8 GET IT?

LEARNING GOALS

In this unit, you

- talk about humor
- talk about laughter
- discuss the art of joke telling
- read about the funniest jokes
- write an opinion essay



GET STARTED

A Read the unit title and learning goals. Almost everyone enjoys humor. What kind of humor do you enjoy most? Why?

B Look at the photo. It is an example of *anthropomorphizing*, which means giving human qualities to a nonhuman thing. Why does this make the photo humorous?

C Read Edgar's message. Do you think this joke is funny? What type of audience might find this funny?



EDGAR VELA

@EdgarV

Did you hear about the new restaurant on the moon? Great food but no atmosphere.

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LESSON 1 TALK ABOUT HUMOR



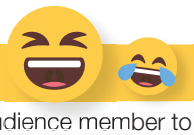
EDGAR VELA
@EdgarV
Looking forward to my presentation today!

1 VOCABULARY Words related to humor

A Look at the blog. What types of humor are mentioned?

B ▶08-01 Read and listen. Do you know the words in bold?

THE LAUGHING BLOGGER Using Humor to **Break the Ice**



When giving a presentation, humor can be a great way to get even the most difficult audience member to relax and **crack a smile**. But humor doesn't always translate very well; jokes can **fall flat** if they contain **sarcastic** remarks that your audience may not understand. So if you don't want to **bomb**, try one of these easy-to-use joke types.

One-liners A one-liner is a short, humorous remark, usually not more than one sentence. One-liners are easier to understand than jokes since they don't have a story and a **punchline**. If you can **pull off** the perfect one-liner, your audience will **crack up**. Then the rest of what you say will go much more smoothly.

Slapstick Slapstick humor is generally well-understood by people from many cultures, so if you can pull it off, it's a fairly safe form of humor to use with multicultural groups. For example, falling down or tripping over something at the right moment can be **hilarious**. If you're a good clown, you will have the whole audience **in hysterics**.

>> FOR PRACTICE, PAGE 146 / DEFINITIONS, PAGE 163

2 LANGUAGE CHOICES Reduced adverb time clauses

A Read the example sentences. Underline the adverb phrases in the second column. Then read the rules in the chart. Are they true (*T*) or false (*F*)? Correct the false rules.

Example sentences		
	Adverb clauses	Adverb phrases
1.	Before you use humor in a presentation, make sure you know your audience.	Before using humor in a presentation, make sure you know your audience.
2.	We worked until we were exhausted.	We worked until exhausted.
3.	I got a lot of ideas as I listened to a podcast.	I got a lot of ideas while listening to a podcast.
4.	She feels embarrassed when she is chosen to participate.	She feels embarrassed when chosen to participate.
5.	When they heard the joke, they cracked up.	Upon / On hearing the joke, they cracked up.

Reduced adverb time clauses

____ • Adverb phrases can go only at the beginning of the sentence.
____ • To reduce a clause to a phrase, omit the subject and change the verb to the *-ed* form.
____ • If the clause contains the verb *be,* omit the subject and *be*. Don't change anything else.
____ • Change *as* to *while* in an adverb phrase.
____ • Change *when* to *upon* or *on* if the phrase happened in the past. If the phrase is in the present, do not change *when*.

>> FOR PRACTICE, PAGE 146

B Read the sentence. Why is it not possible to reduce the adverb clause to a phrase?
Some speakers have a hard time recovering when a joke falls flat.

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3 CONVERSATION SKILL

Express concern

Use these expressions to express concern for someone who is having a bad day:
I'm sorry to hear that.
What a shame!
Don't beat yourself up.
Take it easy.
I wouldn't worry about it too much.
Don't be so hard on yourself.

A ▶08-04 **Read the conversation skill. Listen. Notice the words the speakers use to express concern. Compete the sentences that you hear.**

1. A: It's going to cost $1,000 to get my car fixed.
   B: Ouch. _____ . That's expensive.
2. A: I'm really upset. I only got a B on the exam.
   B: _____ . That's still a pretty good grade.
3. A: I just found out I didn't get that job I applied for.
   B: _____ ! But I wouldn't_____ . You'll find something soon.

B ROLE PLAY **Read the following situations and act them out. Use language from the conversation skill box to express concern.**

1. Your friend is upset because he lost his wallet.
2. Your co-worker didn't get the raise that she was expecting.

4 CONVERSATION

A ▶08-05 **Listen. What is Edgar upset about?**

B ▶08-05 **Listen again. Answer the questions.**

1. Why is Artur surprised?
2. Why didn't the audience laugh at Edgar's humor?
3. How many types of humor did Edgar use during his presentation? What were they?
4. What is Edgar likely to change during his next presentation?

C ▶08-06 **Listen. Complete the conversation.**

Artur: Well, don't beat yourself up. Even now, after _____ with people from different cultures all these years, I'll sometimes hear a joke and think I'm understanding everything. Then they get to _____ and the everyone else is _____ , but I just don't get it.

Edgar: Yeah, that's happened to me, too. I usually just pretend I get it and laugh along, _____ that no one asks me a question about it. But today no one was pretending. They just stared at me. And to make matters worse, I tried again a little bit later with a _____ and they stared at me again.



5 TRY IT YOURSELF

A THINK **Think of an embarrassing or difficult situation that you found yourself in because of a misunderstanding involving humor. Where were you, who was there, and what happened? Take notes.**

B PAIRS **Student A: Tell your partner about the situation from 5A.**
Student B: Express concern. Use expressions from the conversation skill box.

I CAN TALK ABOUT HUMOR.

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LESSON 2 TALK ABOUT LAUGHTER



EDGAR VELA

@EdgarV

I was playing with my dog this morning and had the strangest feeling that he was laughing at me! Am I nuts? Do pets laugh?

1 BEFORE YOU LISTEN

A PAIRS THINK Do you think laughter is important? Why?

B 08-07 VOCABULARY Read the words and listen to the sentences. Do you know these words?

evolutionary	bonding	exclude	dominate	a mammal
a species	a territory	alleviate	tickle	

>> FOR PRACTICE, PAGE 147 / DEFINITIONS, PAGE 163

2 LANGUAGE CHOICES Cause and effect in participial phrases

A Read the example sentences. Underline the participial phrases. Then circle the correct answers in the chart.

Example sentences		
	Adverb clauses	Participial phrases
1.	Because Frida tends to dominate the conversation, she should present last.	Given that Frida tends to dominate the conversation, she should present last.
2.	Because we didn't want to exclude Mario, we invited him to lunch.	Not wanting to exclude Mario, we invited him to lunch.
3.	Because laughter alleviates stress and tension, it makes us feel better.	Alleviating stress and tension, laughter makes us feel better.
4.	Since we were finished with our work, we went home.	Finished with our work, we went home.
5.	Because we were unable to keep up with our workload, we hired an assistant.	(Being) unable to keep up with our workload, we hired an assistant.
6.	Because I had heard that joke a million times, I didn't laugh.	Having heard that joke a million times, I didn't laugh.

Cause and effect in participial phrases

- *Because* or *since* **is** / **is not** included in the participial phrase.
- For active clauses, change the verb to ***-ed*** / ***-ing*** in the participial phrase.
- For passive clauses, omit ***be*** / ***-ing*** and keep the past participle verb.
- ***Being*** / ***Given that*** means "because we understand this."
- To make a participial phrase negative, add ***no*** / ***not*** before the verb.
- To emphasize past time, use ***being*** / ***having*** + past participle.

>> FOR PRACTICE, PAGE 147

B Participial phrases expressing cause usually go at the beginning of a sentence, but sometimes it's possible to reverse the order. Look at example sentences 1 and 2 in 2A. Then read the sentences below. What do you notice about the sentences below?

Frida should present last, given that she tends to dominate the conversation.
We invited Mario to lunch, not wanting to exclude him.

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3 PRONUNCIATION

Pausing with participial phrases

Speakers do not usually pause between a noun and a restrictive participial phrase: *My dog is the one rolling on the grass*. Speakers do use pauses to separate a non-restrictive participial phrase from a noun: *Having regularly gone to the comedy club, I know who the best comedians are.*

A ▶08-09 Listen. Read the pronunciation note.

B ▶08-10 Listen. Notice whether the speaker pauses around the underlined phrases. Then listen and repeat.

1. Given that laughter is relaxing, it's not surprising that psychologists study it.
2. Scientists studying laughter conclude that it's socially and emotionally beneficial.

C ▶08-11 Listen. Add commas where you hear pauses.

A: I just participated in a laughter study that was sponsored by the psychology department.
B: That's interesting. What was it about?
A: Computer-generated laughter. Because laughter can be contagious spreading from one person to the next television producers often add recorded laughter to soundtracks.

4 LISTENING

A ▶08-12 Listen. Which of the questions is *not* answered in the podcast?

a. Which animals laugh? b. Why do humans laugh? c. Why do only mammals laugh?

B ▶08-12 Listen again. Answer the questions.

1. Why do we laugh? 2. When do we laugh? 3. Do animals laugh? How do we know?

C ▶08-13 Read the Listening Skill. Listen. Draw a / where you hear long pauses.

LISTENING SKILL Recognize pauses

Speakers often pause before introducing a new topic or important information. They will often also use signal words such as *first*, *next*, *now*, or *another* to introduce important information or a change in topic, but this is not always the case.

So, let's get started with the most basic question: Why do we laugh? Evolutionary biologists are always interested in why certain behaviors evolve. How did it benefit the survival of our species? After much study, scientists believe that laughter serves several important purposes. First, it leads to social bonding. Given that our species is highly social and we rely on each other for survival, it seems that laughter gives us an evolutionary advantage by bringing us together. Laughter can also be used to mark group territory—to create an in-group and exclude those who do not belong in the group.

D PAIRS REACT What part of the podcast did you find most interesting? The most surprising?

5 TRY IT YOURSELF

A MAKE IT PERSONAL Keep a record for a day of the things that make you laugh. Note the number of times each type of thing made you laugh. For example, you may laugh when you: hear a joke, read a cartoon, watch a video, feel nervous, listen to a story, or do something stupid.

B DISCUSS Compare notes. What made you laugh? Did you and your partner laugh at the same things?

C EVALUATE How does your experience support or refute what you heard in the podcast? Discuss in groups. Then explain your experience to the class.

☐ I CAN TALK ABOUT LAUGHTER.

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LESSON 3 DISCUSS THE ART OF JOKE TELLING



EDGAR VELA

@EdgarV

Sometimes I get halfway through telling a joke and then realize I've forgotten the punchline!

1 BEFORE YOU LISTEN

A PAIRS THINK What makes a good joke? Brainstorm ideas. Think about the audience, content, and delivery.

B ▶08-14 VOCABULARY Read the words and listen to the sentences. Do you know these words?

wish the ground would swallow (you) up	antiquated	a hook
a fit	current affairs	an anecdote
vice-versa	personalize	signpost
tailor		

>> FOR PRACTICE, PAGE 148 / DEFINITIONS, PAGE 164

2 LANGUAGE CHOICES Participial adjectives and nouns as adjectives

A Read the example sentences. Underline the modified noun and circle the adjective that modifies it. Then circle the correct answers in the chart.

Use	Example sentences
Participial adjectives	1. a. Yu-jin is experienced at speaking. b. She's an experienced speaker. 2. a. The audience was not impressed. b. It's intimidating to deliver a presentation to an unimpressed audience. 3. a. The story was extremely entertaining. b. It was an extremely entertaining story. It was extremely entertaining.
Nouns as adjectives	4. Telling jokes is an art form. 5. We appreciated all the audience participation. 6. The comedian told a lot of politician jokes.

Participial adjectives and nouns as adjectives

- Nouns as adjectives **usually** / **never** take a plural *-s* ending.
- Nouns as adjectives go **before** / **after** the noun that they are modifying.
- We can modify **participial adjectives** / **nouns as adjectives** with intensifiers such as *very, extremely, more*, and *less*.
- When the noun performs an action or causes a feeling, use a **present (*-ing*)** / **past (*-ed*)** participial adjective.
- When the noun receives the action or feeling, use a **present (*-ing*)** / **past (*-ed*)** participial adjective.
- A participial adjective can go before a noun or after the verb ***have*** / ***be***.

>> FOR PRACTICE, PAGE 148

B PAIRS Some participial adjectives are composed of a noun + a participle. Examples include *storytelling (skills)*, *time-consuming (project)*, and *decision-making (power)*. These adjectives are usually separated with a hyphen (-). Make a list of other examples.

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3 VIDEO TALK



A ▶08-16 Listen or watch. Did the speaker mention any of your ideas from 1A?

B ▶08-16 Read the Note-taking Skill. Listen or watch again. Complete the chart.

NOTE-TAKING SKILL Make lists

As you listen, try to identify categories of information. Then make lists under the appropriate headings. Arrange the lists vertically so they are easy to read when you review your notes.

Tip 1: Know your audience.	Tip 2: Get the material right.	Tip 3: It's all in the delivery.
_____ (1) your joke to your audience. Stick to broader, _____ (2) contexts. Avoid jokes that play on _____ (3).	Joke about _____ (4), celebrities or everyday situations. Use your _____ (5) as inspiration. _____ (6) a joke to hook your audience. Use _____ (7) elements, such as characters, setting, plot, conflict, and an element of _____ (8).	Joke telling requires _____ (9). _____ (10) words in a punchline, or pause before the punchline. Liven up a joke with _____ (11). Be confident. But don't _____ (12) at your own jokes!

C What is the speaker's goal?

D PAIRS REACT Share two sentences about the video for each of the prompts.

I heard… I thought… I wonder…

Take feedback well

When someone offers feedback, the person usually has a positive intention. Focus on the message the person is sharing, not your feelings about it. Consider how you could apply the comments and make useful changes. Remember to thank the person for his or her contribution. For example: *That's useful feedback.*; *Those points are worth considering.*; *Thank you. I appreciate your feedback.*

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions now?

5 TRY IT YOURSELF

A THINK Read each joke. Then think of a joke you know. Decide which one is the funniest and why. Imagine how a speaker might deliver that joke. Which words might they stress, or when might they pause? Take notes.

- I've decided to go on a seafood diet. So I see food, and I eat it.
- I don't really know if I enjoy riding elevators. I mean, they have their ups and downs.

B DISCUSS Tell a partner your favorite joke from 5A. Take feedback from your partner.

C EVALUATE In small groups, choose the best joke from 5A. Choose one person to deliver the joke to the class. As a class, vote on which joke has the best content and delivery.

☐ I CAN DISCUSS THE ART OF JOKE TELLING.

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LESSON 4 READ ABOUT THE FUNNIEST JOKES



EDGAR VELA

@EdgarV

I think I have a pretty good sense of humor but I found none of the jokes in this article funny. Does anyone else agree?

1 BEFORE YOU READ

A Read the Reading Skill. Then create a chart with three columns labeled *K*, *W*, and *L*.

B PAIRS The article is about what makes a joke funny. Write at least three things you know about this topic in column *K* in your chart.

C 08-17 VOCABULARY Read and listen. Do you know these words?

READING SKILL Use a KWL chart

A KWL chart is a graphic organizer with three columns labeled *K* (what I *know*), *W* (what I *want to know*), and *L* (what I *learned*). It can help you prepare to read a text, engage with it, and organize what you learned.

set out (to do something)	glazed (over)	a respondent	yield
cast a vote	incongruity	offbeat	dying to know

>> FOR DEFINITIONS, PAGE 164

2 READ

A PREVIEW What do you want to know about this topic? Write three questions in column *W* in your chart.

B 08-18 Read and listen to the article. Did the article answer your questions from 2A?

WHAT KINDS OF JOKES MAKE PEOPLE LAUGH? THE ANSWER IS QUACKERS!

Is it possible to identify the funniest joke in the world? A few decades ago, a research project called the LaughLab project set out to do just that. The findings were, as you'd expect, very amusing!

Participants from around the world were invited to submit their favorite jokes online. They were also asked to rate other peoples' jokes on a 5-point scale of funniness. The 40,000 English jokes submitted were rated by around 350,000 participants from seventy different countries. The data collected allowed researchers to explore which types of jokes had universal appeal, which humor was popular in certain countries, and crucially, what was the world's greatest gag.

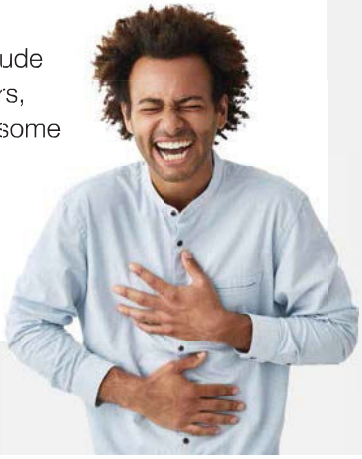
After all votes were cast, this joke submitted by UK psychiatrist Gurpal Gosall topped the ratings:

Two hunters are out in the woods when one of them collapses. He doesn't seem to be breathing and his eyes are glazed. The other guy whips out his phone and calls emergency services. He gasps, "My friend is dead! What can I do?" The operator says "Calm down. I can help. First, let's make sure he's dead." There is silence, then a shot is heard. Back on the phone, the guy says "OK, now what?"

The project also shed some light on why this joke is considered so hilarious. Dr. Robert Wiseman, the LaughLab project leader, noted that jokes with universal appeal often include certain similar elements. He explained, "Sometimes [they] make us feel superior to others, reduce the emotional impact of anxiety-provoking situations, or surprise us because of some kind of incongruity. The hunters joke contained all three elements."

Further findings revealed that people from different countries have different senses of humor. For example, respondents from France and Denmark preferred more offbeat,

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surreal humor, such as the cow joke (see below, left). British and Australian respondents showed a preference for word play, such as the fly joke (see below, right). Americans and Canadians tended to prefer jokes that made others look foolish, like the hunter joke. Germans, on the other hand, tended to find every type of humor funny.

Two cows are in a field. One says "moo." The other says, "I was going to say that!"

Q: What do you call a fly with no wings?
A: A walk.

The project yielded plenty more curious findings. Results revealed that the funniest animal jokes usually include a duck and jokes including around 100 words were rated funnier than others. Furthermore, researchers learned that the least funny joke in the world was actually one of the most frequently submitted! The childhood classic, "What's brown and sticky? A stick," was submitted over 300 times, yet it failed to receive any positive ratings.

The LaughLab project taught us a lot about what's considered funny and by whom. Its findings can't be taken as scientific fact, but the project did offer a fun insight into humor around the globe. Most importantly, it revealed something we've all been dying to know. For the best chance of having a successful stand-up comedy show, you should pack your material with duck jokes, because they quack people up!

3 CHECK YOUR UNDERSTANDING

A PAIRS **Read the article again. In column *L* of your chart, write three things you learned. Then share and discuss your charts.**

B **Answer the questions, according to the article.**

1. What were the goals of the LaughLab project and how were they achieved?
2. Why was the winning joke considered so funny?
3. What were the key findings of the LaughLab project?
4. What, if any, was the overall impact of the LaughLab project?

C CLOSE READING **Reread lines 5–7. Then circle the correct answers.**

1. Which area of research does the writer consider the most important?
   a. which types of jokes had universal appeal
   b. which humor was popular in certain countries
   c. what was the world's greatest gag
2. What does it mean for a joke to have "universal appeal"?
   a. It includes all the elements of a perfect joke.
   b. Most people will be able to relate to and understand it.
   c. It is funny in general, but not to people from specific countries.

D PAIRS **Summarize the article in 3–5 sentences.**

Read the top ten jokes from the LaughLab project.

4 MAKE IT PERSONAL

A THINK **Write down some jokes you like, either in English or in your native language. Think about what makes the jokes funny. Use these questions to help you:**

- Do the jokes relate to the criteria of universal appeal outlined by Dr. Robert Wiseman?
- Are the jokes similar to any sample jokes in the reading? If so, how?

B PAIRS **Discuss your jokes. Explain what you like about them and see if your partner agrees.**

C EVALUATE **Share your jokes in small groups. Then decide together which joke is the funniest and why. Share your ideas with the class.**

☐ I CAN READ ABOUT THE FUNNIEST JOKES.

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LESSON 5 WRITE AN OPINION ESSAY



EDGAR VELA

@EdgarV

I've learned the hard way that there's a time and place for humor. Knowing your audience is key!

1 BEFORE YOU WRITE

A Read about opinion essays.

An opinion essay is a five-paragraph essay that states your opinion on a topic and gives reasons to support that opinion. These essays are often written in response to a question prompt–in the essay section of a standardized test, for example. An opinion essay usually has a standard organization, starting with an introduction, continuing with three supporting body paragraphs, and ending with a conclusion that restates the thesis.

B Read the model. In one or two sentences, summarize the writer's opinion about the question prompt.

Question prompt:

Humor is often a way to connect with other people, but it can also sometimes push people away. Do you believe that teasing or using humor is a good way to connect with people or something best avoided unless you know a person very well?



Humor can be a wonderful way to connect with other people. Joking and lighthearted teasing with a friend can communicate that you have a strong friendship and that you accept the other person as they are. However, in the absence of a close relationship, humor is best avoided because it can be confusing or even hurtful, it can give people a bad first impression of you, and it can have serious cross-cultural implications.

Consider the following scenario: Two people meet at a conference. Person A, noticing that Person B is very assertive, teases her about it, saying, "You sure are the boss around here." How might Person B respond? Because she doesn't know Person A well, she might be confused about what Person A means. Does the joke mask a more serious criticism? Maybe Person A really thinks she is being too bossy. She can't know for sure, and it would be awkward to ask. So either Person B keeps her feelings to herself and feels bad, or she voices her feelings and risks making Person A feel bad, too. Neither outcome is desirable.

Furthermore, in the above scenario, Person A has run the risk of making a very bad first impression. He has been neither forthright nor sincere. Person B probably fi nds Person A rude, at best. It is possible that she considers him not only unfl attering, but also presumptuous to make such a joke upon fi rst meeting her. Any bond of trust, so crucial to business relationships, will be lacking between them at the outset.

The problem is magnified if the two people involved are from different cultures. In this case, the risk of offending each other is even greater. A joke that is perfectly acceptable in one culture may be rude in another culture. Making jokes when you don't know someone from another culture well both risks making that person feel bad, and also communicates an insensitivity on the part of one's own culture. This makes the cultural divide even wider, and in a business situation, it can have serious negative consequences for any discussion that is to take place.

Used wisely, humor can bring people closer together. People who know each other well can use humor to connect and have a good time. But people who do not know each other well would do better to avoid using humor, as it can be not only confusing or even hurtful, but it can also create a bad first impression of one's self or one's culture.

C PAIRS Discuss. Do you agree with the writer's opinion? Why or why not?

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D PAIRS Read the opinion essay again. Complete the chart.

Reasons to use humor	Reasons not to use humor
It can help you to _____ to other people. If you know someone well, teasing communicates _____ _____ .	If you don't know someone well, teasing might _____ . The person who is teased might think that the joke masks _____ . It can create a bad _____ . The person might think you are being _____ _____ _____ . There will be a lack of _____ . _____ divide: A joke that is acceptable in one culture may be rude in another. This conveys _____ and can have _____ .
Conclusion / Thesis: Humor is _____ when first meeting someone.	

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Underline the sentences with paired conjunctions.

WRITING SKILL Use parallel structure with paired conjunctions

Parallel structure makes writing clearer and more fluent. It also adds emphasis to your argument and makes your points sound stronger. One way of creating parallel structure is to use paired conjunctions:

Either…or… *Not only…but also…*
Neither…nor… *Both…and…*

3 PLAN YOUR WRITING

A Choose one of the following prompts. You will write an opinion essay with your answer to the question prompt. Create a chart like the one in 1D to organize your ideas.

- **Prompt 1:** There is an expression that says, "Laughter is the world's best medicine." Do you think that laughter can cure most of a person's problems? Why or why not?
- **Prompt 2:** Sometimes laughter can defuse a tense situation, but sometimes it can make the situation worse. Do you think humor is a good strategy to use to get out of a tense situation?

B PAIRS Discuss your ideas. I'm choosing prompt 2. Sometimes when I do something really embarrassing, like forgetting someone's name, if I laugh at myself, it's really helpful.

4 WRITE

Write a first draft of an opinion essay with your notes from 3A. Remember to use parallel structure with paired conjunctions. Use the essay in 1B as a model.

Writing tip

If you're working on a timed writing task for an exam, structure your time rigorously. Take a few minutes to plan what you want to say. Then move on quickly to writing the essay. It doesn't matter if you agree with what you're saying; what matters is your ability to effectively argue one side of a topic. Leave yourself ten minutes at the end to read over what you have written and to make changes.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's essay.

- Does the introduction have a clear thesis statement that answers the prompt?
- Do the body paragraphs provide clear supporting arguments?
- Are there examples of parallel construction with paired conjunctions?
- Does the conclusion restate the thesis in a new way?

B REVISE Write another draft, based on the feedback you got from your partner.

C PROOFREAD Check the spelling, grammar, and punctuation in your essay. Then read it again for overall sense.

☐ I CAN WRITE AN OPINION ESSAY.

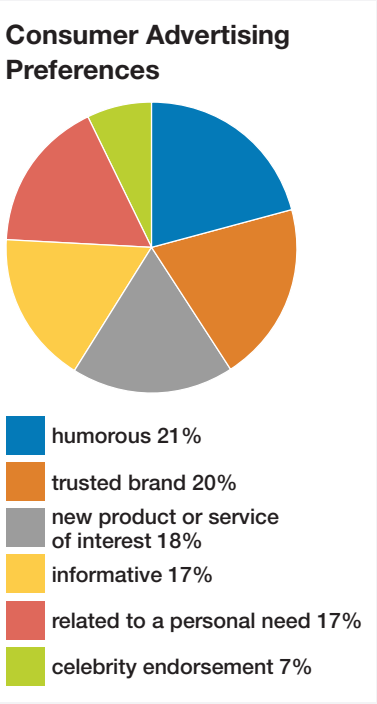
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PUT IT TOGETHER

1 PROBLEM SOLVING

A **CONSIDER THE PROBLEM** Humor is a very persuasive sales method and is prevalent in advertising today. Review the data and circle the correct answers.

1. One reason people might feel better about buying a product based on a humorous advertisement is that they _____ .
   a. don't worry about its quality
   b. associate it with happiness
   c. find such products cheaper
2. People's purchase of trusted brands is based on _____ .
   a. having confidence in the quality
   b. not caring about the quality
   c. being part of a group
3. Celebrities may have a minor impact on people's buying decisions because their endorsements are usually _____ .
   a. based on expertise
   b. about money
   c. only good for personal products



B **THINK CRITICALLY** What are the pros and cons of using humor to sell a product? Discuss with a partner.

C **FIND A SOLUTION** Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** Think of 3–5 ways consumers could be encouraged to think more critically about the advertising they encounter.

Step 2 **Evaluate** Choose the best idea. Think of an ad you're familiar with and discuss how your idea might help consumers better evaluate the product being sold.

Step 3 **Present** Explain your idea to the class. Use the ad you chose to provide an example of how your idea could work.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking Objectives
- ☐ Talk about humor
- ☐ Talk about laughter
- ☐ Discuss the art of joke telling

Vocabulary
- ☐ Words related to humor

Conversation
- ☐ Express concern

Pronunciation
- ☐ Pausing with participial phrases

Listening
- ☐ Recognize pauses

Note-taking
- ☐ Make lists

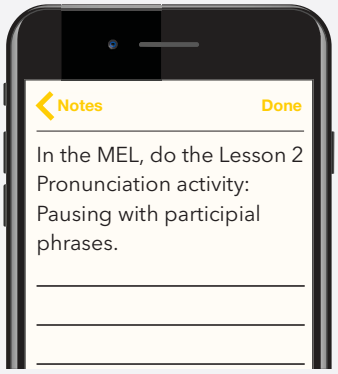
Discussion
- ☐ Take feedback well

Reading
- ☐ Use a KWL chart

Language Choices
- ☐ Reduced adverb time clauses
- ☐ Cause and effect in participial phrases
- ☐ Participial adjectives and nouns as adjectives

Writing
- ☐ Use parallel structure with paired conjunctions

B What will you do to learn the things you highlighted?



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