



Humour 5.1

Funny comic strips

Language focus

present simple and present continuous to tell simple stories

Key vocabulary

comedy, comic, funny, to laugh, to make someone laugh

Skills focus

speaking and writing: storytelling

Level

elementary

Time

50 minutes

Preparation

one photocopy, cut up, for each pair of students

Warm-up

- 1 Stick some pictures of comedians or actors on the board and ask your students to rank them from the funniest to the least funny.
- 2 Ask your students *When was the last time you really laughed a lot?* Students could work in pairs, and then you can ask some of the students to tell the whole class about their partner's recent funny moment.

Main activity

- 1 Put students into pairs and give each pair one of the two comic strips with the final frame cut off.
- 2 Ask them to look at the pictures carefully and to think about how they would describe the events in the comic strip. Tell them that the last frame is missing and ask them to imagine how the comic strip ends. Give each pair ten to fifteen minutes to add the dialogue to the speech bubbles, think of the ending and practise describing the events.
- 3 If you think your students are going to struggle to think of a dialogue for the speech bubbles in the comic strips you could put the suggested answers (below) on the board in a jumbled order for students to choose from.

Suggested answers

Comic strip 1: Oh no, not again! / See you tomorrow! / I believe I said half past eleven! / Oh Mum, can we talk about this please?

Comic strip 2: Dad, can I stay 1hr + please? We r having fun.* / OK. But you must be back by half past ten. / I'll teach you how to send text messages again if you like. / I like my system better! (* Texting language: hr = hour; + = more; r = are)

- 4 Now, put two pairs together to make groups of four, ensuring that the pairs you join both had *different* comic strips. Pairs take it in turns to describe their comic strip to the other pair and to explain their ending.
- 5 Now give the students the final frame of each comic strip so they can compare the endings with their own. Ask the class for feedback about how similar or different their endings were and if they found the comic strips funny or not.

Follow-up

- Ask students what other topics, of interest to teenagers, may be good for creating funny comic strips. Have they ever been in any funny situations with their own parents that would make funny comic strips? They could make their own comic strip about a situation they've been in, or an invented scenario.
- Carry out a class survey about humour. Use questions such as *Who's your favourite comedian? What's your favourite joke? What's your favourite sitcom?*
- Have a joke-telling competition in the class. All students should think of their favourite joke, translate it into English with your help and the aid of a dictionary, and tell it to the class. Beware that some jokes, especially those containing puns, don't easily translate into a different language! You could judge the competition on the basis of a 'Laughometer', where the winner is the one who gets the longest or loudest laugh from the class.

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