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**English Teaching Material for Advanced Students**

Seriously Laughing: Teaching English in a Humorous and Critical Way

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**Seriously Laughing:**  
Teaching English in a Humorous and Critical Way

Trabalho apresentado ao curso de pós-graduação em Ensino de Língua Inglesa da Faculdade de Letras-UFMG como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

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## Introduction:

Humor takes part in everyone's life. It is presented to us all the time of our lives and it can be found everywhere: in a friendly conversation; in entertainment places such as theaters, circus and parties; in all types of media, such as TV, radio, Internet, newspapers, magazines, comic strips books, etc. There is no way to escape from humor, except if you live alone in an isolated place- an island, for instance- where there are no other human beings (even so, it is possible that you make fun out of yourself). In short, humor really matters to us all.

Realizing the benefits humorous material brought to my own process of learning, as a language learner, I have decided to study the role of humor in the teaching/learning context deeper. In 2009, I developed a research for my Final Paper (*monografia*) at Faculdade de Letras, UFMG, entitled "Humor in Foreign Language Teaching and Learning". In that work, I highlighted the importance of employing humor in classroom, based on findings of language learning researchers and language learning theories. A theory related to in the research was the *Affective Filter Hypothesis*, by Krashen, which claims that the more successful methods are the ones that encourage a low filter, i.e. the ones that reduce anxiety, thus allowing input to get in. Therefore, humor would help learners to feel less tense which would facilitate learning.

During 2014, in the course of *Especialização em Ensino de Língua Inglesa*, at UFMG, I had contact with the *critical literacy* Theory, which sees language as a tool associated to power and social change. That theory made me think about the role of humor in critical literacy pedagogy. Due to its own nature, humor constitutes a great tool for promoting debates and discussions in the classroom, as it leads us to a great range of reflections on problems we have faced in our history or/and in our present time, such as prejudice (which unfortunately is still present in every society); violence; environmental problems; crises in general, eating habits, etc. In short, humor makes us think about human attitudes, behavior and actions, besides language itself. By thinking and talking about such topics -through the *communicative approach*, which aims to achieve communicative competence- students develop their critical thinking. By linking the communicative approach to teaching with critical literacy approach, Mattos and Valério (2010) conclude that in both cases the learner is seen as a protagonist to his own learning.

Having realized the lack of materials that employ humor as a tool to promote language learning, as well as critical thinking in the classroom, I came up with the idea of producing two textbook units entirely dealing with authentic humorous material along with authentic texts that present some information concerning two of the most important humor genres: jokes (Unit 1) and cartoons (unit 2). These two units have been organized in a way that will allow students to practice the four main abilities – listening, speaking, reading and writing.

The units have been organized as follows:

**Let's get started:** this section aims at informing the content to be seen in the unit as well as setting the scene to get fun started in the classroom. It is to be used as a warm-up as well as a mean for promoting reflections on the topics.

**Just For Fun:** Relevant authentic samples of the genre are presented for the comprehension and discussion in an interactive and funny way.

**Reading/Reading Comprehension:** Also conceived with authentic material, this section allows students to practice their reading skills. Following the texts are exercises and tasks concerned with text comprehension, vocabulary and the understanding of genre characteristics.

**Grammar:** Grammar is addressed through samples of authentic humorous material from the internet. Students are invited to think about the function grammar plays in the samples as well as to practice what they have learned in a creative and funny way.

**Speaking and Writing:** This section aims to work both skills in an interactive way as sample of materials are the means for promoting debates or discussions in the classroom, as well as for the assessment of the information given. Students are encouraged to express their opinion, compare and contrast information as well as critically evaluate what they have just read or listened to.

**Listening and Discussing:** Similar to the previous section, this one also aims at promoting the interaction of two important skills, in the case, oral skills (listening and speaking). The listening activities are addressed through samples of authentic humorous material (videos) from the internet. The videos function, in the case, as the source of information to check listening skills as well as a starter of discussions.

This whole material has been developed for students at language institutes whose age range from 18 on, and with advanced level of proficiency in English. It has been conceived without commercial purposes and cannot be reproduced without previous consent from the author.

# Unit 1

## Jokes

**In this unit you will**

Have lots of fun in English

Study some characteristics of jokes

Reflect upon jokes's content and views behind them

Express your comments in a critical way in English

Learn important features of *phrasal verbs*



### Let's Get Started

1. Take a look at the painting "Smiling" by [Eduard von Grützner](#). Discuss with your partner:

- How do you feel when looking at this picture?
- What is the importance of humor in our lives?
- What is the most famous humor genre?

d) What comes to your mind when you hear the word *humor*? Make a word map.

Humor

e) Compare your word map with your partner's. After it, tell the class which words you had in common.

## Lesson A: Just For Fun

### Joke

A joke is something spoken, written, or done with humorous intention. Jokes may have many different forms, e.g., a single word or a gesture (considered in a particular context), a question-answer, or a whole short story. The word "joke" has a number of synonyms, including *wisecrack*, *gag*, *prank*, *quip*, *jape* and *jest*. To achieve their end, jokes may employ irony, sarcasm, word play and other devices.

Available at :<http://en.wikipedia.org/wiki/Joke>. Accessed July 2014.

#### 1. Read the jokes below:

**A**  
Son: Dad, what is an idiot?  
Dad: An idiot is a person who tries to explain his ideas in such a strange and long way that another person who is listening to him can't understand him. Do you understand me?  
Son: No.

**C**  
Tourist: "How much is to the airport?"  
Taxi driver: "That's five pounds twenty"  
Tourist: "And how much is it for the luggage?"  
Taxi driver: "The luggage of course is for free."  
Tourist: "All right, just take that stuff. I'm walking."

**E**  
A: I have the perfect son.  
B: Does he smoke?  
A: No, he doesn't.  
B: Does he drink whiskey?  
A: No, he doesn't.  
B: Does he ever come home late?  
A: No, he doesn't.  
B: I guess you really do have the perfect son. How old is he?  
A: He will be six months old next wednesday.

**B**  
A man is talking to God.  
The man: "God, how long is a million years?"  
God: "To me, it's about a minute."  
The man: "God, how much is a million dollars?"  
God: "To me it's a penny."  
The man: "God, may I have a penny?"  
God: "Wait a minute."

**D**  
The mother says to her daughter, "Did you enjoy your first day at school?"  
The daughter answers, "First day? Do you mean I have to go back again tomorrow?"

**F**  
Physics Teacher: "Isaac Newton was sitting under a tree when an apple fell on his head and he discovered gravity. Isn't that wonderful?"  
Student: "Yes sir, if he had been sitting in class looking at books like us, he wouldn't have discovered anything."

#### A. Rank the jokes. Write the joke letter.

1 <sup>st</sup> place	
2 <sup>nd</sup> place	
3 <sup>rd</sup> place	
4 <sup>th</sup> place	
5 <sup>th</sup> place	
6 <sup>th</sup> place	

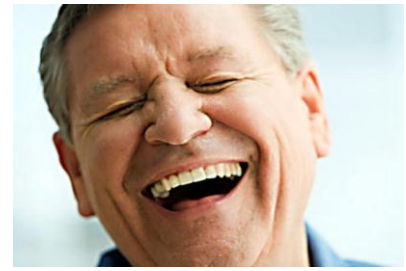
#### B. Compare answers with your classmates Discuss with your partner what devices were employed on the jokes above to achieve their end? Make a whole-class Top 3.



## Lesson B: Reading

### 1. Pair work: Discuss with your partner:

- When and where are jokes welcome? Give examples
- Can jokes be offensive? Explain
- What cautions must jokers have when telling jokes? Give examples.



### 2. Read the article. Which of your ideas are mentioned? What other ideas does it suggest?



#### What Makes a Good Joke?

October 2007 By [Carol Watkins MD](#)

Fair Humor

#### Did you hear the one about...?

Some people tell a joke and everybody laughs. Other jokes go flat or even make people mad. How do you decide which jokes are OK and which might offend someone?

Know your audience. A joke may be funny to some people but not to others. The kind of joke a guy tells his guy friends might not go over well in a group that includes both guys and girls.

Be careful about jokes that make fun of religions, people's race or their country. Sometimes one of these jokes can be OK if you make it about your own group and you are with other members of that group. The same joke, told by someone of another group might be offensive. For example, a Polish person might tell a Polish joke to other Poles, but if a German person told the same joke, the Polish person might get offended.

Don't tell jokes that make fun of another person's physical or mental characteristics. Even smart people may not like being called "the brain".

Be careful about where, when and how much you tell sexual jokes. Just saying a crude word really isn't a witty, original joke. You didn't make up the word, did you? And never, never tell sex jokes about someone you've been dating.

OK so what is funny? What makes really clever humor? The best jokes are often those that put ideas together in original or unexpected ways. Jokes making fun of yourself can calm down a tense situation. Clever puns are great in moderation. If you are a gifted punster and you deliver dozens of rapid-fire puns, people stop laughing and start to groan and roll their eyes. Some people make up funny rhymes to help themselves remember history dates or astronomy assignments. Some people are talented at delivering an ironic joke deadpan (with a straight face). It can be fun to watch how long it takes various people to figure out that you just made a joke.

Available at: <http://ncpamd.com/fair-humor/> Accessed: July 22th, 2014



## Reading Comprehension

**1. Read the article again. Answer the questions. Then compare with your partner.**

- A. Where is this article taken from? What can you infer from its source?
- B. What is the most important factor when deciding to tell a joke?
- C. Do the same jokes have similar results among different groups? Why or why not?
- D. What are the ingredients of the best jokes?
- E. What kind of jokes must always be avoided?

**2. The expression *go flat* in the sentence “Some people tell a joke and everybody laughs. Other jokes *go flat* or even make people mad” means that...**

- a) The jokes were funny
- b) The jokes were offensive
- c) The jokes were not understood

**3) What is the danger of being a *gifted punster*?**

- a) people may get bored
- b) people may get angry
- c) people may get anxious

**4) The sentence “Some people make up funny rhymes to help themselves remember history dates or astronomy assignments” means that:**

- a) people create funny rhymes
- b) people use funny rhymes
- c) people like funny rhymes

**5) The expression *figure out* in “It can be fun to watch how long it takes various people to figure out that you just made a joke” can be replaced by \_\_\_\_\_ without many changes of meaning.**

- a) Compare
- b) realize
- c) guess

## Lesson C: Grammar

### 1. Read the definition of *Phrasal Verbs* below:

**Phrasal verb:** a combination of verb and one or more adverbial or prepositional particles, as catch on, take off, bring up, or put up with, functioning as a single semantic unit and often having an idiomatic meaning that could not be predicted from the meanings of the individual parts.

From: <http://dictionary.reference.com/browse/phrasal%20verb?s=t>

### Phrasal Verbs Structures

Separable verbs:  
(talk-*object*-into)

Inseparable verbs:  
(run into - *object*)

Object can be in both positions (look-*object* up),  
(look up-*object*)

### 2. Read the following jokes and identify the phrasal verbs. Knowing that individual parts of phrasal verbs are insufficient to guess their meaning, use the joke context to provide a definition or synonym for them. See the example:

Wife : Did you **put** the cat **out**, dear.  
Sarcastic Husband: No. Was it on fire?

A

Put out= to make something stop burning

Teacher: Why are you late?  
Student: There was a man who lost a hundred dollar bill.  
Teacher: That's nice. Were you helping him look for it?  
Student: No. I was standing on it

B

Why are ghosts bad at telling lies?  
> Because you can always see through them.

C

A teenage boy had been talking on the phone for About half an hour, and then he hung up.  
"Wow!," said his father, "That was short. You usually talk for two hours. What happened?"  
"Wrong number," replied the boy.

D

### Are Phrasal Verbs: Formal, Informal or Neutral?

“Phrasal verbs can be informal as “bum around, palm off, rat on”, formal and/or literary as “ascribe to, cast down, impinge on, renege on”, However, the majority of phrasal verbs are neutral, with no particular stylistic marking. For more information on phrasal verbs, check the article: The truth revealed: phrasal verbs in writing and speech by [Jonathan Marks](#).

Available at: <http://www.macmillandictionaries.com/MED-Magazine/October2005/34-Feature-PV-Spoken-Written.htm>. Access: 03/11/2014.

## Lesson D: Speaking and Writing

What is the funniest part of a joke? Read the following definition and check.

### Punch line

A punch line is the final part of a [joke](#) or comedy sketch, usually the word, sentence or exchange of sentences which is intended to be [funny](#) and to provoke [laughter](#) from listeners. For instance, in the following well-known joke:

A man walks into a bar with a duck under his arm.  
The bartender asks: "Hey, where did you find the pig?"  
"It's not a pig, it's a duck," the man answers.  
To which the barman replies: "I was talking to the duck."

"I was talking to the duck" is the punch line: if people laugh at the joke, it's when they hear that part.

Punch lines generally derive their humor from being unexpected. "Punch line" is probably an [Americanism](#), but the "punch" could be related to biting lines delivered by the "Punch" character in [Punch and Judy](#) shows. In previous centuries, a joke was sometimes a "bite" or a "hit." (...)

From: [http://www.reference.com/browse/wiki/Punch\\_line](http://www.reference.com/browse/wiki/Punch_line). Accessed July 23rd, 2014

1. Read the following jokes and circle the "punch lines".

**"Doctor I keep stealing things. What can I do?"**

**"Try to resist the temptation but if you can't, get me a new television"**

A

**A: I'm in a big trouble!**

**B: Why is that?**

**A: I saw a mouse in my house!**

**B: Oh, well, all you need to do is use a trap.**

**A: I don't have one.**

**B: Well then, buy one.**

**A: Can't afford one.**

**B: I can give you mine if you want.**

**A: That sounds good.**

**B: All you need to do is just use some cheese in order to make the mouse come to the trap.**

**A: I don't have any cheese.**

**B: Okay then, take a piece of bread and put a bit of oil in it and put it in the trap.**

**A: I don't have oil.**

**B: Well, then put only a small piece of bread.**

**A: I don't have bread.**

**B: Then what is the mouse doing at your house?!**

B

**Teacher: Give me three reasons why the world is round.**

**Pupil: Well my dad says so, my mum says so and you say so!**

C

2) Read the following joke. Its punch line was removed and placed among the options below.

Find it among the alternatives below:

Her husband had been slipping in and out of a coma for several months yet she stayed by his bedside every single day. When he came to, he motioned for her to come nearer. As she sat by him, he said, "You know what? You have been with me all through the bad times. When I got fired, you were there to support me. When my business fell, you were there. When I got shot, you were by my side. When we lost the house, you gave me support. When my health started failing, you were still by my side. Well, now that I think about it, .....

a) You give me a lot of support!                      b) I really hate you!                      c) I think you bring me bad luck!

- **Extra-activity 1 (in pairs): Retell this joke to your partner, try not to read it.**
- **Extra-activity 2(in pairs): Make necessary changes in the text, transform it into a dialogue (script). Create a scenario and act it out.**

3) The “punch lines” of the following three jokes were omitted. Use your creativity and give funny ending to the joke. When you finish, join a group of four students. The group must decide the funniest “punch line” and report to the class.

Two factory workers are talking.

The woman says, "I can make the boss give me the day off."

The man replies, "And how would you do that?"

The woman says, "Just wait and see." She then hangs upside-down from the ceiling.

The boss comes in and says, "What are you doing?"

The woman replies, "I'm a light bulb."

The boss then says, "You've been working so much that you've gone crazy. I think you need to take the day off."

The man starts to follow her and the boss says, "Where are you going?"

\_\_\_\_\_

Joke 1

Fred is 32 years old and he is still single.

One day a friend asked, "Why aren't you married? Can't you find a woman who will be a good wife?"

Fred replied, "Actually, I've found many women that I have wanted to marry, but when I bring them home to meet my parents, my mother doesn't like them."

His friend thinks for a moment and says, "I've got the perfect solution, just find a girl who's just like your mother."

A few months later they meet again and his friend says, "Did you find the perfect girl? Did your mother like her?"

With a frown on his face, Fred answers, "Yes, I found the perfect girl. She was just like my mother. You were right, my mother liked her very much."

The friend said, "Then what's the problem?"

\_\_\_\_\_

Joke 2

In the first year of marriage, the man speaks and the woman listens.

In the second year, the woman speaks and the man listens.

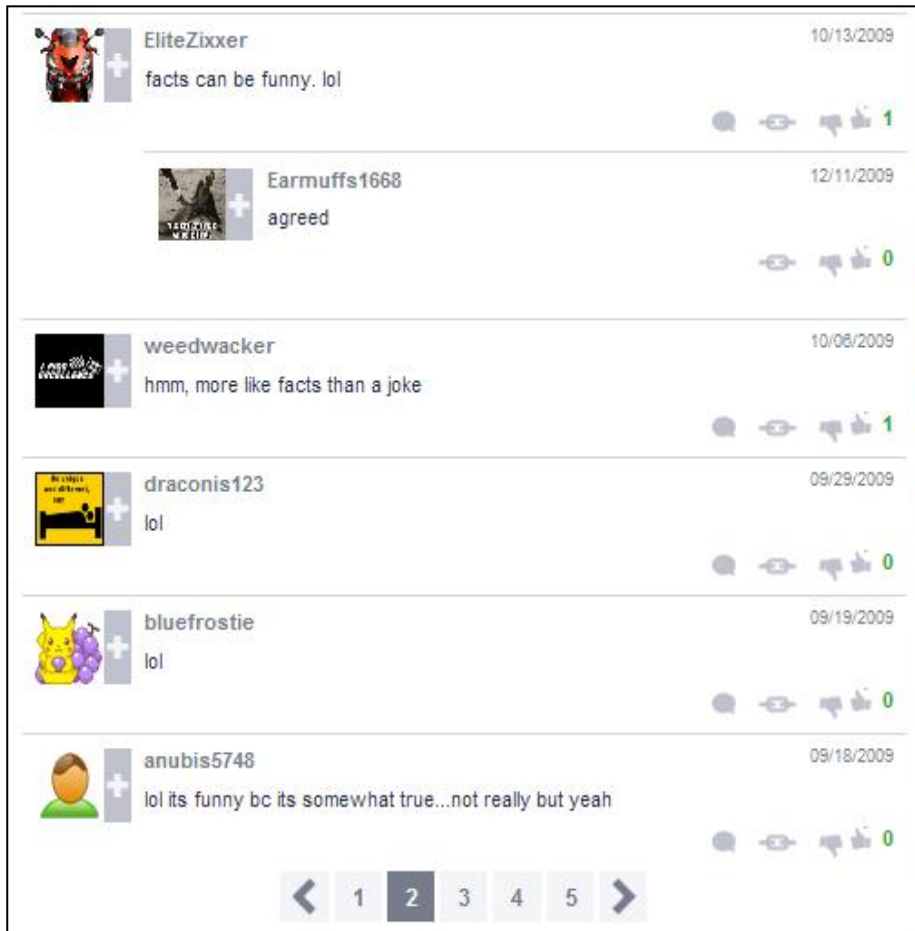
In the third year, they both speak and \_\_\_\_\_.

Joke 3



## Writing

1. The “Worldwide survey” joke was taken from a website which received many comments. Read some of them below:



EliteZixxer 10/13/2009  
facts can be funny. lol

Earmuffs1668 12/11/2009  
agreed

weedwacker 10/08/2009  
hmm, more like facts than a joke

draconis123 09/29/2009  
lol

bluefrostie 09/19/2009  
lol

anubis5748 09/18/2009  
lol its funny bc its somewhat true...not really but yeah

### Comments

Comments are informal remarks, observations, criticisms, interpretations, suggestions, notes, opinion done over a topic. It is very common to post comments on websites in the internet.

### Did you know?

The term LOL is simply an acronym that is quite popular with short messaging services and it stands for 'Laugh Out Loud'.

Available at: <http://www.ask.com/question/what-does-lol-mean->

Available at:

<http://www.ebaumsworld.com/jokes/read/80663194/> Accessed at June 22th, 2014

2. Write a comment to be posted on the website: <http://www.ebaumsworld.com/jokes/read/80663194/> , expressing your views on what has been said in the joke about your country/continent.



COMMENTS Login to Comment

Filter: Newest REFRASH Officer\_Farva

1 2 3 4 5

Profile picture of a user with brown hair and a green shirt.

## Lesson E: Listening and Discussing

### Pranks: A practical kind of joke

1. Read a definition of pranks. Do you have a word for it in your native language? Tell the class.

A [practical joke](http://en.wikipedia.org/wiki/Prank) or [prank](http://en.wikipedia.org/wiki/Prank) differs from a spoken joke in that the major component of the humour is physical rather than verbal (for example placing salt in the sugar bowl).  
<http://en.wikipedia.org/wiki/Humour>

2. Talk to your partner

A. In which occasions people usually play pranks? With whom?

B. Is there any TV program in your country where people play pranks on strangers?

C. Do you know any internet channel where you can watch pranks?

### Listening Activity

1. You are about to watch two prank videos from a very popular comedian from youtube. While you watch take notes of people's reactions. Share them with the class.



Andrew Hales is very popular on the internet. He has more than a million subscribers to his youtube channel LAHWF. He is famous for creating awkward situations with

strangers.

#### After you watch:

1. Answer the questions below:

A. What situations were created in videos one and two?

B. What is awkward in both video situations?

C. How most people reacted in video one?

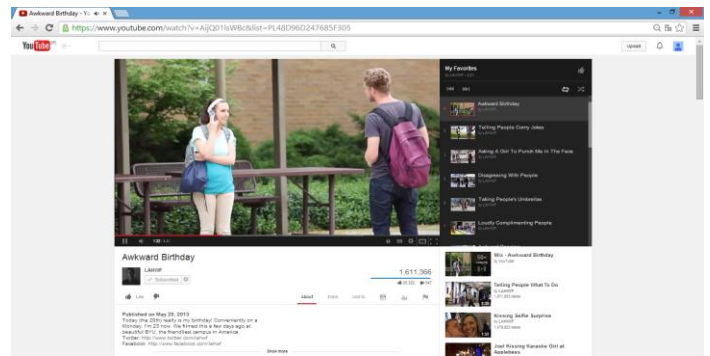
D. How the homeless man reacted to the proposal in video two?

#### Listen for specific information

1. Watch the videos again and answer the questions below:

##### Video One: Awkward Birthday

- What words Andrew used to greet the strangers?
- How old did Andrew Hales say he would be?
- Where and when the birthday party would take place?



<https://www.youtube.com/watch?v=AijQ01sWBc&list=PL48D96D247685F305&index=2>. Accessed on Julv23rd,2014.



<https://www.youtube.com/watch?v=wwLNEWQJeyA>. Accessed on July23rd,2014.

##### Video Two: Paying a Homeless Guy to Punch Me in the Face

- How much did Hales offer the homeless to punch him?
- What word did Hales use to describe the proposal that he would do?
- What expression did Hales used just after getting the punch in the face?

## Discussion

1. In both videos, there are unexpected invitations. Although awkward, the first invitation goes with the norms of society which made some people react favorably, though uncomfortably. The second one, besides going against the norms of society, generated a great controversy as the person involved in the prank was a homeless man, who was begging for money. Even in his poor financial condition, the homeless man refused to accept the proposal. Only accepting it after the prank revelation. The idea of the video situation was very criticized by the users of youtube. Read some comments below. What do you say about them?



The screenshot shows a YouTube video player interface. The search bar contains the text "paying a homeless to hit". Below the video player, there are several comments:

- anthoseba** (2 months ago): "Why do so many people assume homeless people are drug and/or alcohol addicts? I'm not denying they exist, but not everyone who's homeless is like that. A lot of good people are just unable to find a job." (30 replies)
- Keller Martin** (3 months ago): "I got respect for this guy...Idc what he does with the money, he doesn't wanna punch Andrew in the face, but I probably would've...and he's homeless. Wow. Wow. To think that I am upper middle class and will do more for money than he will...respect to you sir." (84 replies)
- Bryan Le** (3 months ago): "I think he refused at first cause he suspected it was some kind of a setup to get him in trouble. That's y he asked if he was a cop. He changed his mind in like 30 seconds. Respect?" (10 replies)
- Keller Martin** (3 months ago): "+Bryan Le" (1 reply)
- Keller Martin** (3 months ago): "I still woulda done it within 5 secs so yes"

At the bottom of the screenshot, there is a URL: <https://www.youtube.com/watch?v=wwLNEWQJeyA>

2. (Group discussion) Now, in group of four, think about the limits of humor. Give your opinion about the following questions:

- Are there times and places where the telling of a given joke is immoral?
- Are there jokes that are themselves immoral?
- Can a joke be immoral and still be funny?
- Do you think there should be some punishments for people who go over the limits of what is normally acceptable regarding humor content? If so, how?
- What is your opinion concerning Hales's prank on the homeless man?



## Unit 1-Jokes

Teacher's Guide

### Lesson Plan

This first unit deals initially with humor in general and then focus on *joke* which is the best known genre of humor. It presents general information on jokes, like a joke definition and punch line. It also discusses controversies jokes may create. Many samples of authentic jokes taken from the internet are presented, either for fun or as a contextualized activity. Students will practice the four skills listening, speaking, reading and writing having humor (joke) as a central point. They will use their creativity and have fun in English. Phrasal verbs are introduced in a contextualized and funny way. If your teaching context allows, by the end of this unit you can get your students to make a selection of jokes in their mother tongue, make them then check if they can be translated into English, and then publish them in a joke website, or even invite native speakers and make a “joke festival”

#### **Optional lead-in**

Ask students if they know any good joke teller and what makes him/her a good joker. You can also ask them when was the last time they heard a lot of jokes in a row. Bring some written jokes and give to students who will read them and then tell them to other students.

#### **Let's get started**

1-Have students work in pairs or in small groups (depending on the number of students in your group) and get them to discuss the questions proposed. Give them 5 to 8 minutes to carry this discussion on. Get students to present their conclusions in a class conference.

### **Lesson A: Just for Fun**

This section brings samples of jokes that illustrate the genre. These jokes cover topics like family, education, religion, word definition and laziness. You might want to invite students to perform them to the class. Based on the definition of jokes, students are supposed to identify the devices employed to achieve laughter. It must be pointed out here that this activity has no intention to analyze humor, it aims at only identify important features of joke, like irony, sarcasm, the unexpected ending and word play.

### **Lesson B: Reading**

#### **Pair work** (before reading the text)

This is a pre-reading section aims to elicit responses from students concerning their familiarity with the genre (joke), making them reflect on some peculiarities of jokes like its “inoffensiveness” or “danger”. Give them 4 to 6 minutes to discuss the questions in pairs. After it have some 3 or 5 minutes to discuss the questions in conference.

#### **Reading**

Have students skim the text to find ideas that answer the question proposed in exercise two as well as the question from title “What makes a good joke?” Ask them to find elements that can support their answers. At this moment you can get students together to peer-check their answers, discussing the differences that may appear.

#### **Reading Comprehension**

Ask students to take a look on the comprehension questions and read the text again looking for the answers.

#### **Answers:**

1. A: The article was taken from an American psychiatric association. It can be inferred that the information presented there is reliable.

- B. The most important factor when telling a joke is knowing your audience.
- C. No, they don't as they depend on who is telling it and the audience.
- D. Best jokes are the "ones that put ideas together in original and unexpected ways
- E. The ones that make fun of another person's physical or mental characteristics

- 2. C
- 3. A
- 4. A
- 5. B

### Lesson C: Grammar

Before reading the definition of *phrasal verbs*, ask students if they have already heard of *phrasal verbs* and if they know their structures. Read and check with them.

Ask students to observe the structure of phrasal verbs and look for them in the jokes from B to D. They must pay attention to the context in which the phrasal verbs were found and then guess their meaning.

Answer:

A-Example

B- look for= search, trying to find

C- See through= to not be deceived by someone or something

D) hung up= to terminate a phone call

### Lesson D: Speaking and Writing

This lesson provides opportunities to speak and write. By, integrating both skills, students are expected to interact more both with language and classmates.

Ask students what is the funniest part of the joke? They will probably say that it is the ending. Ask them if they know the term for it? Ask them to read the definition of Punch line and check. Then ask them to circle the punch line for those three jokes.

Answer: 1. A. Try to resist the temptation but if you can't, get me a new television

B. Then what is the mouse doing at your house?!

C. Well my dad says so, my mum says so and you say so!

2) I think you bring me bad luck!

3) (After students discussing best punch line, compare them to the original ones below. Are they similar?)

JOKE 1- The man says, "I'm going home, too. I can't work in the dark."

JOKE 2- Fred replied, "My father doesn't like her."

JOKE 3- the neighbors listen

4) Warn students that the purpose of the activity is just to think about the genre and by no means it aims to offend anyone. By reflecting on the role of offensive jokes in society, students are thinking critically. Invite them to express their opinion on jokes that are sexist, racist or stereotypical.

Extra-Activity: If time allows , create a layout of a jury in the classroom. For an idea to do that, I suggest a movie called Cine Majestic, whose main actor is Jim Carrey. His character is being judged and the scenario can be reproduced in class.

5) A. Personal answer

B. yes, the views are biased as it is very stereotypical and too general.

C. Personal answer

6)A. Personal answer. Students may classify it as political incorrect or not. The important thing here is to give the students the opportunity to think and express in the target language.

B. Idem answer . Students may classify it as dangerous or not to society. The important thing here again is to give the students the opportunity to think and express in the target language.

### Writing

Continuing the discussion about the Worldwide Survey joke, students are expected to read some comments and then write their own too which is to be posted on the website the joke was taken from. Although simple, comments may be very meaningful and are illustrations of real use language.

### Lesson E: Listening and Discussing

#### Pranks

Ask the students to read the definition of pranks and talk about the questions proposed. Tell students that they are about to watch two prank videos from Andrew Hales channel on YouTube ([www.youtube.com](http://www.youtube.com)). As they watch them for the first time, ask them to observe people's reactions and then share with the class. Tell them also that at this moment it is important that they understand the message as a whole, therefore they do not have to be worried about understanding every single word.

Ask them to answer the general questions in **After you watch**

- A. In video one Hales invites strangers to his birthday party. In video two he offers money to a homeless man to punch him in the face
- B. He invites strangers his birthday party.
- C. Possible answers: People were surprised, confused, embarrassed, nervous.
- D. At first he rejected the proposal and felt confused.

Tell the students you are about to play it again, and that this time they must concentrate to get some detailed information from the videos.

#### Video one:

Answers:

- A) Hey, it's my birthday today,
- B) He says he is turning twenty-three.
- C) He said his party would be at his parent's/ In some occasions he said he would send this information by facebook.

#### Video two:

- A) 200 bucks (dollars)
- B) "weird"
- C) Oh gosh!

#### Discussion

1) Tell students to read the comments concerning the prank on the homeless man. Ask them if they agree with those comments.

2) Personal answer. (Get students to work in group of four and discuss the questions proposed. You can choose a few students to report their conclusions to the class.

## Unit 2

# Cartoons

**In this unit you will**

Have lots of fun in English

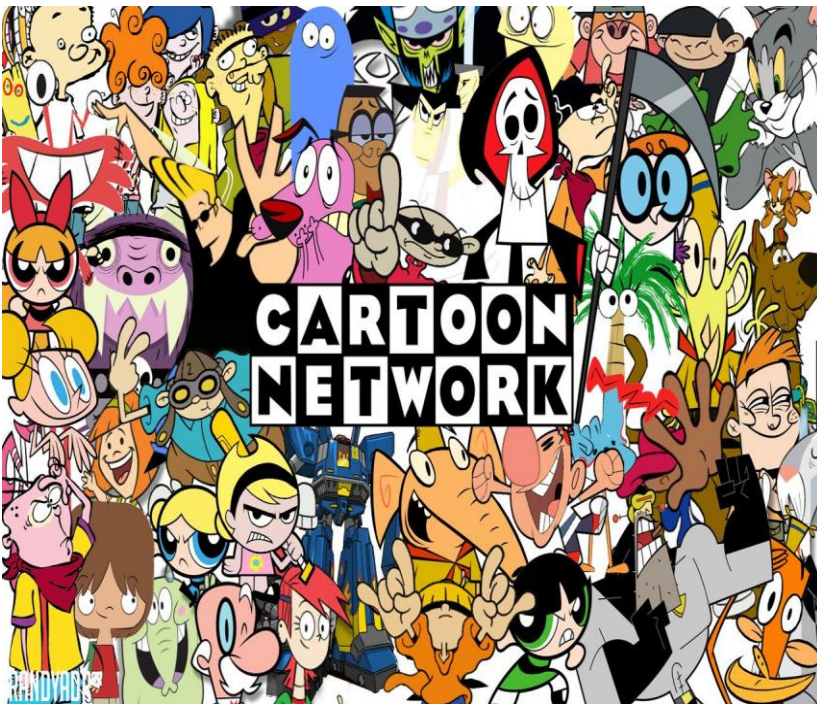
Study some characteristics of cartoons

Reflect upon cartoons' content and views behind them

Use your imagination in a critical way in English

Learn important features of *If clauses*

## Let's Get Started



**1. Take a look at the picture of a very famous TV Channel for kids. Talk to your partner:**

- What cartoon characters can you recognize in the picture?
- What were your favorite cartoon characters when you were a child? Why?
- If you were a cartoon character, which one would you like to be? Why?

a) What comes to your mind when you hear the word *cartoon*? Make a word map.

CARTOON

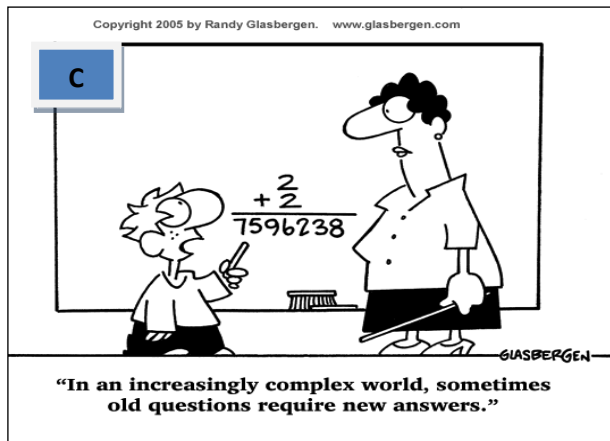
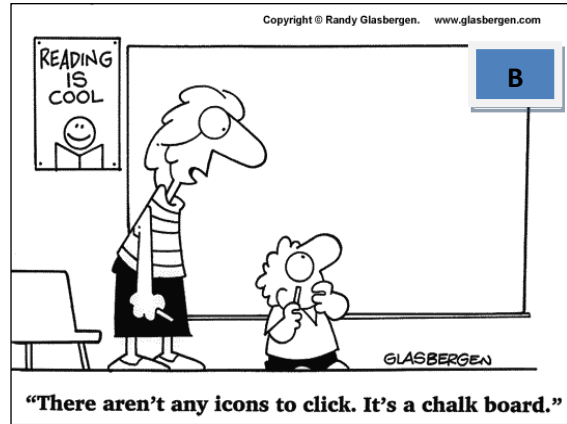
b) Compare your word map with your partner's. After it, tell the class which words you had in common.

## Lesson A: Just for fun

**Cartoon.** noun. a sketch or drawing, usually humorous, as in a newspaper or periodical, symbolizing, satirizing, or caricaturing some action, subject, or person of popular interest. 2. [comic strip](#). 3. [animated cartoon](#).

From: <http://dictionary.reference.com/browse/cartoon?s=t>

All the cartoons below were created by Randy Glasbergen, a very famous American cartoonist and illustrator. Study them and do the activities that follow:



1. Rank the cartoons. Write the cartoon letter.

1 <sup>st</sup> place	
2 <sup>nd</sup> place	
3 <sup>rd</sup> place	
4 <sup>th</sup> place	
5 <sup>th</sup> place	
6 <sup>th</sup> place	

2. Compare answers with your classmates and make a whole-class Top 3. Discuss: What are the each cartoon symbolizing, satirizing, or caricaturing?

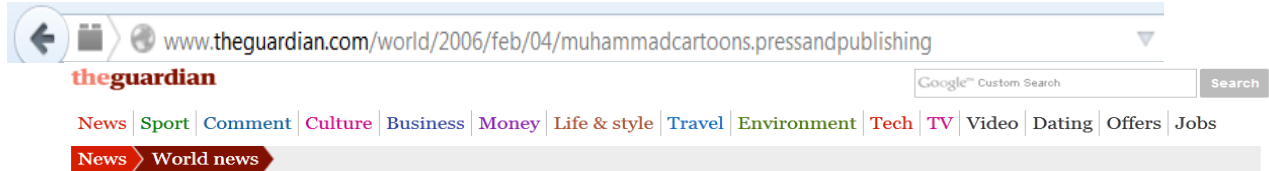


## Lesson B: Reading

### 1. Pair work: Discuss with your partner:

- A. What controversial topics are usually depicted in cartoons?
- B. When cartoons go bad or are considered an attack to a people? Give examples.
- C. Should there be a limit for freedom of press, regarding controversial issues?
- D. What cautions must cartoonist have when depicting an event or situation? Give examples

### 2. Read the article. Which of your ideas are mentioned? What other ideas does it suggest?



### Cartoon controversy spreads throughout Muslim world

Cartoon row spreads

[Ewen MacAskill](#), [Sandra Laville](#) and [Luke Harding](#) in Berlin  
[The Guardian](#), Saturday 4 February 2006

**The following correction was printed in the Guardian's Corrections and clarifications column, Tuesday February 7 2006**

In the article below, we described Recep Tayyip Erdogan as the Turkish president. He is the prime minister. The president is Ahmet Necdet Sezer.

Governments across Europe, the Middle East and Asia were reluctantly sucked into the Danish cartoon row yesterday as hundreds of thousands of Muslims took to the streets to protest.

The dispute spread to London for the first time. More than 500 people, led by the extremist group al-Ghuraba, formerly al-Mujahiroun, marched to the Danish embassy in Knightsbridge carrying banners calling on Muslims to "massacre" those who insult Islam and chanting: "Britain, you will pay, 7/7 on its way."

Pakistan and Turkey condemned publication of the satirical drawings of the prophet Muhammad, originally published in a Danish newspaper. Underlining the extent of the international divide over the issue, the German government pointedly defended the right of papers across Europe to publish the cartoons, including four in Germany. But the British government, in an unusual divergence from the rest of Europe on such issues, sided with Pakistan and Turkey.

Fearful of reprisals, Germany and other European countries stepped up security at their embassies across the Middle East. The German move came after gunmen briefly kidnapped a 21-year-old German on Thursday from a hotel in Nablus. Palestinian gunmen threw a pipebomb into a French cultural centre in Gaza City in the early hours of yesterday. Later, 300 demonstrators rampaged through the lobby of a building housing the Danish embassy in Jakarta.

The cartoons were first published in a Danish paper, Jyllands-Posten, in September. The Danish government initially ignored complaints from the country's Muslims, who then took their campaign to the Middle East and Asia. Anders Fogh Rasmussen, the Danish prime minister, made a belated attempt yesterday to end the row by calling in about 70 ambassadors, including those from Muslim-

dominated countries. But Mona Omar Attia, the Egyptian ambassador, said she would recommend that diplomatic action against Denmark should continue.

Pakistan's parliament unanimously passed a resolution yesterday criticising the newspapers publishing the cartoons for conducting a "vicious, outrageous and provocative campaign".

The Turkish president, Recep Tayyip Erdogan, was quoted in the Turkish press saying: "Caricatures of prophet Muhammad are an attack against our spiritual values. There should be a limit of freedom of press."

Jack Straw, the foreign secretary, denounced the decision to republish the cartoons, saying press freedom carried an obligation not "to be gratuitously inflammatory". Mr Straw, at a press conference in London, said that while he was committed to press freedom, "I believe that the republication of these cartoons has been insulting, it has been insensitive, it has been disrespectful and it has been wrong". He praised the British press, which up to yesterday had not published the cartoons, for showing "considerable responsibility and sensitivity".

By contrast, Wolfgang Schauble, the German home minister, defended the decision by four German newspapers to publish the cartoons: "Why should the German government apologise? This is an expression of press freedom."

Today a New Zealand newspaper, the Dominion Post, became the first in that country to publish the cartoons. Its editor, Tim Pankhurst, said: "We do not want to be deliberately provocative, but neither should we allow ourselves to be intimidated."

The Foreign Office's private view is that the decisions to publish elsewhere in Europe verge on Islamophobia. Mr Straw's comments were later echoed by the US government, which described the cartoons as "offensive to the beliefs of Muslims" and criticised the European press. A US state department spokeswoman, Janelle Hironimus, said: "Inciting religious or ethnic hatred in this manner is not acceptable."

Outside the Danish embassy in London, demonstrators burned the Danish flag before ripping it apart. Scuffles broke out at Hyde Park Corner, as marchers clashed with a motorcyclist who called them "extremists". He was protected by police as some demonstrators surrounded him.

Anjem Choudhary, one of the leaders of the demonstration, refused to condemn the threat of another suicide attack in London on the scale of the July 7 bombings as a result of the perceived insult to Islam. "I am not in the business of condoning or condemning," he said. "The fact is that 7/7 was brought upon the people of London and Britain by the foreign policy of Tony Blair. There is no reason why there should not be more suicide bombings in London."

Passersby stopped police officers to ask why the marchers were being allowed to carry banners threatening further suicide attacks in the city. One police officer replied: "Don't worry. We are photographing them."

<http://www.theguardian.com/world/2006/feb/04/muhammadcartoons.pressandpublishing>  
Accessed 11/04/2014.

## Reading Comprehension

**1. Read the article again. Answer the questions. Then compare with your partner.**

- A. Where is this article taken from? What can you infer from its source?
- B. Where and when the controversial cartoons were published?
- C. What were they about?
- D. What were the consequences of their publication?
- E. What was the position of the USA and Germany government concerning the publications?

**2. The sentence:** “Governments across Europe, the Middle East and Asia were reluctantly sucked into the Danish cartoon row yesterday as hundreds of thousands of Muslims took to the streets to protest” **means that...**

- a) These governments were willing to discuss solutions to the cartoons controversy.
- b) These governments were trying to explain the cartoons controversy.
- c) These governments were focused on understanding the cartoons controversy.
- d) These governments were refusing to find solutions to the cartoons controversy.

**3. The extremist group, al-Ghuraba, stated that those people who insulted Islam would...**

- a) be punished by Muhammad
- b) be punished by the law
- c) be punished by their government
- d) be punished by death

**4. The phrasal verb step up in** “Fearful of reprisals, Germany and other European countries *stepped up* security at their embassies across the Middle East” **can be replaced by three of the following verbs. Check the one that does not carry a similar meaning.**

- a) Improved
- b) warned
- c) Increased
- d) Reinforced

**5. Check the right option that completes the sentence:**

This text showed that if there were no diplomatic actions, the situations...

- a) could get far worse
- b) could never be solved
- c) could better be solved
- d) could easily be forgotten



## Lesson C: Grammar

### 1. Read the explanation on *if clauses* below:

Also known as *conditional sentences*, *if clauses* are used to express that the action in the main clause (without *if*) can only take place if a certain condition (in the clause with *if*) is fulfilled. There are three types of Conditional Sentences.

type	condition
I	condition possible to fulfill
II	condition in theory possible to fulfill
III	condition not possible to fulfill (too late)

#### Form

type	if clause	main clause
I	Simple Present	will-future (or Modal + infinitive)
II	Simple Past	would + infinitive *
III	Past Perfect	would + have + past participle *

\* We can substitute could or might for would (should, may or must are sometimes possible, too).

### 2. Observe the use of *if clauses* in the cartoons below then. Classify them on I for first conditional, II for second condition and III for third conditional.



<http://jeffreyhill.typepad.com/>



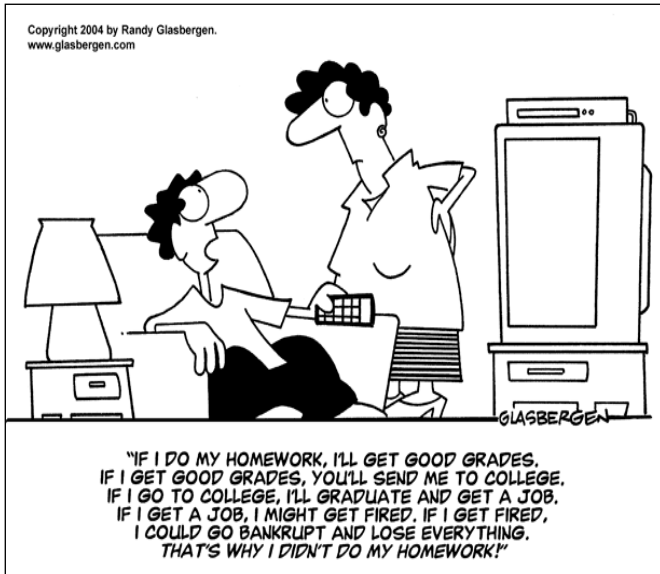
[www.andertoons.com](http://www.andertoons.com)



<http://www.momeomagazine.com/tag/dibble-cartoon/>

## Fun Practice

### 1. Study the cartoon below and answer:



a) What excuses did the boy use for not doing his homework?

---



---

b) If you were his mother, what would you say?  
(Be creative.)

---



---

[www.glasbergen.com](http://www.glasbergen.com)

### 2. Study the cartoon below and answer the following question:



a) What is the role of the *If clauses* this cartoon?

---



---

b) Why are there no *main clauses* in the *if clauses*?

---



---

[http://www.seashell.com.au/images/newsletter/nl\\_cartoon54.jpg](http://www.seashell.com.au/images/newsletter/nl_cartoon54.jpg)

c) Now, complete their thoughts. Use your imagination and provide the *main clauses*. When finished, show it to your classmate.



#### Extra activity:

Group of 4: Think about this question and then talk to your partners:

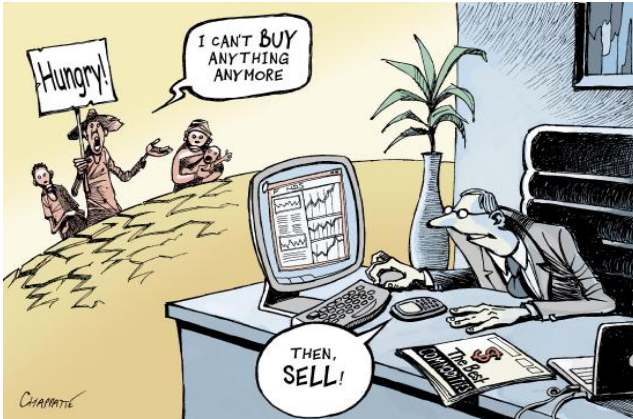
- If we were a cartoon character, how would life be?
  - If I were a cartoon, I ....
  - If my life were like the ones in cartoon, ....

## Lesson D: Speaking and Writing

### Political Cartoons

1. You are about to see some cartoons by another well-known cartoonist, Chappatte. He is very famous for his “Political Cartoons”. Take a look at some of them and discuss with your partner:

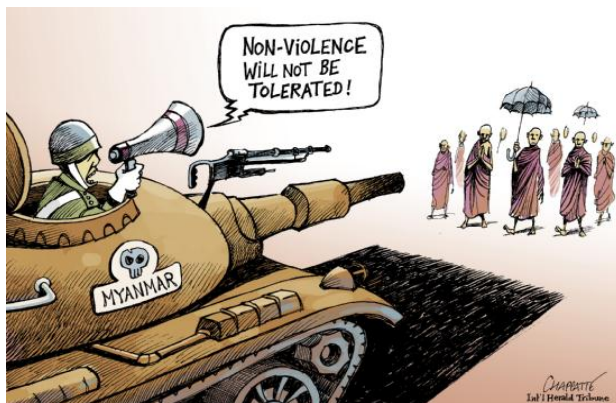
- What do you understand by the term “political cartoon”?
- What ideas do political cartoons usually express? For what purpose?
- What linguistic features are usually employed in political cartoons?
- What is the importance of context to understand them?



<http://www.globecartoon.com/>  
Speculators and the Food Crisis, 2008



<http://www.globecartoon.com/>  
Obama Plan For Afghanistan, 2009



<http://www.globecartoon.com/>,  
Repression in Myanmar 2007.



<http://www.globecartoon.com/>,  
Halloween 2014

2: Find some updated news and draw a political cartoon based on it. Present it to the class.

*Paste it here*

## Writing

1. A cartoon can also be without captions. The following one received First Prize in a contest in Iran in 2010. Study it and ask your partner:

- What is the main idea of the cartoon?
- Do you agree with what is being “said”?
- What is the cartoonist’s purpose with it?
- If you were one of the victims of the car accident, how would you feel about the bystanders’ attitude?



**First prize- Cartoon:** Sajad Rafei – Iran.

<http://www.irancartoon.com/2010/daily/contest/BH2/bh22.htm>

2. Most countries promote cartoon contests. The best cartoons are usually published in newspapers and magazines and may get feedback from readers. This written “feedback” from readers are usually called *opinion pieces*, *opinion articles* or *Op-Eds*”. Read the guidelines of how to prepare, write and publish a Op-Eds below:

**Now, choose one of the two options below and write your own *Opinion Article* with at least 400 words.**

**Option 1)** Write your opinion article on the cartoon above which was published in *Iran Newspaper*.

**Option 2)** Find a controversial cartoon in an online English newspaper or magazine and write your opinion article on it.

### In CLASS

#### Follow these Writing Steps:

- Write a draft
- Ask your partner to read
- Re-write it with the suggestions/ corrections
- Present the final version to class

**Now, you are ready to publish the final version of the opinion article to the world!**



#### Opinion articles, or 'op-eds',

Opinion articles, or 'op-eds', allow readers of a newspaper to voice their thoughts on topics ranging from local happenings to international controversy. If you want to try your hand at writing an op-ed, you will need a strong grasp on the ins and outs of your topic, as well as some helpful tips of the trade. Scroll down to Step 1 to learn how to write an opinion piece.

#### Prewriting for Your Op-Ed

Choose a topic to write your opinion piece about.  
Define your argument.  
Do your research.  
Create an outline for your piece.

#### Writing Your Op-Ed

Craft a strong leading sentence and make your argument right away.  
Use colorful details and examples to keep the reader attentive.  
Show the readers why they should care.  
Get personal through your writing.  
Avoid using passive voice and jargon.  
Give a nod to the other side.  
Give some recommendations that you might could affect the topic you are writing about.  
Close your op-ed with a killer ending.  
Keep word count in mind.

#### Publishing Your Op-Ed

Don't spend your time worrying over your headline.  
Check with the newspaper for submission guidelines.  
Make sure to give all of the appropriate contact information.  
Offer up any graphics you might have.  
Follow up.

## Lesson E: Listening and Discussing

### Animated cartoons

#### 1. Read a definition of Animated Cartoons. What is the word for animated cartoon in your native language?

An **animated cartoon** is a film for the cinema, television or computer screen, which is made using sequential drawings, [Note 1] as opposed to **animations** in general, which include films made using clay, puppet and other means.

[en.wikipedia.org/wiki/Animated\\_cartoon](http://en.wikipedia.org/wiki/Animated_cartoon)

#### 2. Talk to your partner

- Animated cartoons for children can be watched by adults?
- What messages children animated cartoons usually bring?
- Do you know any cartoon designed for adults only?
- What messages can an animated cartoon for adults bring?

### Listening Activity

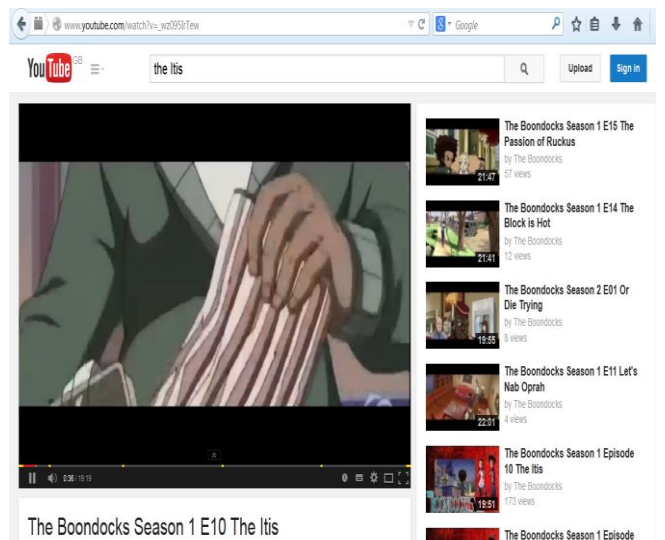
#### 1. You are about to watch an animated sitcom for adults called “The Boondocks”. The episode is called The Itis”. While you watch, take notes of controversial issues being portrayed. Share your notes with the class.



*The Boondocks* is an American [adult animated](#) sitcom on [Cartoon Network](#)'s late-night programming block, [Adult Swim](#). Created by [Aaron McGruder](#), based upon McGruder's [comic strip of the same name](#), the series premiered on November 6, 2005. The show begins with a [black](#) family, the Freemans, settling into the fictional, peaceful, and mostly [white](#) suburb of Woodcrest from [Chicago](#)'s [South Side](#). The perspective offered by this mixture of cultures, lifestyles, social classes, stereotypes, viewpoints and racial(ized) identities provides for much of the series' satire, comedy, and conflict.

*The Boondocks* ended on June 23, 2014 with a total of [55 episodes](#) over the course of the show's four seasons.

[http://en.wikipedia.org/wiki/The\\_Boondocks\\_%28TV\\_series%29](http://en.wikipedia.org/wiki/The_Boondocks_%28TV_series%29). (Adapted)



The Boondocks Season 1 E10 The Itis  
<http://www.youtube.com/watch?v=wz095IrTew>. Accessed on November 9, 2014

#### After you watch

##### 1. Answer the questions below:

- What did you understand by the word “itis”?
- What did you understand by the term “soul-food”?
- Why the soul-food restaurant had to be closed?
- Why *Granddad*'s boss was happy in the end?

## Listen for Specific Information

1. Visit *The Boondocks* page on *youtube* and watch *The Itis* episode again. Listen closely and answer the following questions:

**Time Span: 00:01-05:00**

1. Check the ingredients Robert Freeman (Granddad) and Huey mention right in the start of the cartoon? ( 00:01-01:15)

✓	egg		chicken		butter
	onion		bacon		sugar
	pepper		pork		broccoli
	salt		fish		ham

2. Miss Dubois and her husband, the guest at the Freeman's house, brought for the dinner peach cobbler but Riley said that the dish looked disgusting, why? (01:15 a 01:33)
3. Granddad tried to ameliorate the situation but said something that made it even worse. What did he say? 01:34 a :02:22)
4. Who was the first person who felt the itis? (02:23 - 02:55)
5. What was Riley's good idea? (02:56 -04:00)

**Time Span 06:00-10:00**

1. Mr. Wuncler, Robert's boss, says that he owns that whole block in Woodcrest, but he could not buy the Meadowlark Memorial Park yet. Why? (04:01 - 04:27)
2. Robert's boss introduces Robert Freeman as a partner of the *soul-food* restaurant. Just after that, what does he announce? ( 04:28 - 05:50)
  - a) That all workers would be fired, except the illegal Mexicans
  - b) That all workers would be fired, except the half Mexicans
  - c) That all workers would be fired, except Americans.
3. What is the name Granddad gives to his burger? Why? (05:51 -06:30)
4. Huey says that his Granddad cannot serve people the kind of food in the menu. Why? (06:31 - 07:34)
5. When Riley wakes up from his dream what does he say about the burger? (07:35-08:00)

**Time span 10:01-15:00**

1. What is the book title Huey used to convince the waiter that the food he was serving was unhealthy?(10:52-11:16)
2. Huey paused the cartoon to report a movie. What was the movie about? (11:17 -12:07)
3. What were the effects of food on clients of the restaurants? (12:08-13:06)
4. What happened to the neighborhood a month after the ITIS restaurant opened? (13:36-13:41)
5. What happened to Janet, the blond client? What is she begging from Robert? (13:42- 15:00)

1. Huey is completely against the food that is being served to the clients in the restaurant. What does he say to the client who was visiting the restaurant for the first time?( 15:46- 15:54)
2. The chef comments that according to history the type of food, known as soul food, was a survival technique employed by slaves who used to eat the food that master's wouldn't eat and that people today should not eat that stuff. What is Robert's reply? (15:55- 16:50).
3. What was the white people survival technique that made the restaurant shut its door? (16:51-18:20)
4. What changes did the Freeman's family made in their home menu? (18:21 -19:00)
5. Why Mr. Wuncler (Robert's boss) was happy in the end? (19:01-19:52)

## Discussion

### 1. Read the information below about the animated sitcom *The Boondocks*:

*The Boondocks* has been a frequent lightning rod for controversy since its comic-strip debut in 1999, with [ABC News](#) noting, "Fans and critics of *The Boondocks* loved and hated the strip for the same reasons: its cutting-edge humor and unapologetic, sometimes unpopular, views on various issues, including race, politics, the [war on terrorism](#) and the [September 11 attacks](#)." Numerous outlets predicted the show would encounter controversy prior to its November 2005 debut, due to its casual use of the word "nigga." According to an article in [The Washington Post](#), references to [Rosa Parks](#) were removed from one of the series' first completed episodes within a week of her death.<sup>[23]</sup> In 2006, the Reverend [Al Sharpton](#) protested the first season episode "[Return of the King](#)," for [Martin Luther King, Jr.](#)'s character's use of the word "nigga," saying "[Cartoon Network](#) must apologize and also commit to pulling episodes that desecrate black historic figures." Cartoon Network released a statement in response defending McGruder: "We think Aaron McGruder came up with a thought-provoking way of not only showing Dr. King's bravery but also of reminding us of what he stood and fought for, and why even today, it is important for all of us to remember that and to continue to take action," the statement said. The episode was later awarded a [Peabody Award](#) for being "an especially daring episode." (...) In 2010, [Time](#) magazine named *The Boondocks* as sixth out of 10 of the *Most Controversial Cartoons of All Time*.

Adapted from : [http://en.wikipedia.org/wiki/The\\_Boondocks\\_%28TV\\_series%29](http://en.wikipedia.org/wiki/The_Boondocks_%28TV_series%29)

### 2. (Group Discussion). Now in group of 4, think about the limits of press. Give your opinion about the following questions:

- A. How did you like the cartoon *The Boondocks*? How controversial do think it is?
- B. What you think about the use of bad language (swear words) in adult cartoons? Should they be omitted, or are they important for the purpose of the cartoon?
- C. What do you think about the new perspectives on historical figures like Martin Luther King being portrayed saying offensive words?
- D. What do you think the message of the episode *The Itis* is ? Do you think the use of humor was important for achieving its purpose?
- E. Will you look for other episodes of *The Boondocks* to watch? Why?

## Unit 2-Cartoons

### Teacher's Guide

#### Lesson Plan

This second unit deals cartoons- printed or animated- which is also one of the most popular humor genre. It presents general information on cartoons, its definition and language features. It basically discusses controversies cartoons may create. All the cartoons were taken from the Internet, being authentic material as they were not designed for pedagogical purposes. The cartoons serve either for fun or as a context for grammar and discussions. Students will practice the four skills listening, speaking, reading and writing having humor (cartoon) as a central point. They will use their creativity and have fun in English. If clauses are introduced in a contextualized and funny way. If your teaching context allows, by the end of this unit you can get your students to make selections of cartoons in their mother tongue, make them check if they can be translated into English, and then publish them in a cartoon website, or even post them in the language institute mural so that people can enjoy them and learn through them.

#### **Optional lead-in**

Ask students if they know any famous cartoonist in their country. Ask them about the skills a good cartoonist must have. Ask them if they liked to watch cartoons when they were young and if they like to watch adult cartoons. Bring some samples of cartoons in English from magazines or newspaper, or from online websites in English. Are they fun?

#### **Let's get started**

1-Have students work in pairs or in small groups (depending on the number of students in your group) and get them to discuss the questions proposed. Give them 5 to 8 minutes to carry this discussion on. Get students to present their conclusions in a class conference.

#### **Lesson A: Just for Fun**

This section brings a definition of cartoons and samples of cartoons that serve to illustrate the genre. These cartoons cover topics like life, education, social network, vanity and internet. You might want to invite students to visit Glasbergen website and find other funny cartoons to show the class. Students are asked to make a rank of the best cartoons and then identify the devices employed to achieve laughter. It must be pointed out here that this activity has no intention to analyze humor. It aims at only identify important features of cartoons, like irony, sarcasm, and word play. It is of paramount importance to ask the students to observe the facial expressions of the characters. They are really meaningful.

#### **Lesson B: Reading**

##### **Pair work** (before reading the text)

This is a pre-reading section aims to elicit responses from students concerning their familiarity with the genre (cartoon), making them reflect on some peculiarities of cartoons like its "inoffensiveness" or "danger" to society.

Give them 4 to 6 minutes to discuss the questions in pairs. After it, discuss the questions in a class conference.

#### **Reading**

Have students skim the text to find what controversy is it about. Answer the question proposed in exercise two. At this moment you can get students together to peer-check their answers, discussing the differences that may appear.

#### **Reading Comprehension**

Ask students to take a look on the comprehension questions and read the text again looking for the answers.

##### **Answers:**

1. A: The article was taken from The Guardian Website. It can be inferred that the information presented there is reliable.

B. The controversial cartoon were published in February 2006 by Danish newspapers.



C. They were satirical cartoons about prophet Muhammad.

D. Thousands of people took the streets, There were threats by an extremist group, attacks in embassies. It even created a diplomatic disagreement over limits of press.

E. The USA was against the publications claiming that any form of religious or ethnic hatred is not acceptable. German home minister defended the publication of the cartoons in four German newspaper claiming that this is an expression of press freedom.

2.C

3. D

4. B

5.A

### Lesson C: Grammar

Before reading the definition of *if clauses*, ask students if they have already heard of *if Clauses* and if they know their structures. Read and check with them.

Ask students to observe the structure of *if clauses* again and identify the three types in the cartoons. They must pay attention to the condition stated in the *if clauses* and what is stated in the *main clause*.

2. Answer:



<http://jeffreyhill.typepad.com/>



[www.andertoons.com](http://www.andertoons.com)



<http://www.momeomagazine.com/tag/dibble-cartoon/>

**Note:** It is important to remind students that *If clauses*, do not necessary appear in the beginning of the sentence. In short, *if clauses* it may appear after or before the *main clause*.

### Fun Practice

This activity aims to let students think about the characteristics of *If clauses* inside a context

Answer

1. a. He said that he would not do the homework because he did not want to get good grades go to college, get a job, then run the risk of get fired, go bankrupt, and lose everything.

b. Personal answer. (Stimulate them to give a funny answer)

2. a. It can be observed that all the utterances were composed solely of *If Clauses*. *The main clause* is not present but can be deduced by the reader as just one sentence: I would be happy:

*If only I had her figure... I would be happy.*

*If only I had her diamonds.... I would be happy.*

*If only I had his money... I would be happy.*

*If only I had his wife... I would be happy.*

b. There are only **IF CLAUSES** in the cartoon on purpose, because it makes the reader use their imagination to complete the character's thoughts.

c) *Personal answer:* (Stimulate students to be creative in providing the *main clauses*. Remembering that it belongs to the second type of IF Clauses, therefore students should use *would, could* )

## Lesson D Speaking and Writing

This lesson provides opportunities to speak and write. By, integrating both skills, students are expected to interact more both with language and classmates. Ask students what if they know what political cartoon is. Ask them to take a look at the samples of political cartoons in the page and answer the questions provided. If time allows, ask students to google political cartoons in their cell phones (in classroom) or visit the website and share them with the class. If time does not allow, ask students to bring more examples of political cartoons in the next class.

Possible Answers: 1.

1. a) Political cartoons are the ones that carry illustrations or **comic** strips containing a **political** or social message that usually relates to current events or personalities. They typically combine artistic skill, hyperbole and satire in order to question authority and draw attention to corruption and other social ills.
- b) They question human actions- especially those done by authorities- such as greed, cynicism, incongruity, stupidity. The purpose is to make people question the condition in which we are living in a humorous way.
- c) It can usually be observed play on word meanings (ambiguity, for instance).
- d) Without being aware of the context in which the political cartoon was published, the cartoon may not achieve its goal which is to generate laughter .

## Writing

Continuing the discussion on political cartoons, students are exposed to a very thought provocative cartoon which won a cartoon contest in Iran. Tell students that the word *caption* refers to piece of text appearing on the cartoon. Ask students to answer the questions and then compare their answers with their partners.

Possible answers:

1. a. Criticize the behavior of people today who is very concerned with photographing events instead of living them. People do not help the victims of the car accident but rather photograph them.
  - b. Personal answer.
  - c. The cartoonist's purpose may have to warn people about their obsession with photographing things.
  - d. Personal answer. (Note, the students are supposed to use here the *If clause* to answer the question: If I were one of the victims I would...)
2. Stimulate students to write their own Opinion articles. After following all the writing steps, encourage them to publish their texts online, so that their writing have a real use. If time allows, the teacher may ask students to read their final op-ed to the whole class, so that everyone have access to each other's work .

## Lesson E: Listening and Discussing

### Animated cartoons

Ask the students to read the definition of animated cartoons and talk about the questions proposed. Tell students that they are about to watch a video of one of the most controversial cartoons of all time, called *The Boondocks* ([www.youtube.com](http://www.youtube.com)). As they watch them for the first time, ask them to observe controversial issues that are being portrayed there and take notes then share them. Tell them also that at this moment it is important that they understand the message as a whole, therefore they do not have to be worried about understanding every single word.

Ask them to answer the general questions in **After you watch**

1. Possible answer from the cartoon: It is what you call it when you get sleepy after a big meal
2. Possible answer from the cartoon: Soul food is how it is called the type of food slaves used to have. As they only had the parts of the pig the masters would not eat, the food was a survival technique and it is considered unhealthy today.
3. Because the white people employed their survival technique too which was called “litigation” or lawsuit. They felt the food was destroying them both physically and emotionally.
4. Mr Wuncler (Robert’s Boss was happy because by transforming the neighborhood into a bad place he could afford to buy the memorial Park from the government.

Tell the students you are supposed to watch it again at home or at the computer lab. This time they must concentrate to get some detailed information from the videos.

**Answers**

**Time span 00:01-05:00**

1.

✓	egg		chicken	✓	butter
	onion	✓	bacon		sugar
	pepper	✓	pork	✓	broccoli
✓	salt	✓	fish	✓	ham

2. Because it looked like throw-up(vomit) with peas on it.
3. Granddad said that that “That is not vomit. I just look like a vomit”.
4. The little girl (Mr. and Mrs. Dubois daughter)
5. “It should have beds instead of tables -so after people eat, they could just pass out.

**Time span 06:00-10:00**

1. Because the state want a high price for it.
2. A
3. THE IT IS HOME OF THE LUTHER
4. Because it will cause death
5. He said it was the best thing ever.

**Time span 10:01-15:00**

1. “How to eat to live”
2. The movie called *Soul Food* is about Big Mama. Big Mama demonstrated her love by feeding herself and her offspring enormous amounts of pig lard. She died due to complications caused by obesity. After her death her family came back and had the same meal that caused her death.
3. She became addicted, lazy and obese.
4. The neighborhood became bad, as cases of muggings started to appear.
5. She became obese and obsessed with the burger. She felt desperate.

**Time span 15:01-19:52**

1. “Everything here will kill you”
2. Nobody asked you your opinion. This is my restaurant.
3. They made lawsuits against the restaurant.
4. They started eating healthy food again.
5. Because he could buy the Memorial Park from the State.

**Discussion**

- 1) Tell students to read the information about *The Boondocks*. Ask them if they know another controversial cartoon.
- 2) Personal answers. (Get students to work in group of four and discuss the questions proposed. You can choose a few students to report their conclusions to the class.

## Test Booklet (Covering Units 1 and 2)

### The use of English in a funny way

#### 1. Study the joke below and answer the questions:

An English teacher asked her class to write an essay on what they'd do if they had a million dollars.  
Alec handed in a blank sheet of paper.

"Alec !" yelled the teacher, "you've done nothing. Why?"

"Because if I had a million dollars, that's exactly what I would do !"

- a) Circle the punch line of the joke.
- b) Which word best describes Alec:  
( ) smart ( ) hardworking, ( ) attentive

**Explain.**

- c) If you were the English teacher, what would you have replied? (Be creative and funny.)
- d) What would you do if you had a million dollars? (Be creative and give a funny answer)

2) The *phrasal verb* "hand in" in the sentence "Alec handed in a blank sheet of paper" can be replaced by...

- a) Submitted                      b) brought                      c) showed

#### 3) Read the joke below and find its punch line:

##### Love in the Supermarket

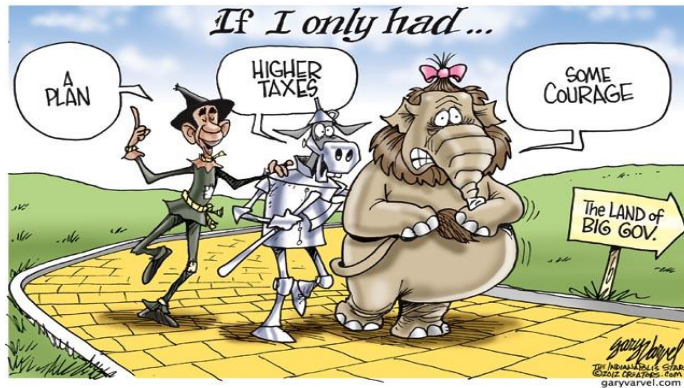
*They met next to the washing powder. By the cereals, they told each other their life stories. When they were choosing vegetables, he told her that he was falling in love with her. In front of the frozen food, he asked her if she would marry him and she said yes. But at the chocolates, they had their first argument. When they were queuing to pay, they decided\_\_\_\_\_.*<sup>1</sup>

- a) to get a divorce                      b) that was all over                      c) to kiss

---

<sup>1</sup> Adapted from New English File (<http://iptintermediate.files.wordpress.com/2013/08/inter-files-6-and-7.pdf>)

4) Study the cartoon below and answer the questions:



<http://www.commonsevaluation.com>, Nov 2014.

A) Is this a political cartoon? Explain.

B) If the government had a plan, higher taxes and some courage, what do you think it would do?

5. Study the cartoon below and answer the questions that follows:



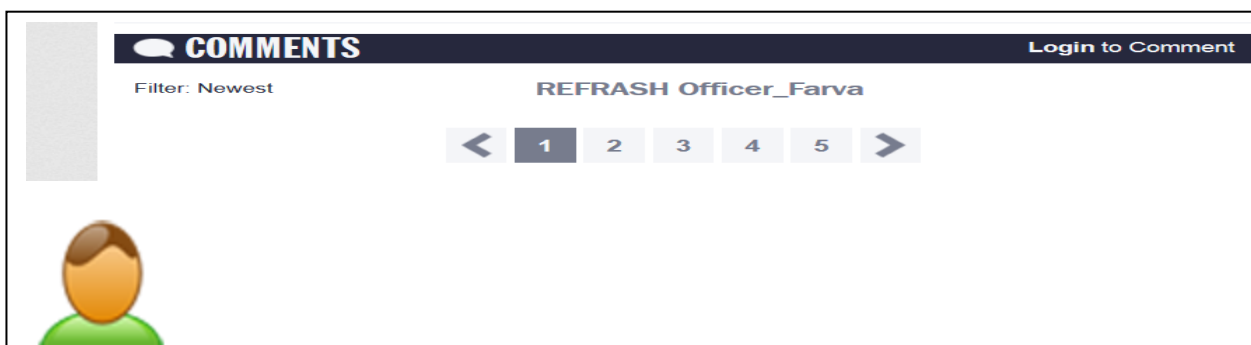
[www.arionaurocartuns.com.br](http://www.arionaurocartuns.com.br), November 2014.

a) What do you think the cartoonist meant by this cartoon?

b) If you were passing by and witnessed what was happening, how would react? (Be creative and funny.)

c) Provide a title for this cartoon.

d) Write your comments about this cartoon to be posted on its website.



## Reading

### 1. Pair work: Discuss with your partner:

- A. Do you agree that school is a serious place and that laughter must be out of it?
- B. Do you think humor can help learning? If so, how?
- C. Do you agree that everyone has different style for learning?
- D. Can educators teach and entertain at the same time?

### 2. Read the article. Which of your ideas are mentioned? What other ideas does it suggest?

The screenshot shows the American Psychological Association (APA) website. The browser address bar displays 'www.apa.org/monitor/jun06/learning.aspx'. The page header includes the APA logo and name, a search bar, and navigation links such as 'Home', 'Help', 'Log In', and 'Cart (0)'. A horizontal menu contains categories like 'About APA', 'Psychology Topics', 'Publications', 'Psychology Help Center', 'News & Events', 'Research', 'Education', 'Careers', and 'Membership'. Below the menu, the breadcrumb trail reads 'Home // Monitor on Psychology // June 2006 Monitor on Psychology // How laughing leads to learning'. A 'COVER STORY' label is positioned above the article title, and a 'Related APA Resources' button is located to the right.

#### How laughing leads to learning

Research suggests that humor produces psychological and physiological benefits that help students learn.

By Zak Stambor  
*Monitor Staff*  
June 2006, Vol 37, No. 6  
Print version: page 62

As a self-described "math phobic," the last thing Johns Hopkins University nursing student Erin Wright wanted to do last spring was enroll in biostatistics, a required course in her bachelor's program.

Yet by the end of the semester not only did her anxiety subside, but she felt confident applying the basic tenets of statistics to analyze medical research.

What sparked the metamorphosis? She says it was her professor, Ron Berk, PhD, who interjected levity into the class and made number crunching fun.

In his course, Berk stages lavish, over-the-top musical skits--starring himself and students--that draw from pop culture. In one spoof, "All That Jazz" blares as several students wearing white gloves saunter into the room. Their hands flare and bodies contort into isolated movements in time with the music. Suddenly the music and dancers stop. Abruptly the theme from "Rocky," blasts out of the speakers, and a horde of students in hooded sweatshirts barge into the classroom, throwing punches in the air. Students gawk and laugh at the spectacle, while Berk illustrates the concept of statistical sampling designs by discussing how students were selected for the two groups and detaching the similarities and differences in the group's compositions.

The key to his teaching style, he says, is using humor to enhance otherwise dull statistical methodology by tapping into students' multiple intelligences and learning styles in a way that forces them to think in divergent and real-life ways.

"When I enter the classroom, I want to change the entire atmosphere into one where everyone has fun with the material--even if the material is complex," says Berk, author of "Professors are from Mars, Students are from Snickers" (Stylus Publishing, 2003) and "Humor as an Instructional Defibrillator: Evidence-Based Techniques in Teaching and Assessment" (Stylus Publishing, 2002). "It helps relieve fear and reduce anxiety."

But it's not all fun and games, cautions Berk, who suggests that to be effective, comedy must complement--and not distract from--course material. In fact, instructors who use distracting or inappropriate humor can actually interfere with students' learning, suggests research by interpersonal communications researcher Melissa Bekelja Wanzer, EdD, of Canisius College.

However, a growing body of research suggests that, when used effectively, classroom comedy can improve student performance by reducing anxiety, boosting participation and increasing students' motivation to focus on the material. Moreover, the benefits might not be limited to students: Research suggests that students rate professors who make learning fun significantly higher than others.

### **Engaging students**

One study pointing to humor's benefits appeared this year in *College Teaching* (Vo. 54, No. 1, pages 177-180). In it, Sam Houston State University psychologist Randy Garner, PhD, found that students were more likely to recall a statistics lecture when it was interjected with jokes about relevant topics. For example, in a lecture segment on reporting research findings, Garner used a metaphorical joke about a planned escape by one of two prisoners in a desert jail. One prisoner tries to escape after unsuccessfully persuading the other to go with him, only learning--after breaking out--that escape is futile as there is nothing but sand for hundreds of miles. After he's captured and returned to his cell, he tells the story of failed escape to the other prisoner who subsequently shares that he tried to escape a few years earlier. Incredulous, the first prisoner exclaimed, "You knew! Why didn't you tell me?" whereupon the other remarks, "Silly man, you should know that no one reports negative results."

"Well-planned, appropriate, contextual humor can help students ingrain information," explains Garner, who in his introduction to psychology course uses TV programs like the audition episodes from "American Idol" to demonstrate such psychological concepts as self-handicapping and selection bias.

Humor can also pique students' interest outside the classroom. In a 2005 article published in *Teaching of Psychology* (Vol. 32, No. 4, pages 246-248) Ohio University-Zanesville psychology professors Mark Shatz, PhD, and Frank LoSchiavo, PhD, found that when a professor inserted self-deprecating jokes, psychology-related cartoons and top 10 lists in an online introductory psychology course, their students more often logged on to the online system Blackboard and were more likely to enjoy the class.

"Professors' jobs are to educate, not to entertain," says Shatz. "But if humor can make the learning process more enjoyable, then I think everybody benefits as a result."

And the benefits may not be limited to academic performance, according to Berk in "Humor as an Instructional Defibrillator." In the book, he suggests that humor's primary psychological role is as an emotional response or buffer to relieve physical stress. Moreover, laughter has been shown to stimulate a physiological effect that decreases stress hormones such as serum cortisol, dopac and epinephrine.

In an upcoming article in *Humor: International Journal of Humor Research*, Berk found that during students' most anxious times, such as prior to or during an exam, humorous directions or test items may relieve students' tension and help them perform better.

"Humor can transform the testing situation from formal and stodgy to relaxed and comfortable," he says.

### **Droll, but not overdone**

In addition to the psychological and physiological benefits of creating a fun, relaxed classroom, students often perceive that they learn more with droll professors, according to a 1999 *Communication Education* (Vol. 48, No. 1, pages 48-62) article by Wanzer.

Wanzer also found that students perceived witty instructors as being more competent communicators and more responsive to students' needs than dry instructors. However, Wanzer also found limits to humor.

"Students don't necessarily want Jerry Seinfeld as their instructor," she says. "They want appropriate humor that is relevant, lightens the mood and makes the information memorable."

So how do you draw the line between being educational and being distracting?

By focusing on learning first, says communications researcher Jennings Bryant, PhD, of the Institute for Communications Research at the University of Alabama. Bryant has worked as a script consultant for "Sesame Street" and "The Electric Company" and has studied classroom humor.

In a 22-study research project from 1969 to 2000 that examines the effectiveness of humor within education, Bryant and his colleague Dolf Zillmann, PhD, of Indiana University, found that although humor can make the learning experience more pleasant, it must be attuned to the audience's knowledge to enhance students' attention, improve the classroom environment or lower students' test anxieties.

Also, humor can be overdone to the point that students are so busy awaiting the next gag that they miss the teacher's message, says Bryant.

As such, in the first few years of "Sesame Street," Bryant recommended that the writers intersperse the humor throughout the program to tie in the lesson and keep children engaged. The key to the writers crafting a good joke, Bryant adds, is their ability to see the joke through the eyes of the viewer or student.

Berk has reached similar conclusions from his own experience.

"Most professors think like professors, and you can't do that," Berk says. "What I do and how I teach is all about the students," he says. "It has nothing to do with me. I'm tapping into *their* multiple intelligence needs and *their* culture so that *they* can understand the material in *their* terms."

<http://www.apa.org/monitor/jun06/learning.aspx>. Accessed 20/11/2014.

## Reading comprehension

### 1. Read the text again and answer the following questions:

- A. Where is this article taken from? What can you infer from its source?
- B. What the author refers to many sources (books and articles) in his text?
- C. How humor affects learning?
- D. How teachers should deal with humor in the classroom?

### 2. Read the following excerpts from the text and write (B) for Benefits of humor in education and (D) for Danger of humor in education.

( ) In fact, instructors who use distracting or inappropriate humor can actually interfere with students' learning, suggests research by interpersonal communications researcher Melissa Bekelja Wanzer, EdD, of Canisius College.

( ) "Humor can transform the testing situation from formal and stodgy to relaxed and comfortable."

( ) humor can make the learning experience more pleasant, it must be attuned to the audience's knowledge to enhance students' attention, improve the classroom environment or lower students' test anxieties.

( ) "Humor can be overdone to the point that students are so busy awaiting the next gag that they miss the teacher's message, says Bryant."



3) Read the definition of **defibrillator**:

**defibrillator**

/di'faɪbrɪˌleɪtə; -'fɪb-/

Noun 1. (med) an apparatus for stopping fibrillation of the heart by application of an electric current to the chest wall or directly to the heart

<http://dictionary.reference.com/browse/Defibrillator?s=t>. Nov.2014.

**Now answer: What does the book title “"Humor as an Instructional Defibrillator: Evidence-Based Techniques in Teaching and Assessment"." mean?**

**Listening**

**1. Watch another episode of controversial animated sitcom *The Boondocks* called “Smoking with cigarettes”, then answer the questions below:**

**After you watch**

- a) Who is Lamilton Taeshawn?
- b) What kind of things does he like to do? Give examples.
- c) What is Lamilton’s dream?
- d) What Doctor Doomus realized about Lamilton?



**Oral test**

- a) What do you think the purpose of this cartoon is?
- b) What may be considered controversial in this episode?
- c) Do you think this cartoon is politically incorrect? Explain

## Test Booklet Answer Key (Covering Unit 1 and 2)

This test was designed to cover topics similar to the ones presented in units One and Two. Humor continues to occupy the main role. The exercises cover the use of language, grammar in context and listening for general idea. Listening for specific information was not required here, as it be very tiresome for both students and teachers.

Answers:

1. a) Punch line: “ *that's exactly what I would do !*”  
b) Smart, because he interpreted the ambiguity of the sentence ( If I had one million dollars, I would not do anything, including any activity from school).  
c) Personal answer (note. Stimulate students to use the if conditional here in a funny way: If I were his teacher, I would...)  
d) Personal answer( Again, Stimulate students to use the if conditional here in a funny way)
- 2) a
- 3) that it was all over.
- 4) a) Yes, it can be considered a political cartoon, as the characters here from the fictional world are representing politicians who have no plans or courage and wants higher taxes.  
b) Personal answer.
- 5) Possible answers. a) The cartoonist wants to represent love of material things rather than for the human being.  
b) Personal answer. (Stimulate students to be creative using the conditional if: If were passing by, I would...)  
c) Personal answer.  
d) Personal comments.

### Reading

Stimulate students to think about the importance of humor in their learning. Ask then about the funniest teacher they had. How students liked him? Could he/she teach his subject well?

1. Ask students to answer the questions and discuss in group of 3 to 4.
2. Ask students to read the text and check ideas that were discussed in the exercise one.

### Reading comprehension

#### Answers

1. a) This article was taken from an American Psychological Association website. It can be inferred that the information presented is reliable.  
b) The references to many sources(books, articles and researches) gives more credibility to the article.  
c) According to the text, humor relieves fear and reduce anxiety.  
d) Teachers should use humor to enhance students.

2. ( D ) In fact, instructors who use distracting or inappropriate humor can actually interfere with students' learning, suggests research by interpersonal communications researcher Melissa Bekelja Wanzer, EdD, of Canisius College.
- ( B ) "Humor can transform the testing situation from formal and stodgy to relaxed and comfortable,"
- ( B ) humor can make the learning experience more pleasant, it must be attuned to the audience's knowledge to enhance students' attention, improve the classroom environment or lower students' test anxieties.
- ( D ) "Humor can be overdone to the point that students are so busy awaiting the next gag that they miss the teacher's message, says Bryant."

3. Possible answer: It means that humor can work as a tool (medicine) in education.

### **Listening**

1. Answers: a) He is a bad kid
- e) He likes to do bad things, like hurt people, chase cars, never follow any advice
- c) He dreams to be popstar. He wants to be famous for doing bad things.
- f) He realized that what was living behind Lamilton's eyes was not human

### **Oral test**

In this section, teachers may ask individually to check how well students are able to express themselves in the target language. All the topics in these questions were already studied in Units One and Two.

## Rationale

*“Besides letting students the opportunities to know how humor works in the other language, classrooms in which laughter is welcome help bring learning to life”*  
Dickinson (2001).

This final project seeks to demonstrate to teachers and students that humor can work as a great pedagogical tool as it encourages us to think about human attitudes, behavior and actions, besides language itself. *Laughing* and *Learning* can be great partners as both are permanent part of everyone's life. It is just unconceivable to imagine life without one of these two elements. As people say “as we live, we learn”, correspondingly, “as we live, we laugh”, and why not “as we Live, we Learn and Laugh together”?

Askildson (2005) states that humor is “an inextricable part of the human experience and thus a fundamental aspect of humanity's unique capacity for language”. According to Morreall (apud Morgonari, 2004 5), humor and laughter are basic components of human existence and are among the most ancient and powerful social manifestations that human beings have, as since pre-Socratic philosophers it is possible to find study evidences about this issue.

Schmitz (2002) points out that “the use of humor in language courses, in addition to making classes more enjoyable, can contribute to improving student's proficiency”. The author shares Neilliep's<sup>2</sup> findings that “teachers use humor as a way of putting students at ease, as an attention getter, as a way of showing that the teacher is human, as a way to keep the class less formal, and to make learning more fun.”

Medgyes (2002:25) considers humor as “one of the best vehicles for language teaching” and, also, “possibly the best source of authentic cultural information about other peoples”. According to this author, humor is a good vehicle for providing authentic cultural information; building bridges between cultures; practicing language items in genuine contexts; bringing students closer together; releasing tension; developing creative thinking; providing memorable chunks of language; reinforcing previously learned items; generating a happy classroom; enhancing motivation; enriching textbook-based courses; introducing a refreshing change from routine language learning procedures. Dickinson (2001) reinforces the idea, claiming that “a sense of humor is a basic skill that needs to be nurtured and cultivated, and it can enliven any school subject. Classrooms in which laughter is welcome help bring learning to life”. Trachtenberg (1979) states that “teaching a language involves or should involve a great deal more than just transmitting the linguistic code of that language”. It means that learning another language is not only deciphering its code, (i.e. its linguistics forms) it is much more: it is acquiring new values, attitudes and views of the world. In short, it is learning a new culture, a new way of thinking and living.

Having fun in another language is not an easy task. As language and culture are intertwined, humorous material may have different receptivity among different languages/cultures. It can be easily recognized that some humorous material (jokes, for instance) may be funny for some cultures while for others -the same material- may be regarded plain boring, maybe disrespectful or even offensive. Humor content may become even dangerous as it happened with the controversial Danish cartoons published in 2006 (see article in Unit 2) that almost generated a diplomatic war. Humor may also be universal, as everywhere in the world people may find the same material funny, even if there are no words on it (see cartoon from Iran in Unit 2). Therefore, learning another language also means learning another culture, i.e., a new way to see the world.

According to Deneire (1995), to perceive and understand humor in intercultural contact, the learner needs to become acculturated in the other group.

He or she needs to recognize, legitimate, accept, and appreciate the fundamental differences between cultures, and be ready to bridge these differences in order to 'feel' as people in the other culture do. Being aware that (1) every culture has its own internal coherence, integrity, and logic, (2) all cultures are equally valid, and (3) all people are at least partially culture bound (Adler, 1977), the learner will be armed to switch from one mode of thinking to another in different context.

Humor can assume political and ideological views, which require from students the use of their world knowledge and reasoning to interpret and respond to it in a critical way. Allowing students to express their opinions over controversial issues in another language (written or oral) is of paramount importance for preserving their identity and should be the goal of any serious pedagogy, textbook or language material in general. It is a fact that a large amount of language material does not include humor as content, leaving students without such important reference. Without humorous input, how can the learner project his/her sense of humor into the other language/culture? Knowing that to generate effective humorous output the speaker needs to know basic humorous features of the other language, otherwise he/she runs the risk of being nonsense, or even misunderstood. Having all this information in mind, I undertook the mission of creating two units which converges to humor as a pedagogical tool.

As stated in the introduction, this final project was conceived under the principles of the Communicative Language Teaching associated with Critical Literacy theoretical framework. According to Mattos and Valério (2010) in both approaches, the learner is seen as a protagonist to his own learning. Therefore, during the development of the two units, I have chosen to create tasks in which students were led to express their opinions (in pair or group); use their creativity; interact with each other more "naturally" and, of course, laugh a little bit in English. In other words, students were driven to use language effectively, appropriately, critically and humorously.

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<sup>2</sup> Neuliep, James W. 1991 n Examination of the content of high school teachers' humor in the classroom and the development of an inductively derived taxonomy of classroom humor. *Communication Education*. (October), vol. 40:343-355.

The possibility building a friendly and collaborative environment in the classroom, in which the target language is used in a meaningful and interactive way, reinforces Stephen Krashen's (apud Schütz, 2007) view that "acquisition requires meaningful interaction in the target language -natural communication- in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding"

The idea of structuring the two units solely with authentic material was intentional. Online articles (unit 1 and 2), jokes (unit 1) and cartoons (unit 2) were selected as they take part in everyone's life in any language. The four skills (*speaking, reading, writing and listening*) were worked, whenever possible, simultaneously, that is, in an integrated way. Besides providing many topics for discussion in both units, I have also tried to explore the creative side of students, by proposing exercises in which they had to come up with the punch line of the joke, for instance (see Unit One) or find updated news and draw a political cartoon based on it (see Unit 2).

Humor is by nature an interactive fact of language and a very creative aspect of language. According to Fromkin & Rodman (1974) "knowing a language means being able to produce new sentences never spoken before and to understand sentences never heard before". Noam Chomsky refers to this ability as part of the *creative aspect* of language use, thus, language and humor are strongly linked: one is constantly being used by the other to achieve their goals. In other words, language evolves through humor, and humor lives by the creative use of language.

As the proficiency level chosen was *Advanced*, focus on details, such as meaning of words, sentences, as well as spoken utterances, was required from students in both units. Pre-reading activities were created as a way of introducing students to the texts or topics to be discussed.

Reading also played an important role in these two units, as the texts provide important information concerning the genres (jokes, cartoon) which was later assessed through reading comprehension activities. These reading texts also served to empower students with ideas and arguments for further discussions.

Grammatical aspects of the English language were also the focus of study as they contribute to a better comprehension and oral or written expression in the target language. In Unit One, *phrasal verbs* were presented within a humorous context in which students had to identify them in the jokes and guess their meaning. In Unit 2, *If clauses* received a similar treatment. Students were asked to identify them in cartoons and classify their type (I conditional, II conditional or III conditional). The extra activity was supposed to be funny as the students would escape from reality and imagine how their life would be if they were cartoon characters.

Writing activities (writing comments or op-eds) on its turn, was intended to let students express their opinion concerning relevant issues (controversial joke, Unit 1, and controversial cartoons, Unit 2).

In short, in this project I've tried to emphasize the importance of using humor in every foreign language classroom context. It must be pointed out here, however, that the employment of

humor in the teaching/learning processes constitutes just another pedagogical tool. The possibility of presenting contextualized grammar, topics for discussions and reflections- in or outside the classroom- through humorous material makes it a very powerful pedagogical resource. As Trachtenberg (1979) claims “the projection of a sense of humor is in fact a key element that must be encouraged if the student of English as a second language is indeed to be himself in an English speaking milieu”, we, as teachers can encourage this humor in a number of ways – with jokes, cartoons, games, funny questions, and, perhaps most importantly, with an atmosphere in the class that puts the students at their ease, which will certainly contribute to their learning.

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### **Suggestions of websites:**

<http://en.wikipedia.org/wiki/Joke>

<http://jokes.cc.com/>

<http://iteslj.org/c/jokes.html>

<http://www.glasbergen.com/>

<http://jokeshindifunny.blogspot.com.br/p/doctor-jokes-patient.html>

<http://www.lingolex.com/itp/phrasalverbs.htm>

<http://www.manythings.org/jokes/9986.html>

<http://www.politicalcartoons.com/>

<http://www.grammarmancomic.com/comics.html>

<http://www.cartoonstock.com/>

## Appendix

### (Transcription of *The Boondocks* episode "The Itis")

#### The ITIS script

*lyrics I am the stone The builder refused I am the visual The inspiration That made lady Sing the blues I'm the spark That makes your idea bright The same spark That lights the dark So that you can know Your left from your right I am the ballot in your box The bullet in the gun The inner glow That lets you know To call your brother sun The story that just begun The promise Of what's to come And I'm-a remain a soldier Till the war is won Chop, chop, chop Judo flip Chop, chop, chop Judo flip Chop, chop, chop Judo flip Chop, chop, chop*

Add the butter Add the bacon Chicken too-oooh Salt-ee-oooh Add the fish Sha-ba-dabba-doo Ba-la-la-la-la-la Buh-bo-ba-bidoo Mmm-mmm-mmm? Mmm.

? Shibby-daba-doo-bee-bop Dee-da! Shaba-daba-baba-bee-bee?

Riley, get the door.

Granddad, is this the broccoli I bought at the store today? Yep, I cooked it up for you.

Oh, you cooked it with the ham! It's pork-flavored broccoli.

Granddad, there's more pork in the pork-flavored broccoli than there is broccoli.

We talked about this.

Vegetables cooked with pork counts as pork.

Hey.

Do I smell pork-flavored broccoli? Hey, everyone.

Mwah.

I brought peach cobbler.

Miss Dubois, your peach cobbler look like throw up.

Boy! It do! Look! It look like throw up with peas in it.

Miss Dubois, you been eatin' peas? Boy, what is wrong with you? What's wrong with me? What's wrong with her? She the one who brought vomit over here in a Tupperware container.

That is not vomit! It just look like vomit.

Now apologize to Miss Dubois.

Um, I-it- It's okay.

Really.

Fine.

Miss Dubois, I'm sorry your peach cobbler look like vomit with peas.

Damn it, boy! Guys, please.

We don't have to I don't care if you beat me, Granddad.

I won't eat it! That is disgustin'! It's completely uncalled for! You'll eat it if I have to shove it down your throat! Really,

I didn't mean for it to be I-I know what you tryin' to do! You tryin' to kill me! I hate you! You are gonna eat that cobbler! And you're gonna act like you like it! I don't wanna eat the cobbler! Best meal I've had in years, Robert.

What's this called? I call it Granddad's pork swine delight.

It consists of two pig knuckles glazed in honey.

Pig tongue marinated in butter for two days.

Chitlins That's pig intestines for y'all that don't know.

-soaked in hot sauce, drizzled with mayonnaise, and then set to harden on my back porch in 3 pounds of cheddar cheese.

Mommy? I'm sleepy.

Oh, don't worry about that, little baby.

That's just "the itis.

" The what? The itis.

That's what you call it when you get sleepy after a big meal.

The itis? You know, Robert, I own a little health food spot near Meadowlark Park.

Great location, but the food tastes like hot armpit on wheat bread.

I've been thinking about making a change.

You interested? My own restaurant.

Mm-hm.

Uh That's a great idea, Robert.

You know what's even a better idea is a lounge singer.

I sing, Robert.

I could I could sing to the people while they

It should have beds instead of tables -so after people eat, they could just pass out.

Good idea.

We should get together tomorrow and talk.

My own r-restra Huey, you handle the dishes.

I'm telling you, Robert, this is the best location in Woodcrest.  
 I own all the businesses on this block.  
 Everything except Meadowlark Memorial Park.  
 I've been trying to buy that park for years, but the state is trying to buttfuck me on the price.  
 But we'll see who buttfucks who.  
 Wow.  
 I didn't know Meadowlark Lemon died.  
 Who's Meadowlark Lemon? I found that the whole health-food thing attracts the wrong kind of crowd.  
 Hello, Mr.  
 Wuncler.  
 Hello.  
 Cutie pie, hello.  
 Excuse me, gentlemen.  
 Would you like to sign our petition to get more humane treatment for immigrant workers? If you don't get that bullshit out of my face, bitch Chico, take an order.  
 Ah, sí, señor.  
 Seventeen pigs, one and a half tons of grease.  
 Sound like a good start? Mm-hm.  
 I need to be thinking urban.  
 More Negro.  
 The black thing.  
 That's what's happening now with the kids.  
 Mm-hm.  
 Eh.  
 Everyone, listen up.  
 I'd like to introduce you to my new partner, Robert Free-man.  
 We're going to be opening a soul-food restaurant together.  
 Hey, all right.  
 Oh, soul food! Okay, so you are all fired.  
 Ooh.  
 Everyone else, I hate your kind.  
 Never come back.  
 Congratulations, Robert.  
 This is gonna be great.  
 Uh, Señor Wuncler.  
 Are we fired too? Not the Mexicans.  
 I'm half Mexican.  
 Not the illegal Mexicans.  
 ¡Olé! Mm-hm.  
 Mm-hm.  
 I present to you "The Luther.  
 " A full-pound burger patty covered in cheese, grilled onion, five strips of bacon, all sandwiched between Two doughnuts! Two Krispy Kreme doughnuts.  
 It's called the Luther because it was supposed to have been invented by Mr.  
 Luther Vandross himself.  
 Luther Vandross is dead.  
 And? What's your point? Hm? Is this one of your menus? Sausage and waffle and fried chicken breakfast lasagna? Yep.  
 Bacon-wrapped chitlin-stuffed catfish? Granddad, you can't serve this kind of food to people.  
 It'll cause death.  
 Whoa.  
 This is what crack must feel like.  
 Shame on you, Huey.  
 Move out to the suburbs, and suddenly you too good for soul food.  
 Perhaps you would enjoy a spot of cheese and a buttered scone, white boy.  
 Boy? Boy, are you okay? I'm sure it's just the itis, right? That or insulin shock.  
 Do CPR.  
 Riley, wake up! Yeah, I'm not sure yellin' at him is gonna help, Granddad.  
 How do you not know CPR? I tried to learn CPR, but they wouldn't let me.  
 'Cause I was black.  
 What? Nowadays, y'all run around and learn CPR whenever y'all want to.  
 Just go around savin' lives, resuscitatin' each other willy-nilly.  
 But when I was a young man, it used to be against the law to teach colored folks CPR, okay? Man, that's not true!  
 Granddad is that you? Oh, boy, I thought we lost you there for a second.  
 How was the Luther? Best thing ever.  
 Sounds like an endorsement to me.  
 Now, look at y'all.

Just purty as a couple can be.  
 How many in your party? Just us.  
 And how long of a nap will you be takin'? Well, we were thinking maybe 45 minutes.  
 That's just great.  
 Head on in.  
 Tonight is pork-produced sushi.  
 Hold on to your wasabi as we take you to a super-exclusive grand opening of The Itis! A new place to see or be seen in Woodcrest.  
 With the maître d' who might be causing all the ruckus, Uncle Ruckus.  
 En français, my good man.  
 That's Uncle "Rue-kue."  
 " It's French.  
 I'm part French and Cherokee Indian, with just a splish-splash of Irish.  
 I-I know Irish.  
 Sometimes I drink Hennessy, and I make booty calls! All right, Rue-Kue.  
 What's Robert Freeman's secret? Well, let me just say this here.  
 If there's one thing that a colored man is good at, it's cookin' a pig.  
 There you have it That ain't to say a white man couldn't cook a pig better.  
 His big brain just focused on more important things, like runnin' the world and spaceships.  
 Ladies and gentlemen, oh, you're such a wonderful crowd.  
 My name is Tommy D, hip-hop lounge singer, and I'll be providing your listening pleasure this evening.  
 And right now, I'd like to slow it on down with my main man, Biz Markie.  
 ? Make the music With your mouth, Biz Ah-ah-ah-ah-ah! Ah-ah-ah-ah-ah! Make the music With your mouth, Biz?  
 Excuse me, brother.  
 Mind if I have a word with you about some of the so-called "food" you're servin' this evenin' Ee-ooh-ah-ooh-ah!? And here's the man himself.  
 Robert, these two ladies wanted to meet the man behind The Itis.  
 Well! Hello there, cutie pie.  
 Hi.  
 My name is Janet, and I just can't begin to tell you how fantastic your food is.  
 Oh.  
 Thank you, kindly.  
 ? Make the music With your Mouth? Biz.  
 Yeah.  
 Listen, I don't want to keep you, but I'm sure that you will be seeing a lot more of me.  
 Bitches love free food, Robert.  
 Oh, my God! Hey, where you goin'? Bed four needs more bacon.  
 What did you tell him? What's behind your back? Elijah Muhammad's "How to Eat to Live."  
 " I knew it! Just what joy do you get out of trying to crush all of my dreams, Huey? Do you know how long I've wanted to own my own restaurant? Three weeks, at Sunday dinner.  
 That was the first time you mentioned it, and you only started doin' the stupid Sunday dinner thing because you saw Soul Food on cable.  
 We're gonna pause this for the benefit of all y'all who never saw Soul Food.  
 Soul Food is a movie about a big, humongous black grandmother, aptly named Big Mama.  
 Big Mama demonstrates her love by feeding herself and her offspring enormous amounts of pig lard.  
 Then- Get this.  
 -Big Mama's arteries are so clogged, they gotta amputate her arm.  
 It was her leg! Right.  
 Okay, whatever.  
 Leg.  
 Then she dies of a heart attack.  
 Or another stroke or somethin'.  
 God called her home.  
 And what does the family do after she dies? They get together for a Sunday dinner and eat the same food that just killed Big Mama.  
 The same food! They didn't learn a lesson.  
 Nobody went on a diet.  
 And that's the end of the movie.  
 Sunday dinners was my idea.  
 They got that from me.  
 Something wrong? Look, Ed, I'm sorry.  
 We just lost a waiter, a-and Robert, relax.  
 Look around.  
 Well, I still have to replace that waiter.  
 Ugh.  
 Wha What people soon discovered was that Granddad's food was as addictive as it was tasty.

The restaurant was booked solid around the clock.  
People started to show up late for work.  
Others stopped going to work altogether.  
Jobs were lost.  
The Itis addicts who couldn't afford the beds moved into Meadowlark Park.  
Without jobs, they turned to crime to feed their habit.  
A month after The Itis opened, Meadowlark Park had its first mugging.  
No, no! Stop! Stop! Give me that! Hello? I've been mugged! It took 3 hours for the police to arrive.  
This was officially a bad neighborhood.  
? Straight outta the oven Made with nothin' But lovin' Collard greens, corn bread Tater salad Well, if it ain't homemade  
The dish is invalid My uncle came through With the mail A truckload of trout Fish fry on wheels Enough chicken,  
enough drink Enough food If you want it, if not We got that kid stuff too Turn the music up Pass the hot sauce We're  
tryin' to play Some spades Hey, you got some cards ? That's what I'm talkin' 'bout Now, we can get it crackin' ? Ow!  
You bitch! Oh, you Stay away from my food! Whoa, whoa! Hey! Don't damage the floor! Hey, Granddaddy, it's me,  
Hey! Janet.  
We met on opening night.  
Damn! What happened to you? Look, I was just wondering if I could get a quick Luther burger.  
Hey, come on, get off me! Please.  
Look, just one.  
What's wrong with you, woman? Hey, get off my leg! You got one in that bag, don't you?! Please, Granddaddy.  
I'll do anything! Then take the damn thing! Damn! That was my dinner.  
Don't worry about last night.  
We'll get you some security.  
This ain't exactly the best neighborhood anymore, but we have a bigger problem.  
We're losing money because you're not getting these people out of here fast enough.  
Like him.  
Get your ass up, or pay for another hour in the bed! Now! I can't Chico! Oh, God.  
There.  
Look like a bed just opened up.  
Check this out.  
I had Chico modify the bed like the Mexicans do with their cars.  
They call it "hydraulics."  
" Watch this.  
Let's see.  
Um, this is my first time here, but all my friends rave about it.  
What's good? Oh, everything here will kill you.  
Run.  
Fine.  
You wanna keep playin' around? Now, you can wash the dishes.  
Granddad, look what you've done to this community.  
It's not that bad.  
Not that bad? This place used to sit between a coffee shop and a day spa.  
Now, there's a liquor store and a damn Foot Locker.  
This food is destructive.  
This food is your culture.  
Then the culture is destructive.  
He's right, Señor Freeman.  
All African-American slaves had to eat was the parts of the pigs the slaves' masters wouldn't eat, but that was a survival  
technique, ese.  
They didn't really have a choice.  
I don't think people are supposed to eat this stuff.  
Or, at least, not so much.  
What? I can't take an Afro-American Studies class at the community college? Well, nobody asked you, Chico.  
This is my restaurant, and we'll serve the food that I wanna serve, señor.  
Actually, it's my restaurant, and it's shutting down.  
Sorry, Robert.  
It was fun while it lasted.  
But, uh, w-what happened? Granddad learned white people had their own survival techniques.  
They call it "litigation."  
" Janet O'Siren had gone from this, to this and back to this, with the help of two liposuctions and emergency  
gastrointestinal surgery.  
We want half a million for medical bills and 4 million in emotional damages.  
We'll pay her insurance deductible.  
Deal.  
And, um- Ahem.  
-one last Luther burger.

Chico! Wuncler feared it would be the first of many lawsuits against The Itis.  
 Granddad's restaurant was no more.  
 Mmm, mmm! Oh! This isn't fair.  
 The people liked this restaurant, and they liked me.  
 I never wanted to hurt anybody.  
 Janet, are you okay? I think she's having a heart attack.  
 I believe our business is done.  
 Have a nice day.  
 Call me later, Robert.  
 Hello.  
 My client's having a heart attack.  
 They're not gonna come.  
 Yes.  
 We're on the corner of, um, uh, Cherry Street and- And Fifth.  
 Right across from Meadowlark Park.  
 Hello? Told you.  
 Don't you know CPR? I'm a lawyer.  
 We don't help people.  
 What about you guys? Don't you know CPR? So I told him, they wouldn't even teach black people CPR when I was young.  
 We still do the Sunday dinners.  
 I think Granddad just likes being popular.  
 But we do switch up the menu from week to week.  
 It's somethin'.  
 So, what happened? Chico saved her.  
 Eh.  
 I took a class.  
 And after this meal, nobody passed out.  
 If you'll excuse me.  
 Robert, may I use-? Bathroom's upstairs, right? Huey! Take care of the dishes, okay? Don't anybody go in the bathroom for 35 or 45 minutes.  
 Whew! Open the window!

[http://www.springfieldspringfield.co.uk/view\\_episode\\_scripts.php?tv-show=the-boondocks&episode=s01e10](http://www.springfieldspringfield.co.uk/view_episode_scripts.php?tv-show=the-boondocks&episode=s01e10). Accessed on 18/11/2014

## Transcription of *The Boondocks* episode Smoking with cigarret

### Script Smoking with cigarret

Lyrics *I am the stone The builder refused \*\* I am the visual The inspiration \*\* That made lady Sing the blues \*\* I'm the spark That makes your idea bright \*\* The same spark That lights the dark \*\* So that you can know Left from right \*\* I am the ballot in your box The bullet in the gun \*\* The inner glow That lets you know \*\* To call your brother sun \*\* The story that just begun \*\* The promise Of what's to come \*\* And I'm 'a remain a soldier \*\* Till the war is won Won \*\* Chop, chop, chop Judo flip \*\* Chop, chop, chop Judo flip \*\* Chop, chop, chop Judo flip \*\* Chop, chop, chop \**

Can you tell me your name? Lamilton.  
 And your last name.  
 Taeshawn.  
 How old are you, Lamilton? Six.  
 Lamilton, do you know why you're here? Yes.  
 Why are you here? 'Cause I'm a bad kid.  
 I do bad things.  
 Whoa, whoa, whoa! Yo, Lamilton.  
 Yo, where you get this? I stole my Grandmother's car.  
 You said you do bad things.  
 What kind of bad things do you do? I don't listen to my Grandmother and I hurt people and I smoke with "cigawettes."  
 " You smoke with "cigawettes"? Do I smoke with "cigawettes"? Ha-ha.  
 Man, I be smoking with "cigawettes" all the time.  
 Watch out, Lamilton! You smoke with cigarettes? Yeah, can I have one? No, you can't have a cigarette, Lamilton.  
 Young boys aren't supposed to smoke with cigarettes.  
 It can make your lungs sick.

I don't care about my lungs.  
It's fun to smoke.  
I like doing unhealthy things.  
Man, what you just hit? I don't care if I hit stuff.  
It's fun to hit stuff.  
I- I lied, I don't really smoke with "cigawettes."  
" You said that sometimes you hurt people.  
How do you hurt people? Hit them.  
How? Punch them.  
Hit them in the face.  
And in the stomach.  
Or grab their arm and Yank it till it breaks.  
Hey! Yo, it's the cops.  
Good.  
Now it's a high-speed chase.  
How do you feel about those you hurt? I don't care nothing about those people.  
What if you killed them? I don't care.  
Let me out the car, man! Let me out the car! Hands up, now! Please step out of the vehicle! Hey! Anybody see the guy who did all this? Why did you do bad things? 'Cause it's fun.  
It's fun to do bad things.  
Ow! Ow! You got a lot of nerve, riding around in a stolen car with some hooligan! Like I wasn't gonna whoop your narrow behind! Granddad, please stop! Stop, Granddad! I sw I swear to God, Granddad, please, you killing me, stop! What the hell you doing smoking? Oh, God, please Jesus, please help me Help me, Jesus.  
Shut up! From now on you don't talk to Lamilton Taeshawn, you don't see Lamilton Taeshawn, you don't even think about Lamilton Taeshawn.  
Do you understand me? I- I understand! I understand! I promise! Good! Now, I want you to sit there and think about how stupid you are.  
I'm going to sleep.  
That ain't hurt.  
Lamilton Taeshawn is not a typical 8-year-old.  
While most kids in his neighborhood were at home playing video games, he was leaving a path of destruction behind the wheel of an SUV he stole from his grandmother.  
And I came into the kitchen and I saw my keys were gone, and I thought, "Oh..  
" I can't believe Granddad wouldn't let me do no interviews.  
Lamilton blowing up over this.  
I bet he get his own TV show.  
Ooh, I bet he do.  
Lamilton, where were you going? I went and drove and pick up my friend and he smokes with "cigawettes."  
" Once he picked up his friend, another unidentified 8- year-old, the two went on a nearly fatal rampage through the Woodcrest area.  
Lamilton, what about the people you could have hurt? I don't care nothing about those people.  
I wanted to do hoodrat stuff with my friends.  
See, you have to understand.  
All children his age love stealing cars and going on high-speed chases.  
Lamilton, why exactly did you steal your grandmother's car? 'Cause it's fun.  
It's fun to do bad things.  
Riley, don't you think that kid seems a little off? Off, like how? Off like not quite normal.  
See, that's your problem.  
You wanna be normal like everybody else.  
But see, me and Lamilton, we wanna be different from normal.  
We wanna be abnormal.  
We just do whatever.  
No matter what nobody say.  
I'm gonna do what I wanna do whenever, whatever.  
What? Shut the hell up before I come down there and beat you till you pee on yourself again.  
I do what I wanna do.  
Coming.  
Damn it.  
Who is it? It's that damn crazy kid with some old woman.  
What do I do? I don't want that crazy little nigga in my house.  
Okay, think.  
Gotta stall for a plan.  
Uh, who is it? It's Lamilton and his grandmother, Mr. Freeman.  
Shit, that didn't buy me no time.  
Just see what they want.

I don't care what they want.  
I don't want these crazy people in my life.  
Oh, this is so unfair.  
Why me? All right.  
One second.  
I'm sorry to bother you, Mr.  
Freeman.  
But I know it was your grandson smoking with cigarettes in the car with Lamilton and I just thought he should come over here and apologize for putting Riley in danger like that.  
Oh, that's not really necessary.  
Can we leave now? Yes.  
No.  
Now get in that house right now and get ready to start apologizing.  
Really, that's not I don't want that to happen.  
Lamilton, I said get in that house! And I wanna apologize to all of you for what I did.  
It was very wrong, and I am very sorry.  
I just would like to move on and lead a normal life.  
You know, get a job and a wife, and change my ways.  
And I hope this apology impresses you even though my grandmother made me do it and I don't really mean it.  
You mean you do mean it.  
I mean I do mean it.  
I don't think he means it.  
Look, Mr.  
Freeman, I just would hate for you to feel like you had to stop Riley and Lamilton from being friends because of this.  
Please.  
Riley is the nicest boy Lamilton's ever been friends with.  
That kid's in more trouble than I thought.  
Well, I appreciate the apology, but Please, Mr.  
Freeman.  
Lamilton is not a bad child.  
I swear.  
He's an A-B student, he helps me around the house, most of the time he's no problem.  
Mm-hm.  
He just has some anger management issues, you know? Mm-hm.  
And when he was little, all he ever saw was domestic abuse between his mother and his father Mm-hm.  
His uncles, his aunties, his cousins.  
Mm-hm.  
And I just been trying to get him some help.  
And then when he was 5, I remember his mother was drinking heavily at the time, and his father had just been laid off from his job at Popeyes, and there was a lot of tension in the house And he just wanted to have a little fun, I mean, he's a little boy, and sometimes they're going to get in trouble.  
Okay, okay, fine, fine.  
The boys can still be friends.  
But now, if you'll excuse me, we have some very important TiVo to watch, don't wanna miss it.  
Thank you, and please, no need to ever come back again.  
Ever.  
Cheers.  
So me and Lamilton can still be friends? Hell, no.  
I ever catch you around that fat fucker again I'm gonna chain you to the bedpost.  
And I ain't playing with you.  
Lamilton Taeshawn is back in the news.  
Two weeks ago, he achieved nationwide fame for stealing a car at the tender age of 8.  
Now he's assaulted his grandmother at a local Walli-Mart.  
According to witnesses, Lamilton asked his grandmother to buy him some fried chicken.  
When she refused, he got angry.  
Here he is assaulting his grandmother.  
Again, and again, and yet again.  
Then he stops, walks to the counter to order the chicken, then goes back to beat on his grandmother some more.  
Lamilton, did you hit your grandmother? Yeah.  
I beat her ass.  
But why? 'Cause I asked for some fried chicken and she said no.  
What she expect? Lamilton's grandmother wants the public to give Lamilton another chance.  
You have to understand, he really likes that fried chicken.  
Hey, did you see me on TV? Hell, yeah.  
Man, I really liked how you handled yourself on the news.  
You wasn't apologetic or nothing.



I'm gonna be a famous superstar.  
I wanna be famous for doing bad things.  
Yeah, my Granddad tried to tell me I couldn't hang out with you no more, but I was like, "Man, we do what we wanna do."  
" We gots the juice.  
I don't ever listen to nobody.  
If somebody gives me good advice I do the opposite thing.  
So, what do you wanna do now? Let's have some more fun.  
Okay.  
\* Yo, you're my nigga Don't never forget it \* \* And if you need it And I got it \* \* We can go get it 'Cause you my dude  
\* Oh, God! It's urine and hot sauce! \* Never second guessing \* \* Whether I'm wrong or right \* \* You my homey  
though \* \* We go toe to toe \* \* Then go back to chillin' \* \* Girl, you can go With gas pedals \* Hey, it's getting late, I  
need to head home.  
I wanna do more bad things.  
No, man, I'm out.  
I said I wanna do more bad things.  
Come on! Yo, what's wrong with you, man? I said I'm through, I'm going home.  
Riley.  
Man, I'm sorry.  
Look, we ain't gotta do nothing else, let's just go back to my house and watch movies.  
All right, fine.  
Is this the Freeman residence? Depends, you asking for money? No, I'm Jehovah's Witness? No Police? No, sir.  
But there is an urgent matter I need to speak with you about.  
It's about your grandson.  
May I come in? S- Sure.  
My name is Dr.  
Doomus.  
I am a school counselor at Point Pleasant Elementary.  
I want you to know that Lamilton is no ordinary juvenile delinquent.  
He is something far, far worse.  
Far worse? How far worse? I first met Lamilton three years ago, when he started kindergarten.  
I saw this 5-year old child with a blank, emotionless face and eyes that had absolutely no compassion in them.  
No conscience whatsoever.  
I spent the first year trying to help him, and the last two years trying to have him locked away forever with no hope of  
release.  
Because I realized that what was living behind that boy's eyes was not human.  
Aw, man.  
I knew it.  
I should have never listened to that old woman and her old bullshit-ass sob story.  
Now we have to kill him before he kill us.  
Exactly right.  
No.  
Wait.  
What? Some people just gotta die, that's all I'm saying.  
So you wanna kill him for something he might do.  
Well, you a doctor.  
If you say we should kill him for our own health, doesn't that mean we're allowed to kill him? I wish.  
They won't even lock him up.  
They want to wait until an innocent person gets hurt first.  
But it's only a matter of time.  
You must protect Riley.  
Well, I've already told Riley he can't be friends with Lamilton, so that's that.  
He wouldn't dare.  
Believe that.  
No, Mr.  
Freeman.  
Riley is with Lamilton as we speak.  
Yo, why you watch this stuff all the time? I like watching people get hurt.  
It looks fun to me.  
I wanna hurt people.  
Whatever, nigga, it's getting late.  
Wait, I wanna show you something.  
It's my grandmother's.  
Hold on.  
Ugh.  
Hey, Riley, check this out.

Yo, yo, man, watch where you point that thing.  
My grandmother has it in case of burglars.  
She told me never to touch it so I'm touching it.  
Man, you need to be careful with that.  
Now we can do anything we want.  
We can take whatever we want.  
And we can hurt whoever we want.  
Let's go.  
Yo, you trippin'.  
I'm going home.  
I said let's go.  
I don't wanna hear no more excuses, I want that little psycho bastard out of our lives for good.  
That's that.  
Time for me to lay down the law.  
Hey boy, listen up.  
You know what, Granddad? I been hanging out with Lamilton even though you told me not to, and I don't think I'm gonna do that no more.  
I just need to go up to my room where I belong, no TV, no dinner, no nothing.  
I might even need to whoop myself.  
Goodnight, y'all.  
Well, you better not break my belt.  
Where you been, Riley? Uh, I-I I been real busy.  
When are we gonna hang out again and do bad things? Well, my granddad won't let me, all right? He says we can't be friends no more.  
Well, I say we're still friends.  
Okay, but my granddad says we not.  
Well, I say we are.  
So come on.  
Whose house is this? It's Betty Von Hausen's.  
She an evil old white woman with a whole bunch of guns.  
Why? What do you wanna do to her? Rob it.  
Take all her stuff.  
Rob it? Hell, no.  
Stop being scared.  
Man, this is stupid.  
We both gonna go to jail for this.  
They can't send me to jail.  
I've been on TV.  
I'm a superstar.  
What was that? Oh, snap.  
Aah! Come here, boy.  
I got something for you.  
Yo, man, forget this.  
Lamilton, you on your own.  
Oh, shit.  
Yo, yo we gotta go.  
Come on.  
What you shoot the dog for? Hey, he got loose.  
He was about to bite me.  
You lying.  
He was chained up.  
Man, you sick.  
I think you don't wanna be friends no more.  
I think you gonna tell on me for shooting a dog.  
Man, I ain't no snitch.  
But you got problems, yo.  
Just stay away from me, man.  
Riley.  
Riley! Lamilton Taeshawn was apprehended today for shooting a Woodcrest resident's dog.  
Yeah, boy.  
They got him.  
Ha-ha! They finally got him.  
Boys, come quick.  
He shot Betty Von Hausen's dog.  
Oh, I always hated that dog.  
Even though he's only police decided to arrest Lamilton so they can get him into the system and get him the help he so

desperately needs.  
He's in the system.  
Oh, how I love the system.  
Let's hope they keep his ass in the system forever.  
Whoo! My tax dollars hard at work.  
Whoo! That's some good news.  
\* Good news System, system \* \* Stay in the system \* \* System, system Stay in the system, yeah \* You're wondering how they found out Lamilton shot that dog.  
I told them.  
But how did you know? I was following you and Lamilton.  
I saw what happened.  
I know he forced you to be there against your will.  
Well, why didn't you give the cops your name? A year ago, Lamilton's grandmother filed a restraining order against me.  
Said I was obsessed.  
Disturbed.  
Icky.  
Aw, man.  
Now he gonna think I snitched.  
Don't you understand? He's in the system.  
He can't hurt you now.  
They're going to lock him away forever.  
With no hope of release.  
And so we carry the one and now we add one to seven and three.  
\* Lamilton Taeshawn \* Holy shit! Look! Riley.  
He was just there, I swear.  
Riley Freeman, I have no patience for your potty mouth today.  
I'll see you in detention.  
Mr.  
Freeman, I have terrible news.  
They've let him go.  
Who, Lamilton? Yes.  
But I thought he was in the system.  
The fools let him go.  
He's out of the system? Oh, no! Huey, he's out of the system.  
Grab my shotgun.  
They said they didn't have enough evidence to hold him.  
Granddad, what's going on? Lamilton Taeshawn escaped.  
Go grab my pistol with the silver bullets.  
He's not a werewolf, Granddad.  
Shh.  
Hush, little nigga.  
If Riley is home with you, don't let him out of your sight.  
Riley's not home, he's in detention.  
Meet me at the school right away.  
We must hurry.  
You have no idea what we're dealing with.  
Okay, let's go.  
Huey, grab the wooden stake.  
And my holy water.  
Yo.  
What the? What's up, Riley? What's wrong with you, man? Why you sneaking up on niggas? And what you doing here?  
You don't even go to this school.  
How come you told on me? Riley, I thought we was friends.  
Yo, I ain't tell on you, man, and this ain't funny no more.  
Stay away from me, all right? I ain't playing with you.  
You crazy and you need help.  
Everybody says I'm crazy, but I don't care.  
I don't care about my grandmother, I don't care about that dog.  
I don't even care about myself.  
And since we ain't crew no more, I don't care about you.  
Okay, all right, chill, man.  
Look.  
I- I was tripping, all right? W- We still crew.  
Uh, let's go hang out like we used to.  
Really? You promise? Yeah, we'll We'll do whatever you want.  
Okay, cool.

Look out! Hey, watch it.

That's it.

No more gun.

Now what you gonna do? \* Used to use a 2 too \* \* But don't gotta shoot Leave with your hands \* \* Almost bulletproof  
\* \* Flow with tsunami Like water moves \* \* The gangsta fake shit Y'all nigga ain't shit \* \* The lead in your belly \*

Ow! \* No more contests \* \* On who's the nicest \* \* Challenge my flow Bring floatation devices \* \* Start that case Do  
you know who you facing \* \* Love from band broads With banners on 'em \* Hey, hey, hey, what's going on here?

What's going on over there? Oh, just two niggas killing each other.

Proceed.

Lamilton.

Riley, pull me up.

I'm trying but you really fat.

Riley, don't drop me.

I'm sorry I tried to kill you.

I have problems with my anger.

You got problems with your weight too.

Unh! Boy! Granddad.

Guys, help me.

There he is.

I'm coming.

Hold on.

Help me, help me get him up.

No.

No, you must let him die.

You killed him.

He deserved to die.

He's gone.

No, wait, he's right there.

He's still alive? No.

No! You're the spawn of Satan.

I must destroy you.

Get off me.

Somebody call my grandmother.

You're not supposed to be within a hundred yards.

Well, that's that.

Let's go home.

Yo, man.

You got a cigarette?

[http://www.springfieldspringfield.co.uk/view\\_episode\\_scripts.php?tv-show=the-boondocks&episode=s03e06](http://www.springfieldspringfield.co.uk/view_episode_scripts.php?tv-show=the-boondocks&episode=s03e06)