage of cited perceived benefits of instructor humor. The percentage was approximately 59%. The perceived benefits in this category included motivating, relaxing, and cheering up the learners. The social category had the next highest percentage of cited perceived benefits of instructor humor. It had approximately 30%. This category deals with interpersonal interaction and plays an important role in the development of teacher-student interaction. The perceived benefits of instructor humor in this category included drawing attention to, creating affiliation for, and enhancing student’s participation in classroom activities. The last category, with approximately 11% and the lowest percentage of the cited perceived benefits of instructor humor responses, was the instructional category. The perceived

benefits included fostering understanding and learning of a second language and enhancing retention of the material.

Another recent study which was conducted by Zabidin and published in *English Language Teaching* in 2015 suggests that there is another benefit to using humor in second language acquisition. In this study, the purpose was to see if humorous texts had an effect on English Language Learners' vocabulary comprehension and retention. This study used two intact classes which had 25 students each, had the same male/female ratios, and were enrolled in the same program at the Universiti Teknologi MARA in Melaka, Malaysia. One class was designated the control group and the other was designated the experimental group. Although both groups were given the same vocabulary words to learn, the control group was given non-humorous texts and the experimental group was given humorous texts in which to learn the the new words. When the groups' vocabulary comprehension and retention were measured, it was found that although there wasn't a significant difference in the results of comprehension, there was a higher mean of scores in the experimental group, the group which received the humorous texts, in two of the four retention test sessions. "The results revealed that humour encouraged better retention ability as compared to non-humorous material" (Zabidin, 2015, p. 109).

Not only does using humor, in general, produce benefits for English Language Learners and the ESL classroom, but using word play humor also can create additional benefits. Ziyaeemehr, Kumar, & Abdullah (2011) state

Moreover, in second language classes, particularly in advanced levels, use of verbal humor is not a matter of getting students involved and humored only,

rather it provides opportunities for L2 learners to gain access to a wide range of rich linguistic and cultural resources of target language hidden in humorous exchanges” (p. 114).

According to Bell (2009), word play humor is “an excellent way for students to learn the vocabulary, syntax, semantics, and discourse conventions of the target language, as well as to gain insight into the culture of those who speak that language” (p. 241). Having this ability to understand and generate verbal humor can increase a student’s metalinguistic awareness, comprehension monitoring, and reading comprehension, thereby, improving literacy development (Zipke, 2008).

Types of Wordplay

There are three types of wordplay which are discussed in the literature that was reviewed for this field project. They include jokes, riddles, and puns. In *Joke-Telling as a Tool in ESL*, Trachtenberg (1979) states, “the telling of jokes involves certain formulae which differ from language to language and from culture to culture” (p. 89) and using jokes as teaching material in the ESL classroom can have many benefits. “Getting” a joke requires certain skills that can only be learned through joke-telling (Lems, 2011). Because jokes are short, they can be told rather quickly and can be used as a springboard to teach mini-lessons in grammar, vocabulary, and speech patterns. Because they are rule-governed, they can be used to teach the rules of sequencing in the target language’s culture. They can be used to teach speech patterns such as questions and answers or narratives which can then be transferred to other speech acts. Finally, they can be used as a means to teach appreciation and understanding of values in American culture (Trachtenberg, 1979).

Riddles and puns are somewhat different than jokes in that they are word based. “They arise from the multiple spellings, pronunciations, and meanings that can occur within and across English words” (Lems, 2011, p. 197). Riddles and puns are created by using one of the various levels of ambiguity and/or levels of appearance. The levels of ambiguity have to do with the internal factors of a pun and are divided into three levels of grammatical ambiguity. The three levels are lexical, syntactic, and phonological ambiguity. Puns that use lexical ambiguity play on words that have multiple meanings. For example, if you say, “The man is down by the bank”, you could be referring to a financial institution that is downtown or you could be referring to the side of a river. Puns that use syntactic ambiguity play on sentence structure ambiguity. An example of a sentence that uses syntactic ambiguity would be, “Eating dogs can be dangerous”. This sentence could mean one of two things: if you eat a dog, it can be hazardous to your health or if you disturb a dog while it is eating, it may snap at you or bite you. Puns that use phonological ambiguity play on the adding, subtracting, or substituting of phonemes (Monnot & Kite, 1974). For example, a toilet paper manufacturer advertises their toilet paper with a slogan that says, “There are two sides to every tissue.” The literal meaning of this sentence is that the toilet paper has two sides. However, there is a saying that says, “There are two sides to every issue” which means that with every problem, there are two different perspectives. The phonological ambiguity was created by inferring that the “t” phoneme was deleted from the word, tissue, which made the pun funny.

The levels of appearance have to do with the surface appearance of a pun and are divided into four levels or categories. The first level or category uses homographic and homophonic locutions and words. This type of pun is called a lookalike puns. Lookalike

puns have the same spelling and pronunciation of a word or segment, but convey two different meanings. An example of this type would be in the following exchange between two co-workers. The first co-worker says to the second co-worker, “Is it true the boss fired you for lying?” The second co-worker replies, “Yes, I was lying in bed too long every morning.” (Lems, 2011) This pun was based on the word, lying, which made the pun funny because lying could mean not telling the truth or reclining in bed. The second level or category uses homophonic-only locutions or what is called a sound-alike pun. Sound-alike puns use the same sound or pronunciation of a word, but have different spellings or meanings. These puns oftentimes “cannot be transmitted orally since they rely on orthographic ambiguity” (Monnot & Kite, 1974, p. 67). An example of this kind of pun is evident in the saying, “Any baker who kneads the dough is in the Yellow Pages” (Monnot & Kite, 1974, p. 67). This pun is based on the two words, knead and dough. The meaning of knead is to work or massage something with your hands. The meaning of dough is a thick mixture of flour and liquid that a baker uses to make bread or pastries. Based on these definitions, this sentence literally means what it says, bakers knead dough, they work with flour and liquid mixtures. However, what makes it a sound-alike pun is that the words, need, which is pronounced the same as knead, but means something that is required because it is essential, and dough, which is pronounced and spelled the same as the dough that bakers use, but is a slang or informal word for money, mean something totally different. This form means that any baker who needs money is in the Yellow Pages. A third level or category uses phonemic changes in words. This type of pun is called a close-sounding pun. Close-sounding puns use a word that has a different meaning or spelling, but very similar sound, in place of the intended

word. It is important to note that when this type of pun is created, the alterations of the phonemes must not be too distant. They must stay within certain phonetic limits; otherwise, actual and intended meanings will be lost (Lems, 2011) (Monnot & Kite, 1974). For example, in the sentence, “The English teacher was very logical. He had a lot of comma sense”, the pun is based on the word, comma, which is close in sound to common. The fourth and final category of puns is a relatively new type of pun. This type of pun is called a texting pun and it uses alphabetic, numeric, and simplified spellings to create it. According to Lems (2013), “These are based on the increasingly common practice of using the sound and/or spelling of alphabet letters, numbers or symbols, or simplified spelling as a way to represent or ‘spell’ a word” (p. 28). Examples of these puns include cre8 for the word, create, thx for the word, thanks, or c u l8r for the words, see you later (Lems, 2013). These types of puns are being created more and more every day since mobile devices are becoming more commonplace and because people want to be economical and creative in communication shortcuts.

In a study by Jared & Bainbridge and published in the *Canadian Journal of Experimental Psychology* in 2017, an investigation of how readers process homophone puns by tracking their eye movements as they read was conducted. This study is only the second study of this kind and the first to focus solely on homophone puns. The participants in this study were 30 University of Western Ontario undergraduate students, 20 of which were female and an average age of 18.5 years, whose dominant language was English. “Research on humor has shown that humor often depends on detecting an inconsistency and resolving it” (Jared & Bainbridge, 2017, p. 11). In observing these students through the use of eye tracking technology, Jared & Bainbridge (2017)

discovered that first-fixation and gaze durations on homophones in puns was longer than homophones presented in other scenarios which indicated that the participants were able to immediately detect that the homophones were incongruous with the adjacent context in puns. In addition, Jared & Bainbridge (2017) discovered that the participants were able to quickly resolve the incongruities when they were presented in puns. This indicates that the students were able to find humor in the puns. Lastly, Jared & Bainbridge (2017) found that the stronger the association between the critical context word and the presented homophone was, the funnier the pun was. This finding is important because it is something that should be kept in mind when gathering jokes, riddles, and puns for this field project.

In discussing puns, Monnot & Kite (1974) explain why puns should be used in teaching English. They state

[Puns are useful pedagogical tools for several functions. They aid the instructor in enlarging vocabulary and in explaining some of the anomalies of English spelling, syntax and phonology. Additionally, they accustom the student's ear to different variations of English and thus prepare him for the subtleties of English poetry. For the same reasons, through analyzing puns the student ought to gain new insight into how he himself can manipulate the language. (p. 71)

Lastly, it is important to note that when considering which type of pun to use with English language learners, it is important to know the proficiency level of the student and complexity of the pun so that the appropriate level of difficulty will be used in order for the student to be able to understand and enjoy it (Lems, 2011).

Summary

This literature review covered four topics having to do with humor relevant to this field project: 1) theories about general and linguistic based humor, 2) avoidance of humor in the ESL classroom, 3) benefits of using humor and humorous wordplay in the ESL classroom, and 4) types of wordplay. Regarding humor theories, the section of the literature review on humor theories gave a short history and explanation of the various humor theories. General theories of humor go back to the time of Plato and fall into three realms that describe humor at the mental, intellectual, and social and psychological levels. Linguistic based humor theories are a more recent development and describe humor at the language level. It is important for ESL instructors to understand the theories behind humor if using humor in the ESL classroom because it helps them understand how and why we find things funny which gives them a broader and more indepth foundation for using and teaching humor.

The second topic addressed why instructors avoid using humor in the ESL classroom even though there is strong theoretical and empirical evidence for the important role of humor in second language acquisition. There are many reasons why instructors may not use humor in their classrooms, but findings from a study done at a university in Malaysia by Ziyaeemehr, Kumar, & Abdullah (2011) show that the top three reasons instructors do not use it is that they may not have the personality, which received 35% of the participants responses, they lack competence in the language themselves, which received 16%, and “they are more content oriented” (Ziyaeemehr, Kumar, & Abdullah, 2011, p. 114), which received 10%. Knowing these reasons is

important and applicable to this field project because it can help direct the focus of the development of the materials for this field project.

The third topic which focused on the benefits of using humor and humorous wordplay in the ESL classroom is the “meat” of this literature review. This section addressed why we should use humor in the ESL classroom and showed the significant value humor has in learning, particularly in second language acquisition. Many benefits of the use of humor in the classroom were discussed. Some of these benefits include creating a more relaxed atmosphere, increasing student motivation, and lengthening student attention span. In a study done by Zabidin (2015), it was found that when humorous texts were used to teach ESL learners new vocabulary, there was a higher retention rate than when non-humorous texts were used. Not only are there benefits to using humor in general, but there are additional benefits in using humorous wordplay. This information is crucial to this field project because the aim of this project is to use humor in order to enhance metalinguistic awareness among English Language Learners. By using humorous wordplay, it can provide opportunities for English Language Learners to better understand and manipulate the English language in ways that no other method can.

The last topic having to do with humor addressed the different types of wordplay. There are three different types of wordplay - jokes, riddles, and puns. Jokes use short narratives to tell something funny. Riddles and puns are somewhat different in that they “play” on the ambiguity of words or grammar to make something funny. Even though they are all slightly different in how they achieve humor, they all three have something in common. They provide “opportunities for L2 learners to gain access to a wide range of

rich linguistic and cultural resources of target language hidden in humorous exchanges” (Ziyaeemehr, Kumar, & Abdullah, 2011, p. 114).

In summary, the literature that was reviewed overwhelmingly supports my field project and the need to incorporate humor and humorous wordplay in the ESL classroom. The literature also encourages English language instructors to embrace every opportunity presented because humor has invaluable benefits and also because “school without laughter is sheer torture” (Bell, 2009, p. 256).

CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Description of the Project

Development of the Project

The Project

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Description of the Project

The purpose of this project is to give ESL teachers in community-based adult education programs and community colleges a resource and a guide to help them not only incorporate humor into their classrooms in order to create a fun and more relaxed environment, but through the use of humorous wordplay, also aid them in helping their students increase their understanding of the English language and American culture. The curriculum which has been developed for this field project is in the form of a handbook and is divided into six units.

The first unit in the handbook includes a single lesson which aids the ESL teacher in explaining to the English Language Learners what jokes, riddles and puns are and how to help the students recognize and understand wordplay, particularly puns, for the first time.

The other units in the handbook include a series of humor-based lessons. These lessons are designed to inject humor into the classroom and to teach relevant vocabulary using wordplay. These lessons can be used by the teacher to start class off on a funny note in order to help create a relaxed environment or they can be used in the middle of class to help break up the monotony. Having some sort of break is oftentimes necessary in community-based adult ESL classes because they can be anywhere from two and a half to three and a half hours long. These lessons are grouped into five units, one for each month during a five-month period, for five of the several life skills topics that correlate with the California adult education ESL standards. These topics were chosen because the purpose of community-based adult ESL programs is to teach life skills, along with

teaching the English language, so that the English learners can function, or survive, in their new environment. Within each unit, there are four lessons, one for each week in the month. Each lesson is self-contained and can be used in any order desired. The topics for the five units are the following:

- Consumer Economics
- Health and Health Care
- Employment
- Transportation
- Housing

The last part of the handbook includes a section that has the answer key for each of the unit's activities and the resources needed for the viewing and listening activities included in each of the units.

Development of the Project

This field project was developed for a number of reasons. First and foremost, it was developed because of an experience I had a few months ago when I was teaching the students in my advanced ESL class at our local adult school. During the lesson, I told them an extremely funny joke that “played” on words that sounded very similar. Because I understand the importance of using humor with English Language Learners, I thought that this would be a great way to help lower their affective filters and help them better understand the concept I was trying to teach. However, as I finished telling the joke and waited for the class to erupt in laughter, I was astonished to see that not one of my students laughed. After a short pause, a couple of the students raised their hands and asked me if I would explain the joke because they didn't understand. This experience

made me realize that English Language Learners oftentimes lack the ability to “get the joke”. It’s not that they lack the cognitive ability, it’s that they don’t have enough knowledge or experience in the English language or the American culture to understand the jokes.

Another factor which contributed to the development of this field project is the personal knowledge and experience that I have gained in the last couple years from using humor in my classroom. As suggested in the literature review, research has shown that humor helps English Language Learners relax, become engaged, and acquire language more easily and more deeply. I have noticed in my class that when I use humor that my students understand, they tend to be more relaxed and more engaged. They also seem to remember more of what we talked about and are able to recall the information at a later date. Being able to remember and recall information that we have discussed in class is not only beneficial for them in their everyday lives, but it is also essential in order for them to show the progress they’ve made in mastering competencies outlined in the California adult education ESL standards. Because adult education is usually funded by government agencies, these government agencies require adult education programs to provide, through quantitative measures, data about their English Language Learners. This is usually done through standardized testing. In California, the CASAS test is the standardized test used for this purpose. Therefore, if humorous texts and wordplay are used that have to do with the topics included in the California adult education ESL standards, the benefits should be two-fold. The humor should help the students relax and hopefully help them grasp the concepts more easily and the vocabulary chosen for the

humor should help them be better equipped to successfully demonstrate their knowledge on the CASAS test.

Lastly, a third contributing factor to the development of this project is that although ESL students oftentimes know that many English words have multiple meanings, they don't always know which words they are and what the different meanings are. Oftentimes, when they find out about the multiple meanings, they get frustrated and wonder how they are supposed to remember all the definitions. In addition, many times they confuse similar sounding and similarly spelled words. Using humorous wordplay to help them learn multiple meanings of a word and also distinguish words that are different, but similar in sound and spelling, should not only be a fun way to learn definitions and differences, but also a memorable way to hopefully help them retain more of what they've learned.

The Project

The project can be found in the appendix.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Recommendations

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Research has shown that using humor in the classroom can foster an environment that can help students who are learning a second language become more relaxed and motivated, thereby, enhancing their learning (Krashen, 1982). This theory, which was introduced by Stephen Krashen, was the basis for this field project. Not only does humor lower the anxiety level of English Language Learners, but by using humorous wordplay, English language learners are able to better understand and manipulate the English language and learn about American culture in ways that they might not otherwise be able to do (Lems, 2011). Unfortunately, although it is known that there are benefits to using humor in the ESL classroom, oftentimes it is avoided. There are many reasons as to why humor is avoided, but according to Ziyaeemehr, Kumar, & Abdullah (2011), the top three reasons humor is avoided in the classroom are humor may not be in a teacher's personality/nature, the teacher may lack competence/ability in L2 to create humor, and the teacher may be more content/syllabus oriented. Even though there is a plethora of curriculum, materials, and resources having to do with humor and humor based wordplay available, unfortunately, much of it is geared towards children. Because research has shown that adults learn better or are more motivated to learn if the subject matter is meaningful to them or serves a real purpose for them, there is a need for curriculum, materials, and resources which use adult topics and content that is relevant to adult English Language Learners living the United States (Wlodkowski, 2008).

The handbook that was created for this field project fills the gap between the materials and resources that already exist for younger English Language Learners and

what is needed for adult English Language Learners living in the United States. The handbook gives ESL teachers in community-based adult education programs and community colleges a resource and guide to help them incorporate humor into their classrooms through the use of humorous videos, listening activities, and wordplay activities that use jokes, riddles, and puns in order to create a fun and relaxing classroom and to help their students increase their metalinguistic awareness and understanding of the English language and American culture. It is my hope that English language instructors who teach adults will embrace this handbook and also welcome additional humor opportunities because of the invaluable benefits humor offers to English Language Learners and especially so that school will not ever become sheer torture (Bell, 2009).

Recommendations

My first recommendation for this field project is aimed at the teachers who will be using the handbook in their classrooms. It is important to make sure that the students who will be learning the materials in the handbook are at an advanced level of English because there is a certain level of proficiency in English vocabulary, pronunciation, grammar, and cultural knowledge required to be able to understand the concepts that will be presented. If these materials are used with beginning students, it will probably be too far beyond their understanding and could cause frustration and overwhelmed feelings. Creating these negative feelings would defeat the purpose of this field project.

Although much time and effort has been put into this field project, it is far from encompassing all the things that an adult English Language Learner needs to learn or know about the English language and integrating more successfully into American society. Therefore, my second recommendation is aimed at future curriculum developers

whether it be a master's or Ed. D. student who is searching for a field project or professional curriculum developers. Where this field project left off would be a perfect starting point for someone to expand on creating additional humorous lessons having to do with other life skills topics that correlate with adult education ESL standards. Some of these additional life skills topics include relationships, community and community resources, emergency preparedness, education, and government and law.

My last recommendation is again directed towards the English language teachers. I recommend that these lessons be expanded by encouraging students to look for examples of wordplay in their own cultures and in their daily lives and sharing what they've discovered with their classmates. Wordplay is all around us and finding it in everyday life can have so much more meaning when it is relevant and applicable to them. In addition, I recommend that the English language teachers help their students experiment with developing their own jokes, riddles, and puns. It is known that when a student applies what they've learned, rather than just being exposed to it or listening to a lecture on it, the learning that takes place goes much deeper and has a more lasting effect (Bloom, 1956).

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APPENDIX

A HANDBOOK

FOR
INCORPORATING

HUMOR



INTO ADULT ESL CLASSROOMS

CONTENTS

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Jokes, Riddles and Puns

A **CLASS.** What are jokes? What are riddles? What are puns? They are funny stories, questions, and statements that are created by using words and phrases that have double meanings. Look at the following pairs of words. What do you notice is different about the words? What do you notice is the same?

PAIRS. With a partner, discuss the similarities and differences.

knew/new tear/tear lying/lying Eiffel/I fell

B What do these words mean? How are they pronounced? How are they spelled? Complete the chart by putting an 'X' in the boxes that are applicable to the pairs of words.

	Same Sound	Different Sound	Same Spelling	Different Spelling	Same Meaning	Different Meaning
knew/new	X			X		X
tear/tear						
lying/lying						
Eiffel/I fell						

C **PAIRS.** Can you think of other pairs of words or phrases that have the same spelling and/or pronunciation, but have different meanings? Write down your answers and then share them with the class.

Jokes, Riddles and Puns

- D** Jokes, riddles, and puns can be classified into three different types: Sound-a-like, Look-a-like, and Close-sounding. Look at the following chart to understand the difference:

	Sound-a-Like	Look-a-Like	Close-Sounding
“Is it true your boss fired you for lying?” “Yes, I was lying in bed an hour too long every morning.”		X (<i>lying</i> means not telling the truth, or reclining in bed)	
Did you hear about the skunk that fell in the river? He stunk to the bottom.			X (<i>Stunk</i> , which is the past tense of stink, sounds similar to sunk)
I practice my handwriting because it’s the write thing to do.	X (<i>write</i> sounds the same as <i>right</i>)		

- E** **PAIRS.** Look at the following joke. A joke tells a funny story. Which words or phrases have double meanings? What makes it funny? What type of joke is it? Discuss.

Man in restaurant: I’ll have the lamb chops, and please make them lean.

Waiter: Make them lean? The chef will be lucky if he can get them to stand up!

- F** **PAIRS.** Look at the following riddle. A riddle asks a question that has a funny answer. Which words or phrases have double meanings? What makes it funny? What type of riddle is it? Discuss.

Why did the girl wear glasses during math class? Because it improves di-vision!

- G** **PAIRS.** Look at the following pun. A pun is a funny statement. Which words or phrases have double meanings? What makes it funny? What type of pun is it? Discuss.

Two peanuts were walking down the street, and one was a salted.

Unit 1 - Consumer Economics

Lesson 1 - Watching a Comedy

1 Before You Watch

- A** **PAIRS.** Look at the picture. What is this type of store? Do you shop at this type of a store? Name some department stores in your area. What kinds of products do they sell?



2 While You Watch

- A** **CLASS.** One student will watch the Mr. Bean video and describe to the class what is happening in the video. Listen to the student.
- B** Write down as many details as you can remember that the student described about the video.

Unit 1 - Consumer Economics

Lesson 1 - Watching a Comedy

C

Watch the video. As you watch the video, check to see if what you wrote down agrees with what happens in the video.

3 After You Watch

A

Use the vocabulary in the vocabulary box to fill in the blanks.

electronics	department store	kitchen gadgets	plugged in	frying pan
peel	housewares	escalator	peeler	end cap

- Mr. Bean is in a department store.
- The _____ that he is riding on is going up.
- The _____ department is the first department he goes to.
- There are many kinds of _____ in this department.
- Mr. Bean _____ a potato to see if the _____ works.
- The second product Mr. Bean is looking for is a _____.
- He finds it on an _____.
- The last department Mr. Bean goes to is the _____ department.
- Only one of the telephones is _____.

B

PAIRS. Discuss with a partner which part of this video you think is the funniest.

Unit 1 - Consumer Economics

Lesson 2 - Puns

1 Before You Read

A

PAIRS. With a partner, discuss the meaning(s) of the following words and phrases:

seen them all
 what's in store
 night stand
 withdrawal
 shaving
 tank
 savings account
 default

link
 spike
 sense
 scents
 mall
 fault
 one night stand
 withdrawal symptoms

2 While You Read

A

Read the puns. Underline the words or phrases that have multiple meanings.

1. If you've seen one group of stores, you've seen a mall.
2. The barber opened up a shaving account.
3. I'm going to go check out a new shop. I have no idea what's in store!
4. Whenever I go near my bank, I have withdrawal symptoms.
5. Our butcher sells sausages online, but the link is broken.
6. I heard that once during an earthquake in California, a bank went into default.
7. I recently bought some very expensive perfume. I've got no common scents.
8. The store keeps calling me to come back and buy more bedroom furniture, but all I really wanted was one night stand.
9. Economic experts report that while cactus sales have spiked, aquarium sales have tanked.

Unit 1 - Consumer Economics

Lesson 2 - Puns

3 After You Read

A **GROUPS.** What makes each of the puns funny? Discuss.

B Use the following table to categorize each pun from exercise 2A in the Sound-a-like, Look-a-like, or Close-sounding pun category. Refer to the Jokes, Riddles and Puns lesson on page 2 for descriptions of each of these types of puns. Write the number of each pun in the correct column.

Example: 1. If you've seen one group of stores, you've seen a mall = Close-sounding pun

Sound-a-Like	Look-a-Like	Close-Sounding
		1

C **PAIRS.** Practice reading the puns aloud with a partner.

D **BONUS PUN PRACTICE.** What makes the following pun funny? Identify the words or phrases with multiple meanings and categorize them.

Greengrocers earn a meager celery, come home beet and just want to read the pepper, take a leek, turnip the covers endive into bed.

Unit 1 - Consumer Economics

Lesson 3 - Listening to a Joke

1 Before You Listen

A Look at the picture. Which words do you think might be in the joke? Circle six words.

loan officer
 firefighter
 landlord
 bank manager
 borrow
 clog
 case
 collateral
 loan
 loiter
 application



2 While You Listen

A Listen to the joke. What does the frog want to do?

B Listen again. Answer the following questions:

- Who does the frog talk to in the bank? John Paddywack
- What is his title? _____
- What is the frog's name? _____
- Who is Mick Jagger? _____
- What collateral does Kermit Jagger have? _____
- What does Kermit Jagger tell the loan officer to tell the bank manager? _____
- Does the bank manager authorize a loan for Kermit? _____

Unit 1 - Consumer Economics

Lesson 3 - Listening to a Joke

3 After You Listen

A **GROUPS.** What do you think the punchline, "It's a knick-knack, Paddywack, give the frog a loan; his old man's a Rolling Stone" means? Discuss.

B Match the following words and definitions:

- | | |
|-------------------------------|--|
| <u> e </u> 1. application | a. a representative of a bank, credit union, or other financial institution that helps a borrower get a loan |
| <u> </u> 2. bank manager | b. to take and use something that belongs to someone else with the intention of returning it |
| <u> </u> 3. borrow | c. an amount of money that is given to someone with a promise that it will be paid back |
| <u> </u> 4. collateral | d. the person who is in charge of a bank branch |
| <u> </u> 5. loan | e. a form that needs to be filled out with information in order to formally request something |
| <u> </u> 6. loan officer | f. something that you promise to give someone if you cannot pay back a loan |

C **PAIRS.** Take turns practicing telling the joke to a partner.

A frog goes into a bank and hops up on the desk of the loan officer. "Hi," he croaks. "What's your name?"

The loan officer says, "My name is John Paddywack. May I help you?"

"Yeah," says the frog. "I'd like to borrow some money."

The loan officer finds this a little odd, but gets out a loan application. "Okay, what's your name?"

The frog replies, "Kermit Jagger."

"Really?" says the loan officer. "Any relation to Mick Jagger?"

"Yeah, he's my dad."

"Hmmm," says the loan officer. "Do you have any collateral?"

The frog hands over a pink ceramic elephant and asks, "Will this do?"

The loan officer says, "Um, I'm not sure. Let me go check with the bank manager."

"Oh, tell him I said, 'Hi'," adds the frog. "He knows me."

The loan officer goes back to the manager and says, "Excuse me, sir, but there's a frog out there named Kermit Jagger who wants to borrow some money. All he has for collateral is this pink elephant thing. I'm not even sure what it is."

The manager says, "It's a knick-knack, Paddywack, give the frog a loan, his old man's a Rolling Stone."

Unit 1 - Consumer Economics

Lesson 4 - Riddles

1 Before You Listen

A

Complete the sentences with the words below. Write your answers on the line.

bill	cashew	retail	catalog	flea market
mall	charge	change	quarterback	close minded

- The _____ *catalog* _____ I get in the mail always has so many enticing products in it.
- Wal-Mart is a _____ store.
- When you purchase something at a store, you can pay cash or you can _____ it.
- The _____ is open every Sunday.
- A duck's _____ is yellow and is used to eat.
- My favorite kind of nut is a _____.
- The _____ is the leader on a football team.
- I have so much _____. I'm going to take it to Coinstar.
- Stoneridge _____ is my favorite place to shop.
- She wasn't very accepting of new ideas. She was _____.

2 While You Listen

A

Listen to the riddles. Listen for the vocabulary words.

Unit 1 - Consumer Economics

Lesson 4 - Riddles

3 After You Listen

A

Listen to the riddles again. Fill in the missing words. Use the vocabulary words.

Riddle:	Answer:
1. When does it rain money?	When there's <u>change</u> in the weather!
2. What did the duck say after he went shopping?	Put it on my _____!
3. Where do bugs go shopping?	The _____.
4. Where do dogs go after their tails fall off?	The _____ store.
5. What did the football coach say to the broken vending machine?	Give me my _____ back!
6. How do you stop a _____ bull?	Take away his credit card!
7. Why don't kittens like going to the mall?	They prefer a _____.
8. Why aren't people in the fashion industry open minded?	Because they are _____.
9. A. Knock, Knock! B. Who's there? A. A mall! B. A mall who?	A _____ shook up!
10. A. Knock, Knock! B. Who's there? A. Cash. B. _____ who?	I knew you were a nut!

B

PAIRS. With a partner, practice asking each riddle and giving the answer. Switch.

C

CLASS. Perform one of the riddles for the class.

Unit 2 - Health

Lesson 1 - Watching a Comedy

1 Before You Watch

- A** **PAIRS.** Look at the picture. Where would you find this sign? Have you ever been to an emergency room? Describe your experience in an emergency room waiting room.



2 While You Watch

- A** **CLASS.** Watch the Mr. Bean video. Why is he at the ER?
- B** Watch the video again. Decide if the follow statements are true or false and mark each statement "T" for True or "F" for False.

- F 1. Mr. Bean is polite when he tries to find a seat.
2. The patient sitting next to him is in a wheelchair.
3. Mr. Bean teases the patient sitting next to him.
4. Mr. Bean gets number 23.
5. There are many people in the emergency room waiting room.
6. Mr. Bean has a pan on his hand.
7. The person sitting behind the desk is the nurse.
8. The patient with number 24 is asleep.
9. While the receptionist is on the phone, Mr. Bean turns over the number display.
10. Mr. Bean gets to see the doctor before the patient in the wheelchair does.

Note:

The Emergency Room is often referred to as the "ER"

Unit 2 - Health

Lesson 1 - Watching a Comedy

3 After You Watch

A

Put the events in chronological order by writing each sentence on the lines below.

1. Mr. Bean falls asleep.
2. A boy sits down next to Mr. Bean.
3. The patient in the wheelchair gets to see the doctor.
4. Mr. Bean turns over the number display.
5. Mr. Bean tries to steal the sleeping man's number.
6. The nurse calls number 92.
7. ~~Mr. Bean finds a seat.~~

Mr. Bean finds a seat.

B

PAIRS. Describe what happens in the video to a partner using your own words.

Unit 2 - Health

Lesson 2 - Puns

1 Before You Read

A

Match the medical words with the definitions.

- | | | |
|----------|----------------|--|
| <u>g</u> | 1. numb | a. the bottom part of the foot that is curved |
| _____ | 2. patient | b. the continuous movement of blood through the heart and blood vessels |
| _____ | 3. vein | c. to detach something or make an opening by using a sharp-edged instrument |
| _____ | 4. arch | d. to add a color to or change the color of something by soaking it in a solution of dye |
| _____ | 5. circulation | e. the brain |
| _____ | 6. cut | f. a person who is under medical care or treatment |
| _____ | 7. sick | g. to not have any feeling or responsiveness |
| _____ | 8. dyed | h. afflicted with ill health or disease |
| _____ | 9. stitches | i. thread that holds body tissue together after injury or surgery |
| _____ | 10. mind | j. a vessel in the body that carries blood back to the heart |

B

GROUPS. What do you think these expressions mean? Discuss.

all in vain	circulation (concerning books)
get sick of it	had them in stitches
died a little inside	little patience
changed my mind	make the cut
arch rivals	mind numbing

Unit 2 - Health

Lesson 2 - Puns

2 While You Read

A

Read the puns. Underline the words or phrases that have double meanings. Compare the medical words and expressions to understand the puns.

1. Yesterday, I accidentally swallowed some food coloring. The doctor says I'm okay, but I feel like I've dyled a little inside.
2. The conversation between the brain surgeon and the anesthesiologist was mind numbing.
3. They tried to save him with an IV, but it was all in vein.
4. When the doctor asked the editor how he was doing, he said he had a problem with his circulation.
5. Two podiatrists became arch rivals.
6. Two surgeons were joking about sutures. It had them in stitches.
7. He worried about passing the exam to become a surgeon, but he made the cut.
8. A pediatrician is a doctor of little patients.
9. I wasn't originally going to get a brain transplant, but then I changed my mind.
10. I used to work at a hospital, but I got sick of it.

3 After You Read

A

PAIRS. Why are the puns funny? Discuss.

B

PAIRS. Practice reading the puns aloud with a partner.

Unit 2 - Health

Lesson 3 - Listening to a Joke

1 Before You Listen

A **PAIRS.** Look at the following pictures. Discuss with a partner if you think the pictures represent something healthy or unhealthy. Why?



2 While You Listen

A **CLASS.** Listen to the joke. What types of unhealthy habits does the man discuss with the woman?

B Listen again. Circle the correct word in the following sentences:

1. The woman on the train has **two/one** son(s).
2. The woman said her son has **never/sometimes** touched a cigarette.
3. The son has never **drinked/drank** a drop of alcohol.
4. The son goes to bed **eventually/immediately** after dinner every night.
5. The man says her son is a **wise/foolish** young man.

Unit 2 - Health

Lesson 3 - Listening to a Joke

3 After You Listen

A Which words in the story mean the opposite of?

- | | |
|----------------------|----------------|
| 1. in an ashamed way | <u>proudly</u> |
| 2. next to | _____ |
| 3. foolish | _____ |
| 4. a long time | _____ |
| 5. pity | _____ |
| 6. early | _____ |

B PAIRS. Practice telling the joke to a partner. Switch.

A man got on a train and found himself sitting opposite a woman who seemed to be about thirty-five years old. Soon they began talking to each other, and he said to her, "Do you have a family?"

"Yes, I have one son," the woman answered.

"Oh, really?" said the man. "Does he smoke?"

"No, he's never touched a cigarette," the woman replied.

"That's good," the man continued. "I don't smoke either. Tobacco is very bad for one's health. And does your son drink alcohol?"

"Oh, no," the woman answered at once, "he's never drunk a drop of it."

"Then I congratulate you, ma'am," the man said. "And does he ever come home late at night?"

"No, never," his neighbor answered. "He goes to bed immediately after dinner every night."

"Well," the man said, "he's a wise young man. How old is he?"

"He's six months old today," the woman replied proudly.

C PAIRS. Discuss with a partner what you think makes this joke funny.

Unit 2 - Health

Lesson 4 - Idioms and Jokes

1 Before You Listen

- A** **PAIRS.** Look at the picture. What do you notice about it? An idiom is an expression that doesn't exactly mean what the words say. Discuss idioms you know.



Idiom:
I'm all ears.
Meaning:
You have my attention

2 While You Listen

- A** **CLASS.** Listen to the joke. What types of exercises does the speaker say he does?

- B** Listen to the joke again. Write down your guesses of what the idioms mean.

1. jump to conclusions make a quick decision before knowing all the facts
2. climb the walls _____
3. drag my heels _____
4. push my luck _____
5. make mountains out of molehills _____
6. bend over backward _____
7. run around in circles _____
8. put my foot in my mouth _____
9. go over the edge _____
10. beat around the bush _____

Unit 2 - Health

Lesson 4 - Idioms and Jokes

3 After You Listen

A **GROUPS.** What do you think the idioms mean? Discuss.

4 Joke Practice

A **PAIRS.** Read the following jokes. Which words, phrases, or idioms make the joke funny? Explain.

Joke	Words, Phrases, or Idioms
<p>While doing her rounds, a new nurse couldn't help overhearing the surgeon yelling, "Typhoid! Tetanus! Measles!"</p> <p>"Why does he keep doing that?" she asked another nurse.</p> <p>"Oh, he likes to call the shots around here."</p>	
<p>A harried man runs into his physician's office. "Doctor! Doctor! My wife's in labor! But she keeps screaming, 'Shouldn't, couldn't, wouldn't, can't!'"</p> <p>"Oh, that's okay," says the doctor. "She's just having contractions."</p>	
<p>My mother was rushed to the hospital following a serious tumble. While there, one of the staff placed a band around her wrist with large letters that had the warning: Fall Risk.</p> <p>Unimpressed, my mother said, "I'll have them know I'm a Winter, Spring, and Summer risk, too."</p>	

B **PAIRS.** With a partner, take turns telling the jokes.

Unit 3 - Employment

Lesson 1 - Watching a Comedy

1 Before You Watch

- A** **PAIRS.** Look at the picture. What are the different occupations that you see represented? Name as many as you can. What is your job? Do you like it? Discuss.



2 While You Watch

- A** **CLASS.** Watch the Mr. Bean video. Why is he in the operating room? What are the occupations that you see in the operating room?
- B** Review the vocabulary words in the vocabulary box. Watch the video again. Use the words to fill in the blanks.

surgeon	staff	doctor	patient	nurses
incision	bullet	solution	recognize	vital signs

- _____ *Nurses* _____ help Mr. Bean put on scrubs and a mask before going into the operating room.
- Mr. Bean and the _____ on the operating table _____ each other when the patient comes to for a moment.
- When the operating room _____ leaves for another emergency, Mr. Bean is left alone in the operating room to watch over the patient.

Unit 3 - Employment

Lesson 1 - Watching a Comedy

4. He takes some candy out of his pocket and throws a piece of it in the air to try and catch it in his mouth, but it lands in the patient's _____.
5. Mr. Bean tries to find the piece of candy, but he finds something else instead. He realizes it is a _____ and puts it back.
6. After searching again, Mr. Bean finds his piece of candy and removes it. He cleans it by dropping it in a _____ and then eats it.
7. When the operating room staff returns to the operating room, the patient's _____ are low. The _____ is worried the patient will die.
8. The _____ furiously searches for the bullet, but cannot find it. Mr. Bean pushes the doctor aside and pulls out the bullet.

3 After You Watch

A**PAIRS.** Describe what happened in the video to a partner using your own words.**B****Write four original sentences using the vocabulary words.**

1. _____
2. _____
3. _____
4. _____

Unit 3 - Employment

Lesson 2 - Jokes

1 Before You Read

A

GROUPS. Look at the picture. Does the picture represent two profiles or one glass? What do you think? How are jokes like this picture? Discuss.



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2 While You Read

Jokes use phrases that can have multiple meanings to create humor. Sometimes the meanings of the phrases can be figured out by what the meaning of the humor is. Use the example below to help you figure out the meanings of the phrases in the following jokes:

Example:

Q: Did you hear what the apple tree said to the farmer?

A: "Quit picking on me."

- Which phrase in this joke can have two meanings? *Picking on me*
- What does it mean here? *Pulling apples off the tree*
- What else can it mean? *Criticizing or making fun of someone*
- Which words or phrases in the question give you a clue to the first meaning? *apple tree, farmer*

1. **Suzanne:** I heard that you're going to open a bakery.

Lee: Yes, if I can raise the dough.

Which phrase in Lee's response can have two meanings? _____

What does it mean here? _____

What else can it mean? _____

Which word or phrases give you a clue to the second meaning? _____

Unit 3 - Employment

Lesson 2 - Jokes

2. Q: Why are tailors so nervous?

A: They are always on pins and needles

Which phrase in the answer can have two meanings? _____

What does it mean here? _____

What else can it mean? _____

Which words or phrases in the question give you a clue to each meaning? _____

3. Lauren: What kind of work do you do?

Ann: I manufacture pencils.

Lauren: How do you like it?

Ann: It has its good points.

Which phrase in this joke can have two meanings? _____

What does it mean here? _____

What else can it mean? _____

Which word or phrases give you a clue to the second meaning? _____

4. Q: Why was the tow truck driver arrested when he hitched a racing car to his truck?

A: They said he was trying to pull a fast one.

Which phrase in the answer can have two meanings? _____

What are the two meanings? _____

Which words or phrases in the question give you clues to each meaning? _____

3 After You Read

A

PAIRS. Compare your answers with a partner. Practice saying the jokes to each other.

Unit 3 - Employment

Lesson 3 - Listening to a Joke

1 Before You Listen

A Write the number of the correct occupation under each picture.



3



- | | |
|-------------------------------|------------------------|
| 1. Sales Associate | 5. Judge |
| 2. Police Officer | 6. Computer Technician |
| 3. Waiter/Waitress | 7. Scientist |
| 4. Childcare Worker | 8. Airline Pilot |

2 While You Listen

A CLASS. Listen to the joke. What does the boy want to be when he grows up? Why?

B Listen again. Unscramble the words from the joke and write the correct spelling above the word in the following sentences:

lazy

- John was a ~~zaly~~ boy.
- John was ~~dbero~~ at school and tried to do as little work as possible.
- His parents wanted him to be a ~~trdcoo~~ when he grew up.
- John said he wanted to be a ~~egabrag rotcelloc~~ when he finished school.

Unit 3 - Employment

Lesson 3 - Listening to a Joke

5. John's mother was **edsirspru** that he wanted to have that profession. She thought it wasn't a very **aaelnpst** job.
6. John thought he would only have to **krwo** one day a week if he were a garbage collector.

3 After You Listen

A PAIRS. Why did John think that garbage collectors only worked one day a week? Discuss with a partner what you think makes this joke funny.

B PAIRS. Practice telling the joke to a partner. Switch.

John was ten years old, and he was a very lazy boy. He had to go to school of course, but he was bored there and tried to do as little work as possible. His father and mother were both doctors and they hoped that he would become one, too, when he grew up, but one day John said to his mother, "When I finish school, I want to become a garbage collector."

"A garbage collector?" his mother asked. She was very surprised. "That's not a very pleasant job. Why do you want to become a garbage collector?"

"Because then I'd only have to work one day a week," John answered.

"Only one day a week?" his mother said. "What do you mean?"

"Well," John answered, "I know that the ones who come to our house only work on Wednesday because I only see them on that day."

C GROUPS. Role Play.

Role A – A Garbage Collector
You think a garbage collector is the best occupation. Tell the others three reasons why. Tell them what is wrong with their occupations. Also, tell the others which is the worst of these (and why): an accountant, a security guard, or a bridge toll collector.

Role B – An Accountant
You think an accountant is the best occupation. Tell the others three reasons why. Tell them what is wrong with their occupations. Also, tell the others which is the worst of these (and why): a garbage collector, a security guard, or a bridge toll collector.

Role C – A Security Guard
You think a security guard is the best occupation. Tell the others three reasons why. Tell them what is wrong with their occupations. Also, tell the others which is the worst of these (and why): a garbage collector, an accountant, or a bridge toll collector.

Role D – A Bridge Toll Collector
You think a bridge toll collector is the best occupation. Tell the others three reasons why. Tell them what is wrong with their occupations. Also, tell the others which is the worst of these (and why): a garbage collector, an accountant, or a security guard.

Unit 3 - Employment

Lesson 4 - Riddles

1 Before You Listen

A PAIRS. Match the words with the double meanings.

- | | |
|----------------------|---|
| _____ 1. canned | a. a substance made by removing water to focus attention on an activity or object |
| _____ 2. concentrate | b. to be in shape
two or more things that suit each other or work well together |
| _____ 3. shocking | c. an achievement that requires great courage, skill, or strength
a part of the body |
| _____ 4. draining | d. to be fired
the act of being put in a can |
| _____ 5. exhaust | e. the total amount earned minus expenses
an open-meshed fabric device that entraps things; earnings |
| _____ 6. feat/feet | f. waste gases or air expelled from an engine
drain someone of their physical or mental resources or tire out |
| _____ 7. net income | g. water or other liquid running out of something
deprived of strength or vitality |
| _____ 8. fit | h. causing a feeling of surprise, disgust, or dismay
the act of making a sudden powerful disturbance, shake, or blow |

2 While You Listen

A CLASS. Listen to the riddles. Guess what the occupations are.

B PAIRS. Listen to the riddles again. What makes them funny? Discuss with a partner.

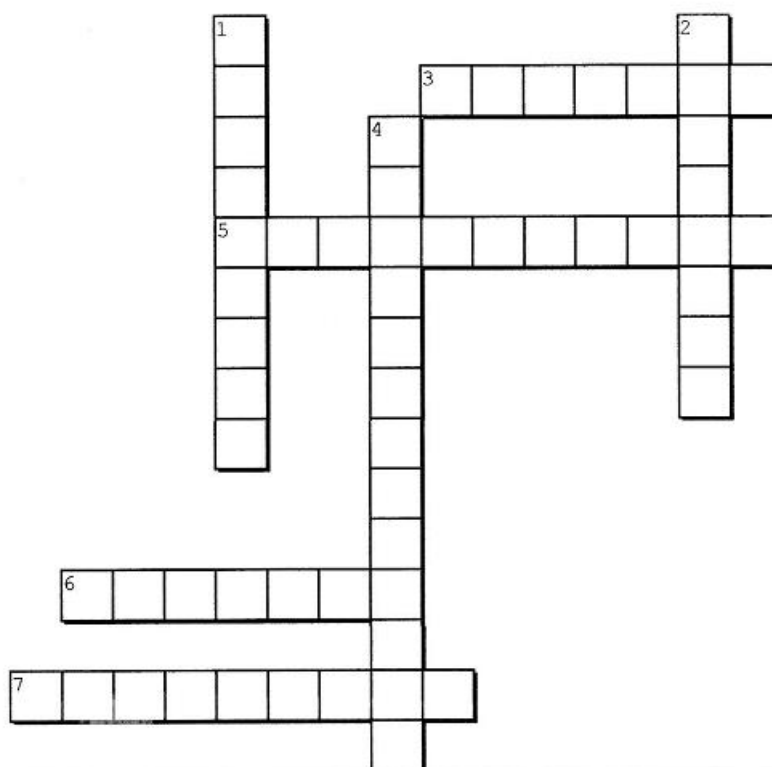
Unit 3 - Employment

Lesson 4 - Riddles

3 After You Listen

A Complete the crossword puzzle.

What Am I?



Across

3. I work for a pool maintenance company, but the work is just too draining.
5. I find this job interesting, but the work is shocking.
6. I want to work in a gym, but they say I'm not fit for the job.
7. What I do is no small feat.

Down

1. Even though I am a professional at this, I can't live off my net income.
2. I work on mufflers in a car shop, but it is exhausting.
4. I work in a place where they make orange juice. If I don't concentrate, I could get canned.

B

PAIRS. With a partner, practice asking the riddles. Each time you say a riddle, ask "What Am I?" at the end.

Unit 4 - Transportation

Lesson 1 - Watching a Comedy

1 Before You Watch

- A** **PAIRS.** Look at the picture. What is this form of transportation? Do you get around using this form of transportation? Name some other forms of transportation. Which ones do you use?



2 While You Watch

- A** **CLASS.** One student will watch the Mr. Bean video and describe to the class what is happening in the video. Listen to the student.
- B** Write down as many details as you can remember that the student described about the video.

Unit 4 - Transportation

Lesson 1 - Watching a Comedy

C

Watch the video. As you watch the video, check to see if what you wrote down agrees with what happens in the video.

3 After You Watch

A

Write the correct form of the word under each blank to complete the sentences.

- The flight attendant _____ *directing* _____ the passengers was very _____.
(directed/directing)
(observant/observing)
- The man who _____ next to Mr. Bean was _____.
(sat/sitting)
(unamused/unamusing)
- The bag _____ for vomit had been _____.
(made/making)
(used/using)
- The passengers _____ at the airport _____ quickly.
(arrived/arriving)
(walked/walking)
- The police _____ Mr. Bean and then began _____ him.
(watched/watching)
(chased/chasing)
- The _____ Mr. Bean carefully _____ down his weapon.
(terrified/terrifying)
(laid/laying)
- While _____ Mr. Bean's ID, the airport official _____ him if he was on any medication.
(checked/checking)
(asked/asking)

B

PAIRS. Describe what happened in the video to a partner using your own words.

Unit 4 - Transportation

Lesson 2 - Jokes

1 Before You Read

A

CLASS. Look at the picture. Which phrase in this joke has two meanings? What are the two meanings? Which words or phrases give you clues to each meaning? Discuss.



2 While You Read

A

Read the each of the following jokes and answer the questions for each joke.

1. **Q:** What did the tornado say to the sports car?
A: Want to go for a spin?

Which phrase has two meanings? _____

What are the two meanings? _____

Which words or phrases give you clues to each meaning? _____

2. **Q:** Who earns a living by driving their customers away?
A: A taxi driver!

Which phrase has two meanings? _____

What are the two meanings? _____

Which words or phrases give you clues to each meaning? _____

Unit 4 - Transportation

Lesson 2 - Jokes

3. Q: What did the helmet say to the motorcyclist?

A: "You're putting me on."

Which phrase has two meanings? _____

What are the two meanings? _____

Which words or phrases give you clues to each meaning? _____

4. Q: Do buses and trains run on time?

A: No, buses run on wheels and trains run on the tracks.

Which phrase has two meanings? _____

What are the two meanings? _____

Which words or phrases give you clues to each meaning? _____

5. Alex: Did you hear about the engineer who lost his train of thought?

Andrew: No. What happened?

Alex: He went down the wrong track!

Which phrases have two meanings? _____

What are the meanings? _____

Which words or phrases give you clues to each meaning? _____

3 After You Read

A

PAIRS. Compare your answers with a partner. Practice saying the jokes to each other.

Unit 4 - Transportation

Lesson 3 - Listening to a Joke

1 Before You Listen

- A** **CLASS.** Look at the picture. What do you think happened? Have you ever been in a car accident? What did you do after the accident?



2 While You Listen

- A** **CLASS.** Listen to the joke. What did the man do after his accident?

- B** Listen again. Answer the following questions:

1. How old was Mr. Thompson when he learned to drive? He was 30 years old
2. Why didn't he learn to driver earlier? _____
3. Who drove him around before he knew how to drive? _____
4. How many times did it take Mr. Thompson to pass his driving test? _____
5. Where did he drive by himself after he got his driver's license? _____
6. How did he get into an accident? _____
7. Who did Mr. Thompson write to after the accident? _____
8. How did the insurance company respond? _____
9. What was one of the questions the insurance company asked him? _____
10. How did he respond? _____

Unit 4 - Transportation

Lesson 3 - Listening to a Joke

3 After You Listen

A **PAIRS.** Discuss your answers to the questions with a partner. What makes the joke humorous?

B Which words in the story mean the opposite of?

- | | |
|------------------|----------------|
| 1. calm | <u>nervous</u> |
| 2. caused | _____ |
| 3. fail | _____ |
| 4. repaired | _____ |
| 5. inconvenience | _____ |
| 6. severely | _____ |

C **PAIRS.** Practice telling the joke to a partner. Switch.

Mr. Thompson did not learn to drive a car until he was almost thirty because he was a very nervous person who always had the convenience of someone else to drive him – first his mother and then his wife. But at last, he decided to take lessons and managed to pass his driving test on the second attempt, although he still wasn't very good at parking.

A week later he drove into town by himself and was trying to park between two other cars when he damaged one of them slightly.

When he wrote to the insurance company about the accident, they sent him a form to fill out describing it, and one of the questions on the form was, "How could the driver of the other car have prevented the accident from happening?"

Mr. Thompson thought about it for a minute and then wrote, "He could have parked his car on another street."

Unit 4 - Transportation

Lesson 4 - Riddles

1 Before You Listen

A **PAIRS.** Match the words with the double meanings.

- | | |
|---------------------|--|
| _____ 1. connection | a. to move slowly along
to drink something in large gulps |
| _____ 2. chug | b. to carry or bring with you
to ride on or in a vehicle |
| _____ 3. express | c. something that happens quickly
the prefix indicates a former title or status |
| _____ 4. recycling | d. beyond expectations
at or above a considerable height |
| _____ 5. terminal | e. making relationships between people
a scheduled trip between designated airports |
| _____ 6. hardship | f. convert waste into reusable material
the prefix indicates to do an activity again |
| _____ 7. higher | g. usually an incurable disease that leads to a slow death
a building at an airport where airline passengers go |
| _____ 8. take | h. severe suffering
if two words, a boat made from stiff materials |

2 While You Listen

A **CLASS.** Listen to the riddles. How many riddles are about air transportation?

B **PAIRS.** Listen to the riddles again. What makes them funny? Discuss with a partner.

Unit 4 - Transportation

Lesson 4 - Riddles

3 After You Listen

A Fill in the missing words. Use the vocabulary words.

Riddle:	Answer:
How do you become a successful frequent flier?	You need a lot of _____.
Why didn't anyone _____ the school bus to school?	It wouldn't fit through the door!
Why did the child study on the airplane?	He wanted a _____ education.
What kind of train did a fired newspaper reporter take out of town?	An _____ train.
Why did the environmentalist ride his bike 20 miles in the morning and 20 miles in the evening?	He loves _____.
What do you call getting sick at the airport?	A _____ illness.
Why don't they make boats out of stone?	It would be a _____.
How do choo-choo trains drink?	They _____.

B **PAIRS.** With a partner, practice asking each riddle and giving the answer. Switch.

C **CLASS.** Perform one of the riddles for the class.

Unit 5 - Housing

Lesson 1 - Watching a Comedy

1 Before You Watch

- A** **PAIRS.** Look at the picture. What is the woman doing? Have you done any DIY (Do-it-Yourself) projects in your home? Discuss.



2 While You Watch

- A** **CLASS.** Watch the Mr. Bean video. What color does he paint his apartment?

- B** Watch the video again. Decide if the follow statements are true or false and mark each statement "T" for True or "F" for False. If the statement is false, cross out the incorrect word or phrase and write the correct answer above it.

- F 1. Mr. Bean opens a can of paint with a ^{screwdriver} ~~spatula~~.
2. Mr. Beans gets an old paintbrush out of the garage.
3. The paintbrush bristles fall off the paintbrush handle in the can of paint.
4. He uses his teddy bear in place of the paintbrush bristles.
5. He gets paint on the lampshade and the stereo.
6. Mr. Bean decides to wrap only a few things in the apartment in newspaper.
7. He uses fireworks to blow up the paint.
8. He doesn't get out of the apartment before the explosion occurs.
9. He sees handprints leaving his apartment.
10. There is a profile of a man reaching for a hat on the wall.

Unit 5 - Housing

Lesson 1 - Watching a Comedy

3 After You Watch

A

In your own words, write down what happened in the video.

B

PAIRS. Share what you wrote with a partner. Discuss which part of the video you think is the funniest.

C

GROUPS. Are there other ways Mr. Bean could have painted his apartment? Discuss.

Unit 5 - Housing

Lesson 2 - Puns

1 Before You Read

A PAIRS. With a partner, discuss the meaning(s) of the following words and phrases:

complex	charge
darkest days	weed
bowling alley	Tudor
anymore	mow
we'd	adorable
alley	a doorbell
hoods	darkest
right up his alley	

2 While You Read

A Read the puns. Underline the words or phrases that have multiple meanings.

- I once got into so much debt that I couldn't even afford to pay my electricity bill. Those were the darkest days of my life!
- Because they moved to an apartment, they didn't need to cut the grass any mow.
- I bought a really cute ringer for the front door. It was a door a bell.
- They have an all-electric home. Everything in it has been charged.
- I used to be afraid of purchasing residential property to rent out to others, but now I have an apartment complex.
- The couple had a two-door car and a Tudor house.
- If there was someone selling drugs in this neighborhood, weed know.
- The bowler preferred to enter and exit his apartment through the fire escape because it was right up his alley.
- The problem with neighborhoods these days is that there are more hoods than neighbors.

Unit 5 - Housing

Lesson 2 - Puns

3 After You Read

A **GROUPS.** What makes each of the puns funny? Discuss.

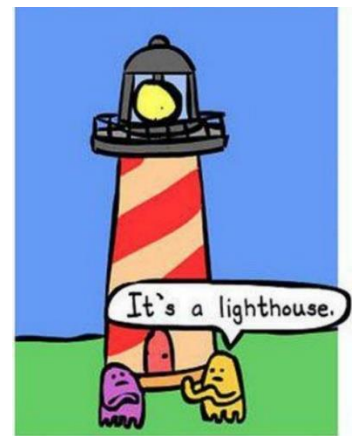
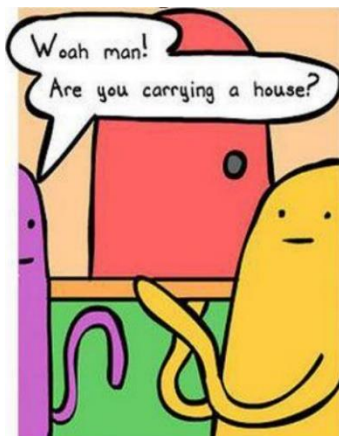
B Use the following table to categorize each pun from exercise 2A into Sound-a-like, Look-a-like, or Close-sounding puns. Write the number of each pun in the correct column.

Example: 1. I once got into so much debt that I couldn't even afford to pay my electricity bill. Those were the darkest days of my life! = Look-a-like pun

Sound-a-Like	Look-a-Like	Close-Sounding
	1	

C **PAIRS.** Compare your answers with a partner. Practice reading the puns.

D **BONUS PUN PRACTICE.** What makes the following pun funny?



Unit 5 - Housing

Lesson 3 - Listening to a Joke

1 Before You Listen

- A** **CLASS.** Look at the picture. What do we call this man? Have you ever called a person to fix things around your home? What were they? Discuss.



2 While You Listen

- A** **CLASS.** Listen to the joke. Why and when did Mrs. Harris call the plumber?

- B** Listen again. Circle the correct word in the following sentences:

- It is often very **easy/difficult** these days to find someone to come and fix household appliances.
- Everybody wants to **sell/buy** you new products.
- Mrs. Harris called her plumber because her **kitchen/bathroom** faucet was leaking.
- The plumber arrived three **weeks/days** later.
- Mrs. Harris said, "Well, you've **eventually/finally** arrived!"
- The plumber **was not/was** disturbed by what Mrs. Harris had said.
- He took a **piece of paper/notebook** out of his pocket and looked at it.
- The plumber told Mrs. Harris that he had come to the **right/wrong** place.
- Mrs. Harris/Mrs. Smith** had called him on the 20th.

Unit 5 - Housing

Lesson 3 - Listening to a Joke

3 After You Listen

A **PAIRS.** What makes the joke humorous? Discuss with a partner.

B **PAIRS.** Practice telling the joke to a partner. Switch.

It is often very difficult these days to find someone to come and fix your television set, or your washing machine, or any other household appliance if it breaks. Everybody wants to sell you new products, but nobody wants to fix them when they stop working.

One day Mrs. Harris discovered that her bathroom faucet was leaking, so she phoned her plumber. Three days later, he arrived.

Mrs. Harris was unhappy about the delay, which had caused her a lot of trouble.

"Well, you've finally arrived!" she said to the plumber. "I called you three days ago."

The plumber was not at all disturbed by this. He simply took a piece of paper out of his pocket and looked at it.

"Three days ago?" he said. "That was the 21st, wasn't it? Well, I'm sorry, but I've come to the wrong place. I was looking for Mrs. Smith's house, not yours. She phoned me on the 20th."

C **GROUPS.** Role Play.

Role A – A Plumber

You think a plumber is the best repairman to call. Tell the others three reasons why. Tell them what is wrong with their repairmen. Also, tell the others which is the worst of these (and why): an electrician, a telephone/cable man, or a painter.

Role B – An Electrician

You think an electrician is the best repairman to call. Tell the others three reasons why. Tell them what is wrong with their repairmen. Also, tell the others which is the worst of these (and why): a plumber, a telephone/cable man, or a painter.

Role A – A Telephone/Cable Man

You think a telephone/cable man is the best repairman to call. Tell the others three reasons why. Tell them what is wrong with their repairmen. Also, tell the others which is the worst of these (and why): a plumber, an electrician, or a painter.

Role A – A Painter

You think a painter is the best repairman to call. Tell the others three reasons why. Tell them what is wrong with their repairmen. Also, tell the others which is the worst of these (and why): a plumber, an electrician, or a telephone/cable man.

Unit 5 - Housing

Lesson 4 - Riddles

1 Before You Listen

A Complete the sentences with the words below. Write your answers on the line.

hum	pane	flushed	asking for	sleeps like a log
ajar	tenant	mushrooms	second coat	air conditioning

- If you paint a room, it usually needs more than one coat of paint. It often needs a second coat.
- The farmer grew _____ in his garden.
- A _____ is a person who rents or leases an apartment.
- Don't leave the door _____ when you leave. It needs to be completely closed.
- I can never wake my husband when he's sound asleep. He _____.
- The window _____ had to be replaced after it was broken.
- I really like to have the _____ turned up high during the middle of the summer.
- She got really _____ when the man embarrassed her.
- The seller was _____ \$100 for the tickets.
- He often _____ along to songs on the radio when he is driving.

2 While You Listen

A Listen to the riddles. Listen for the vocabulary words.

Unit 5 - Housing

Lesson 4 - Riddles

2 After You Listen

A Listen to the riddles again. Fill in the missing words. Use the vocabulary words.

Riddle:	Answer:
How many ants does it take to rent a house?	_____.
What did one toilet say to another toilet?	You look _____.
Why do fluorescent lights _____?	Because they forget the words.
How much are they _____ _____ your rent now?	Oh, about twice daily.
Do you know why the boy put his bed in the fireplace?	He wanted to _____.
When is a door not a door?	When it's _____.
Why did the house go to the doctor?	Because he had a window _____.
How do you warm up a room after it's been painted?	Give it a _____!
How do teddy bears keep their house cool in the summer?	They use _____.
What room has no walls?	A _____.

B **PAIRS.** With a partner, practice asking each riddle and giving the answer. Switch.

C **CLASS.** Perform one of the riddles for the class.

RESOURCES AND ANSWER KEY

Understanding Jokes, Riddles, and Puns

Page 1, Exercise A answers: answers will vary

Page 1, Exercise B answers:

- knew/new: same sound, different spelling, different meaning
- tear/tear: different sound, same spelling, different meaning
- lying/lying: same sound, same spelling, different meaning
- Eiffel/I fell: same sound, different spelling, different meaning

Page 1, Exercise C answers: answers will vary

Page 2, Exercise E answers: lean, Look-a-like

Page 2, Exercise F answers: di-vision/the vision, Close-sounding

Page 2, Exercise G answers: salted/assaulted, Sound-a-like

Unit 1: Consumer Economics, Lesson 1

Page 3, Exercise 1A answers: a department store, answers will vary

Page 3, Exercise 2A video link: <https://www.youtube.com/watch?v=3ifjObwsUlw>

Comprehension questions for teacher to ask:

- What type of store does Mr. Bean go to?
- What does he ride on?
- What department does he go to first?
- What are the items called that are in the housewares department?
- What does Mr. Bean do with the peeler?
- What is Mr. Bean looking for next?
- What does he do with the fish?
- Where does Mr. Bean go last?
- What is wrong with telephones?

Page 4, Exercise 3A answers: 1. department store 2. escalator 3. housewares

4. kitchen gadgets 5. peels, peeler 6. frying pan 7. end cap 8. electronics

9. plugged in

Unit 1: Consumer Economics, Lesson 2

Page 5, Exercise 1A answers:

- seen them all: seen everything
- what's in store: what is going to happen
- night stand: a small dresser next to a bed
- withdrawal: to take money out of a bank account; the unpleasant physical reaction from ceasing to take an addictive drug
- shaving: to cut facial and body hair using a razor
- tank: to do poorly; where fish are kept indoors

- savings account: an account set up at a bank for a person to save money
- default: to not fulfill an obligation or pay back a loan
- link: a group of words on a computer that can be clicked on to get to another website or document; how sausages are packaged
- spike: a sharp increase; the thorns on a cactus
- sense: sound judgment in practical matters
- scents: smells
- mall: a large building that houses many retail businesses
- fault: a fracture in the earth's crust that can cause earthquakes if it slips
- one night stand: having only one sexual encounter with someone
- withdrawal symptoms: unpleasant physical reactions that accompany the process of ceasing to take an addictive drug

Page 5, Exercise 2A answers: 1. seen a mall 2. shaving account 3. what's in store
4. withdrawal symptoms 5. link 6. default 7. common scents 8. one night stand
9. spiked, tanked

Page 6, Exercise 3B answers: 1. Close-sounding 2. Close-sounding 3. Look-a-like
4. Look-a-like 5. Look-a-like 6. Close-sounding 7. Sound-a-like 8. Look-a-like
9. Look-a-like

Page 6, Exercise 3D answers:

- celery/salary: Close-sounding
- beet/beat: Sound-a-like
- pepper/paper: Close-sounding
- leek/leak: Sound-a-like
- turnip/turn up: Close-sounding
- endive/and dive: Close-sounding

Unit 1: Consumer Economics, Lesson 3

Page 7, Exercise 1A answers: loan officer, bank manager, borrow, collateral, loan, application

Page 7, Exercise 2A joke for teacher to read: see Page 8, Exercise 3C

Page 7, Exercise 2A answer: get a loan

Page 7, Exercise 2B answers: 1. John Paddywack 2. a loan officer 3. Kermit Jagger
4. Kermit's dad 5. a pink ceramic elephant 6. Hi 7. yes

Page 8, Exercise 3B answers: 1. e 2. d 3. b 4. f 5. c 6. a

Unit 1: Consumer Economics, Lesson 4

Page 9, Exercise 1A answers: 1. catalog 2. retail 3. charge 4. flea market 5. bill
6. cashew 7. quarterback 8. change 9. Mall 10. close minded

Page 9, Exercise 2A riddles for teacher to read: see Page 10, Exercise 3A

Page 10, Exercise 3A answers: 1. change 2. bill 3. flea market 4. retail 5. quarter back
6. charging 7. catalog 8. clothes minded 9. mall 10. cashew

Unit 2: Health, Lesson 1

Page 11, Exercise 1A answers: a hospital, answers will vary

Page 11, Exercise 2A video link: <https://www.youtube.com/watch?v=ye27aIJD6gg>

Page 11, Exercise 2A answer: because he has a teapot stuck on his hand

Page 11, Exercise 2B answers: 1. F 2. T 3. T 4. F 5. T 6. F 7. F 8. T 9. T 10. F

Page 12, Exercise 3A answers: 7, 2, 5, 4, 6, 1, 3

Unit 2: Health, Lesson 2

Page 13, Exercise 1A answers: 1. g 2. f 3. j 4. a 5. b 6. c 7. h 8. d 9. i 10. E

Page 13, Exercise 1B answers:

- all in vain: not successful in achieving what you intend
- get sick of it: get tired of it
- died a little inside: lost hope for happiness in the future
- changed my mind: changed your ideas
- arch rivals: main rivals or opponents
- circulation (concerning books): the process of which something such as books or information gets passed around from one place to another
- had them in stitches: had them laughing
- little patience: doesn't have the capacity to accept or tolerance something without getting angry or upset
- make the cut: able to not get eliminated from a process
- mind numbing: so extreme or intense as to prevent normal thought

Page 14, Exercise 2A answers: 1. dyed a little inside 2. mind numbing 3. all in vein
4. circulation 5. arch rivals 6. had them in stitches 7. made the cut 8. little patients
9. changed my mind 10. got sick of it

Unit 2: Health, Lesson 3

Page 15, Exercise 1A answers: **Healthy:** jogging, vegetables, sleeping, brushing teeth
Unhealthy: stress, drinking

Page 15, Exercise 2A joke for teacher to read: see Page 16, Exercise 3B

Page 15, Exercise 2A answers: smoke, drink alcohol, not get enough sleep

Page 15, Exercise 2B answers: 1. one 2. never 3. drunk 4. immediately 5. wise

Page 16, Exercise 3A answers: 1. proudly 2. opposite 3. wise 4. immediately
5. congratulate 6. late

Unit 2: Health, Lesson 4

Page 17, Exercise 1A answer: The man has ears all over his face, answers will vary

Page 17, Exercise 2A joke for teacher to read: My doctor took one look at my gut and refused to believe that I work out. So, I listed the exercises I do every day: jump to conclusions, climb the walls, drag my heels, push my luck, make mountains out of molehills, bend over backward, run around in circles, put my foot in my mouth, go over the edge, and beat around the bush.

Page 17, Exercise 2A answers: jump, climb, drag, push, bend, run

Page 17, Exercise 2B answers:

- jump to conclusions: make a quick decision before knowing all the facts
- climb the walls: to feel very agitated or anxious
- drag my heels: putting off or resisting something you don't want to do
- push my luck: to expect continued good fortune
- make mountains out of molehills: making too much of a minor issue
- bend over backward: to do everything in your power to make something happen for someone
- run around in circles: to be very active without achieving many results
- put my foot in my mouth: to say something that you shouldn't have that could cause embarrassment to someone else
- go over the edge: get pushed too far mentally or emotionally that you lose control
- beat around the bush: not get to the point of a discussion

Page 18, Exercise 4A answers:

- call the shots: make the decisions
- having contractions: labor pains
- fall risk: possibility that someone may fall down

Unit 3: Employment, Lesson 1

Page 19, Exercise 1A answers: answers will vary

Page 19, Exercise 2A video link: <https://www.youtube.com/watch?v=rbGeJqVOXPc>

Page 19, Exercise 2A answers: because he is helping operate on a patient, answers will vary

Page 19/20, Exercise 3B answers: 1. Nurses 2. patient, recognize 3. staff 4. incision
5. bullet 6. solution 7. vital signs, surgeon/doctor 8. surgeon/doctor

Unit 3: Employment, Lesson 2

Page 21, Exercise 2A answers: 1. raise the dough; to solicit money; make the bread dough rise by using yeast or baking powder; open a bakery

Page 22, Exercise 2A answers: 2. pins and needles; worried and nervous; they always have a lot of pins and needles around their place of work and they could be sat or stepped on; tailors, nervous 3. It has its good points; it has positive aspects; good points on pencils; pencils 4. pull a fast one; to deceive, trick, or gain the advantage over someone unfairly; to tow a car that is fast; tow-truck driver arrested, racing car

Unit 3: Employment, Lesson 3

Page 23, Exercise 1A answers (from left to right starting on top row): 3, 4, 8, 2, 7, 5, 1, 6

Page 23, Exercise 2A joke for teacher to read: see Page 24, Exercise 3B

Page 23, Exercise 2A answers: garbage collector, because he thinks they only work one day a week

Page 23/24, Exercise 2B answers: 1. lazy 2. bored 3. doctor 4. garbage collector
5. surprised, pleasant 6. work

Page 24, Exercise 3A answer: because he only saw them one day a week

Unit 3: Employment, Lesson 4

Page 25, Exercise 1A answers: 1. d 2. a 3. h 4. g 5. f 6. c 7. e 8. b

Page 25, Exercise 2A riddles for teacher to read: see Page 26, Exercise 3A crossword puzzle clues

Page 26, Exercise 3A answers: **Across** 3. plumber 5. electrician 6. trainer 7. shoemaker
down 1. fisherman 2. mechanic 4. factoryworker

Unit 4: Transportation, Lesson 1

Page 27, Exercise 1A answers: bus, answers will vary

Page 27, Exercise 2A video link: <https://www.youtube.com/watch?v=QE6PvNohffc>

Comprehension questions for teacher to ask:

- What type of transportation was Mr. Bean using?
- What section of the airplane did Mr. Bean sit in?
- What does Mr. Bean do to the man who he sits next to?
- What is wrong with the boy across the aisle from Mr. Bean?
- What does Mr. Bean do with the bag?
- What fascinates Mr. Bean that is on the police?
- What do the police do with Mr. Bean when they suspect he has a gun?
- What do the police tell the people to do?
- Where do the police take Mr. Bean?

Page 28, Exercise 3A answers: 1. directing, observant 2. sat, unamused 3. made, used
4. arriving, walked 5. watched, chasing 6. terrified, laid 7. checking, asked

Unit 4: Transportation, Lesson 2

Page 29, Exercise 1A answers: back on your feet, get back to a good standing, get back to walking, back on your feet, miss a car payment

Page 29/30, Exercise 2A answers: 1. go for a spin; go for a ride in a car, spin around in a circle like a tornado; tornado, sports car 2. driving their customers away; making them not want to use your business, driving them around in a car; taxi driver 3. "You're putting me on."; you are teasing me, you are actually putting on the helmet; helmet, motorcyclist 4. run on time; they are on time, how the vehicles get around; buses, trains 5. train of thought, went down the wrong track; train of thought – what he was thinking about, lost his train, went down the wrong track – actually went down the wrong train tracks, took a path or way of life that wasn't good; engineer

Unit 4: Transportation, Lesson 3

Page 31, Exercise 1A answer: there was an accident or also known as a fender bender, answers will vary

Page 31, Exercise 2A joke for teacher to read: see Page 32, Exercise 3C

Page 31, Exercise 2A answer: he wrote to the insurance agency

Page 31, Exercise 2B answers: **1.** He was 30 years old **2.** because he was a nervous person and he always had someone else to drive him **3.** his mother and his wife **4.** two times **5.** into town **6.** He was trying to park between two cars **7.** the insurance company **8.** They sent him a form **9.** How could the driver of the other car have prevented the accident from happening? **10.** He could have parked his car on another street

Page 32, Exercise 3B answers: **1.** nervous **2.** prevented **3.** pass **4.** damaged **5.** convenience **6.** slightly

Unit 4: Transportation, Lesson 4

Page 33, Exercise 1A answers: **1.** e **2.** a **3.** c **4.** f **5.** g **6.** h **7.** d **8.** b

Page 33, Exercise 2A riddles for teacher to read: see Page 64, Exercise 3A

Page 34, Exercise 3A answers: **1.** connections **2.** take **3.** higher **4.** express **5.** recycling **6.** terminal **7.** hardship **8.** Chug

Unit 5: Housing, Lesson 1

Page 35, Exercise 1A answers: She is painting, answers will vary

Page 35, Exercise 2A video link: <https://www.youtube.com/watch?v=T9MAmWnOznl>

Page 35, Exercise 2A answer: white

Page 35, Exercise 2B answers: **1.** F **2.** F **3.** T **4.** T **5.** T **6.** F **7.** T **8.** F **9.** F **10.** T

Unit 5: Housing, Lesson 2

Page 37, Exercise 1A answers:

- complex: an emotional problem caused by unreasonable fears or worries; a group of similar buildings or facilities on the same site
- darkest days: having a really bad period of time in life
- bowling alley: a place where people bowl
- anymore: no longer
- we'd: contraction for we would
- alley: a lane or path behind buildings or houses
- hoods: slang for thugs or people who are troublemakers
- charge: to buy something with credit; devices that have electricity
- weed: slang for marijuana
- Tudor: a type of architecture
- mow: to cut grass
- adorable: really cute

- a doorbell: a button near a door that will ring when pushed to alert the person inside the building that someone is there
- darkest: very dark or no light
- right up his alley: well suited to one's tastes, interests, or abilities

Page 37, Exercise 2A answers: 1. darkest days of my life 2. any mow 3. a door a bell 4. has been charged 5. complex 6. Tudor 7. weed know 8. right up his alley 9. neighborhoods, hoods, neighbors

Page 38, Exercise 3B answers: 1. Look-a-like 2. Close-sounding 3. Close-sounding 4. Look-a-like 5. Look-a-like 6. Close-sounding 7. Close-sounding 8. Look-a-like 9. Look-a-like

Page 38, Exercise 3D answer: The word, light, has a double meaning which means bright and not very heavy

Unit 5: Housing, Lesson 3

Page 39, Exercise 1A answer: a repairman, answers will vary

Page 39, Exercise 2A joke for teacher to read: see Page 40, Exercise 3B

Page 39, Exercise 2A answer: because her bathroom faucet was leaking, three days ago, on the 21st

Page 39, Exercise 2B answers: 1. difficult 2. sell 3. bathroom 4. days 5. finally 6. was not 7. piece of paper 8. wrong 9. Mrs. Smith

Unit 5: Housing, Lesson 4

Page 41, Exercise 1A answers: 1. second coat 2. mushrooms 3. tenant 4. ajar 5. sleeps like a log 6. pane 7. air conditioning 8. flushed 9. asking for 10. hums

Page 41, Exercise 2A riddles for teacher to read: see Page 42, Exercise 2A

Page 42, Exercise 2A answers: 1. ten ants 2. flushed 3. hum 4. asking for 5. sleep like a log 6. ajar 7. pane 8. second coat 9. bear conditioning 10. Mushroom