Unit 5 What's Funny?

PREVIEW	Students listen to jokes, read a conversation about an awkward situation, and take a self-test about what's funny.	
LESSON 1 **Respond to humor**	***Vocabulary***	How to respond when someone tells a joke or funny story
	Grammar	Questions in indirect speech
LESSON 2 **Explore the potential benefits of laughter**	***Grammar***	Indirect speech: Statements: backshifts in tense and time expressions
LESSON 3 **Analyze what makes people laugh**	***Reading skills***	Understand main idea; Understand from context; Identify supporting details
LESSON 4 **Discuss when joking "crosses the line"**	***Vocabulary***	Common types of jokes
	Listening skills	Listen for details; Listen to paraphrase; Listen to summarize

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Preview

A JOKES

Suggested time: 5 minutes | Your time:

- Play the audio. Then ask the class who finds the jokes funny and who does not. Ask volunteers to explain them. (Possible answers: 1. People don't usually ask and simply park where they should not. 2. His best friend talks non-stop, so he has no chance to speak.)
- Ask volunteers to explain why the jokes did or did not make them laugh. Remind them that people usually like some jokes more than others.

LANGUAGE NOTE In the first conversation, *Shoot* is used to tell someone to say what they want to say.

B ZOOM-IN

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the conversation.
- To check comprehension, ask: *What embarrassing situation did Gloria find herself in?* (Her son laughed at her colleague because he had spinach stuck in his teeth.) *Why isn't Rachel sure whether Nigel was offended or not?* (because he laughed about it like everyone else)

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Have Ss complete the exercise individually and then compare answers in pairs.
- Call on Ss to read their paraphrases aloud.

LANGUAGE AND CULTURE

- *Take Your Child to Work Day* is celebrated in the United States on the fourth Thursday of April. In this event, people take their children to work with them so that the children can understand what their parent's job is and learn about the workforce.
- Informally, a *zoo* is a place or situation that is crowded, noisy, and uncontrolled.
- If you *stay away from* something, you avoid it.
- *Get* (or *take*) *one look at* someone or something is to look at them briefly and do something quickly because of it.
- If you *can't help but* do something, you can't prevent yourself from doing it.
- Here, *a spot of* something means a small amount.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Have Ss write their sentences individually and then share them in pairs.
- Call on volunteers to read their sentences aloud.

E DISCUSSION

Suggested time: 10 minutes | Your time:

- Have Ss discuss the questions in pairs or small groups.
- Invite volunteers to share their answers with the class.

OPTION (+5 minutes) Ask, *Would you say something to Nigel like Cody did or stay quiet like everyone else? Why?* Have Ss discuss in pairs or as a class.

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F TALKING POINTS

Suggested time: 15 minutes | Your time:

- Read the title of the self-test. Say, *These images show different things that people think are funny*.
- Review the images and captions one by one. If there is text, read the joke and ask Ss if they get it. Elicit the meaning of the joke. Possible answers:
  - autocorrect fails: The cell phone autocorrected the word *get* to *greet*. *Greet* means to say hello to someone. Because of this, the person joked if Sara wanted them to say hello to the tomatoes.
  - cartoons: Security, or "secret," questions are used to identify people when they have forgotten their password. They are usually set up by the user and ask about information that only the user should know. In this joke, the man would obviously not be able to answer the security question "What is your password?" since that is the exact problem that he is trying to solve.
  - a stand-up comedian telling jokes: The verb *fly* can mean to move with wings, like a bird, as well as to travel on an airplane. The comedian flew in from New York on a plane, but he jokes that he used his arms like wings to fly in and is tired because of it.
  - jokes that play on words: This joke plays on two meanings of the same word. *Armies* typically refers to large groups of soldiers organized to fight battles on land, but it can also be a childish way to refer to one's physical arms. While a general's "armies" doesn't usually refer to his actual arms, it does in this joke. Since we keep our arms in the sleeves of a shirt, the joke plays that the general keeps his "armies" in his "sleevies," adding the same suffix to the word *sleeves*.
- Ask volunteers to describe any funny animal video clips they have seen.
- Elicit the name of the slapstick program. Ask Ss if they know of Mr. Bean and what he does. (*Mr. Bean* is a British sitcom about a man who struggles to deal with everyday tasks. The actor does physical comedy, and the show has very little dialogue.)
- Ask Ss what's going on in the photo with the car in the sand. (A man is sitting in an old car that has sunk into the sand at a beach.)
- Do the first item as a class. Write on the board:
  1 = not funny at all
  2 = a little funny
  3 = very funny
  Ask, *How funny is this type of video clip to you?* Tell Ss to write their rating in the circle next to *funny online animal video clips*.
- Have Ss complete the exercise individually and then compare their ratings in pairs.
- Bring the class together. Elicit Ss' ratings for each image.
- Ask, *Do you and your partner have a similar sense of humor?*
- Call on Ss to share which images are the most and least funny to them.

CHALLENGE (+10 minutes) For homework, ask Ss to find an example of each type of humor in the test. In the next class, have Ss bring in their examples and take turns sharing them in small groups. Have Ss ask their classmates if they get the jokes. If they don't, ask Ss to explain them.

LANGUAGE AND CULTURE

- *LOL* is Internet slang that stands for "laugh out loud" or "laughing out loud." The exclamation is used to draw attention to a joke or amusing statement, or to express amusement as a verb. For example: *I literally LOL'd at the cat video.*
- *Slapstick* humor uses mostly physical actions, such as people hitting each other, falling over, or throwing pies, rather than verbal jokes.
- *Play on words* or *wordplay* is a humorous way of using a word or phrase, usually to suggest a different meaning.

START TALKING | GROUP WORK

Suggested time: 10 minutes | Your time:

- Read the questions. Elicit the meaning of *cruelty*. (behavior or actions that deliberately cause pain to other people or makes them upset)
- Have a volunteer read the example answer. Ask Ss if they think either one of these situations is funny.
- In pairs or small groups, have Ss take turns sharing and explaining their opinions. Remind them to give examples from their personal experiences.
- Invite volunteers to share their answers with the class.

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LESSON 1 Respond to humor

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Elicit how each person in the illustration feels. (Possible answers, from left: confident, amused, confused)
- Have Ss read and listen to the expressions. Then have them listen and repeat.
- Go over the note and expressions in the **Other ways to respond** box. Have Ss repeat.

LANGUAGE AND CULTURE

- It can be considered impolite to tell someone directly that you thought their joke was ridiculous. Such a comment may be acceptable when talking to a close friend, but not to an authority figure such as a boss or a professor.
- Something that *goes over your head* is too difficult to understand.
- *Run something by someone again* means to say or explain it again.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Explain that each conversation is between a storyteller or joke-teller and a listener.
- Have Ss preview the chart. Read the headings.
- Tell Ss they will listen to the conversations twice: first, to check if each listener found the story or joke funny, then to write their own response to each story or joke using an expression in Exercise A.
- Play the audio for Ss to check *Yes* or *No*.
- Then play the audio again. Pause after each conversation to give Ss time to write their responses. Encourage them to add any other comments that clarify or expand on their responses. For example: *I don't get it. Can you explain it? / It sounds a bit silly to me.*

OPTION Have Ss write down the expression that indicates whether the listener liked the story / joke or not. (1. Maybe it went over my head. 2. No offense, but I think that's silly. 3. That's pretty silly, if you ask me. Sorry! 4. Now that's funny!)

LANGUAGE NOTES

- Conversation 2: *Hit me* is an informal way to tell someone to say what they were going to say.
- Conversation 3: *Here's a good one* is a typical way to introduce a joke.
- Conversation 3: *Aha* is used to show that someone suddenly or finally understands something.
- Conversation 4: In this context, *How does it go?* means "Can you tell it to me?"

C PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss compare their answers and personal responses in pairs.
- Bring the class together. Elicit the main point of each story / joke. (1. The police could not arrest the men because the bench belonged to them. 2. *Orange* is pronounced like *aren't you.* 3. The waiter could not taste the soup because he did not bring the man a spoon. The old man wanted him to notice that. 4. The man who answered the phone could have said he was available to speak from the start.)
- Vote on which story / joke was the funniest and least funny.

D RELATE TO PERSONAL EXPERIENCE

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to think of a joke or funny story. Remind them that it should work in English. (Those dependent on word play or cultural references will probably not work.)
- In pairs, have Ss take turns telling their jokes / stories and responding to their partner's.
- Invite volunteers to share their jokes / stories with the class.

E GRAMMAR

Suggested time: 5 minutes | Your time:

- Read the title. Ask, *Why do we use questions in indirect speech?* (to tell someone what we or someone else asked)
- Read the first rule. For each example, read the direct speech and ask a volunteer to read the indirect speech.
- Read the second rule. Have pairs of volunteers read the examples aloud.
- Point out the backshifts in the examples. (*Did you see → I had seen; did you learn → I had learned*) Elicit why the verbs didn't backshift in the other sentences. (because the reporting verbs are not in a past form)
- Read the **Note** aloud. Elicit the meaning of *embedded question*. (a question included inside another question or statement) Ask Ss to provide the direct question for the example in the note. (What movie do you want to see?)
- Tell Ss to look back at the examples. Elicit the differences between the direct and indirect questions. (verb tense, pronouns, subject-verb order) Have volunteers point out the specific changes. (Under first rule: Is it → it is; Do I have → she has; Did you see → I had seen; under second rule: did you learn → I had learned; is anyone → anyone is)

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F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss preview the items. Elicit which have direct *yes / no* questions (2, 3, 5) and which have information questions (1, 4).
- Remind Ss that more than one answer is possible for the *yes / no* questions.
- Do item 1 as a class. Read the direct speech and elicit the indirect speech. Write the answer on the board. Elicit why the verb backshifts. (because the reporting verb is in the past)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over the answers, call on Ss to read the new sentences.

G GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Suggest Ss underline the indirect question in each item. Then have them write the corrected sentences individually.
- To go over answers, call on Ss to read the corrected sentence aloud and explain what they changed, and why. (Items 1 and 2: removed the auxiliary *did* and changed the main verb to the past tense because we do not use the auxiliary *did* in embedded questions; Items 3 and 4: inverted the subject and modal verb to use the correct word order in embedded questions)

EXTENSION (+5 minutes) Have Ss write the items in direct speech. Elicit the answers. (1. She wanted to know, "How do / did you like the cartoons in this week's *New Yorker* magazine?" 2. I asked, "Who did you call to get tickets for the comedy show?" 3. My boss asked me, "How long will / would it take for you to finish the report?" 4. Most people want to know, "When should we arrive in order to get good seats?")

PRONUNCIATION LESSON (optional, page T138)

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Say *Come see this* to invite someone to look at something you think they will find interesting
- Say *Wait, what?* to informally express confusion about what someone has just said
- Say *That cracks me up, actually* to admit that you find something pretty funny

- Direct Ss' attention to the photo. Ask, *What are these people laughing about?* (a joke on his phone)
- Have Ss preview the conversation. Elicit examples of the target vocabulary and grammar.
- Have Ss read and listen to the conversation.
- Ask Ss if they get the joke. Have a volunteer explain it. (The juice might have been an orange named Bertha.)
- Read the **Social language** note and then Speaker B's second line. Point out the slight pause after *Wait*.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen again and repeat the conversation lines. Make sure they use falling intonation for *What is it?*
- Form pairs. Monitor as Ss practice the conversation. Remind them to change roles.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Read the directions.
- Review the ideas in the **Keep Talking!** box. Play the video for extra support.
- If Ss chose to use their own examples of cartoon, autocorrect fail, etc., give them a few minutes to find it on their phones or tablets. Then have them share it in pairs.
- Tell Ss to use the vocabulary expressions to react to their partner's story or joke. Suggest they ask for clarification if they don't get it.
- Remind Ss to switch roles and then partners.

LOOK FOR While Ss are doing Exercise C, monitor their conversations to determine if they are

✓ including vocabulary expressions to respond to humor

✓ using questions in indirect speech correctly

TEACHING TIP Time permitting, check Ss' cartoon, photo, screen shot, or video clip for appropriateness before Ss share it in pairs.

OPTION Use the Unit 5 Energizer Worksheet (See Printable Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Ask Ss to think of two questions someone asks them often and write them in direct and indirect speech. For example: *My friend who lives abroad always asks, "When are you coming to visit?"; My friend who lives abroad always asks me when I'm coming to visit.* OR *Every day, my sister asks, "Did you call mom?"; Every day, my sister asks me whether or not I called mom.* Collect and read Ss' questions to identify areas for review.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

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LESSON 2 Explore the potential benefits of laughter

A GRAMMAR CLOSE-UP

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss predict how laughter and health could be related. Elicit ideas.
- Have Ss read the text silently.
- To check comprehension, have Ss list the key dates, theorists, and their theories. For example:
  - 16th century, Richard Mulcaster and others: Laughter might be a remedy for colds.
  - 1956, Hans Selye: Biological stress might have negative effects on health.
  - 1976, Norman Cousins: If negative emotions cause illness, positive emotions should heal them.
- To go over the ideas, write the dates on the board and invite volunteers to complete the information.

LANGUAGE NOTES

- *Muscle tone* refers to the healthy firmness and strength of a muscle.
- *Biological stress* is any condition that puts pressure on the physical and psychological defense systems in the body, such as a disease or exposure to extreme heat or toxic substances.
- *Lay the foundation* means to provide the conditions for something to happen.

EXTENSION (+5 minutes) Ask, *Do you think laughter can heal both physical and emotional problems?* Have Ss discuss in pairs. Tell them to base their answer on the information in the article and their own personal experiences. Invite volunteers to share their opinions.

B CRITICAL THINKING

Suggested time: 5 minutes | Your time:

- Read the directions.
- Have Ss discuss the target question in pairs.
- Ask for volunteers to share their answers and reasoning.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the grammar topic. To review, ask, *What is a backshift?* (the changing of a verb back one tense, usually from present to past)
- Direct Ss' attention to the **Common reporting verbs** box. Remind them that *ask*, *say*, and *tell* are the most common reporting verbs. Ask a volunteer to read the reporting verbs aloud for the class.
- Elicit the reporting verbs in the example sentences in the chart. Ask, *What is common about all the reporting verbs in the examples?* (They are in the past.) Remind Ss that backshift only occurs when the reporting verb is in the past.
- Read the first rule. Have volunteers take turns reading the pairs of example sentences.
- Elicit what backshifts occurred in the examples. (1. simple present > simple past; 2. present perfect > past perfect; 3. simple past > past perfect; 4. present continuous > past continuous; 5. past continuous > past perfect continuous; 6. present perfect > past perfect; 7. *will* > *would*; 8. *can* > *could*; simple past > past perfect; 9. *have to* > *had to*; 10. *must* > *had to*)
- Point out that we usually use *had to* instead of *must* when backshifting.
- Read the second rule. Have a volunteer read the examples. Read the reasons for the optional backshift in brackets.
- Read the rule about modals. Write these examples on the board:
  He said, "You should laugh more often."
  → He said (that) I should laugh more often.
  "I would have told you."
  → He said (that) he would have told me.
- Read the final rule and pair of example statements. Tell Ss that changes in time expressions depend on when we hear the direct speech and when we report the information.
- Read the list of time expressions. Model how backshift works with time. Say, *Today is Monday. Monica says, "I am going to a comedy club."* Then write on the board different examples of time expression changes:
  If I tell someone . . .
  . . . on Tuesday, I say, "Monica said she was going to a comedy club yesterday."
  . . . a month later, I say, " Monica said she was going to a comedy club that day."
- Next, explain that, similarly, the changes in expressions of place depend on where the reporter is when reporting the statement. A change is made only if the reporter is in a different place from where the original speaker was. Write these examples on the board:
  He said, "I put the book here."
  → He said he had put the book here.
  (The reporter is in the same place.)
  → He said he had put the book there / on the desk.
  (The reporter is in a different place.)

LANGUAGE NOTE There are no backshifts when the direct speech sentence uses the past perfect. For example: *She told me, "I had studied English before."* *→ She told me (that) she had studied English before.*

GRAMMAR EXPANDER (optional, pages T125–126)

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D NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss find the example individually and explain its verb tense in pairs. Then go over the answer as a class.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Have a volunteer read the statement. Elicit the two versions of the statement in indirect speech. Ask why the backshift is optional. (There is no backshift if this statement is still true.)
- Have Ss complete the exercise individually and then discuss their answers in pairs.
- Read the statements and ask volunteers to share their answers. Elicit why the backshift is optional.

F GRAMMAR PRACTICE

Suggested time: 4 minutes | Your time:

- Have Ss preview the items. Suggest they underline the verbs and circle the pronouns in each statement before they begin.
- Do item 1 as a class. Read the statement and elicit how to restate it in direct speech.
- Have Ss do the activity and then compare answers in pairs. Remind Ss to use correct punctuation.
- Ask volunteers to write the answers on the board.

G PAIR WORK

Suggested time: 4 minutes | Your time:

- In pairs, have Ss take turns changing the statements into indirect speech orally. Remind them to replace time expressions as needed.
- Read the statements and call on Ss to share their answers. Ask why there is no backshift in item 3. (The modal *may* doesn't usually change when converting from direct to indirect speech, and the reported sentence is a scientific fact.)
- Point out the final position of the reporting verb in item 4. Explain that while this position is common in published texts, the reporting verb usually precedes the direct speech in everyday English.

Communication Activator

A TALKING POINTS

Suggested time: 4 minutes | Your time:

- Read aloud the title and subtitle of the article. Have two volunteers read the introduction and the example answer. Elicit the meaning of *complementary therapy*. (a less conventional treatment used together with more conventional medicine)
- In pairs, have Ss discuss their views on laughter therapy.
- Bring the class together. Ask Ss if they would do laughter therapy, and why or why not.

B ROLE PLAY

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit what physical therapists and psychologists do. (Physical therapists help people improve movement and manage physical pain. Psychologists help people understand and handle different emotional problems.)
- Lead a class brainstorm on common conditions and problems. (For example: back and neck pain, anxiety disorders) Write Ss' ideas on the board for reference.
- Form pairs. Have Ss give their patient a name and write down a condition / problem. Suggest they choose roles and then research exercises to help with the problem. Remind Ss they should be able to explain or demonstrate the exercises, and to say how these can help.

TEACHING TIPS

- Remind Ss that this activity is intended for fun and not serious medical advice.
- If Ss need help creating the exercises, suggest they research laughter therapy and laughter yoga for ideas. Also, remind them they can simply use their imagination and "prescribe" watching funny videos and comedies, or doing silly-looking exercises.

C GROUP WORK

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to prepare their presentation. Suggest they "report" what their patient said as they present. For example: *The patient complained that his back pain got worse on Monday mornings.*
- Monitor. Make sure Ss practice explaining and demonstrating their individual exercises.
- Call on pairs to present to the class.

LOOK FOR While Ss are doing Exercises B and C, monitor their conversations to determine if they are

✓ using backshifts in indirect speech correctly

✓ clearly explaining their plans according to the idea of laughter therapy

CLOSURE ACTIVITY (+10 minutes) In pairs, have Ss share health benefits of another activity they are familiar with, such as walking or meditation. Then have Ss write a pair of statements in direct and indirect speech about one thing they learned from their partner. For example: *Leyla noted, "Walking in the park helped me control my anxiety." / Leyla noted that walking in the park had helped her control her anxiety.* Collect Ss' papers to identify areas for review.

Remind Ss of additional grammar practice in their digital resources.

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LESSON 3 Analyze what makes people laugh

A READING

Suggested time: 15 minutes | Your time:

- Read the directions. Then have a volunteer read the article title and introduction.
- Read the names of the three theories. Elicit the meaning of *superiority*, *incongruity*, and *relief*. (*Superiority* is behaving like you are better than others. *Incongruity* is the fact that something is strange, unusual, or unsuitable in a particular situation. *Relief* is a nice feeling you get when something unpleasant stops.) Ask Ss to predict what each of these theories says about humor, based on these definitions.
- Have Ss read the text. To check comprehension, ask: *What is the Superiority Theory?* (We laugh at other people's misfortunes or mistakes because it makes us feel superior to them.)
  What is the Incongruity Theory? (Humor arises from unexpected, inappropriate, or illogical situations.)
  What is the Relief Theory? (We laugh at things that usually make us tense as the laughing helps reduce the tension.)
  What is necessary to appreciate a situation or joke as funny? (some detachment)
  What does it mean if a joke or situation hits too close to home? (It makes you uncomfortable or upset because it is closely or directly related to your personal problems.)
  What else may be necessary to understand a joke? (knowledge of cultural, economic, political, and social issues)

OPTION (+5 minutes) Have Ss take turns explaining the theories in their own words to a partner.

EXTENSION (+5 minutes) Refer Ss to the items in Exercise F on page 47. In pairs, have Ss discuss which theories the items demonstrate. (Possible answers:
Funny animal videos often include unusual actions for an animal, demonstrating the Incongruity Theory, or accidents, demonstrating the Superiority Theory.
Autocorrect fails demonstrate the Superiority Theory, as someone accidentally using the wrong word makes us laugh, or the Incongruity Theory, as the word is often used in the wrong context.
Slapstick humor demonstrates all the theories, as it is physical comedy and there are unexpected situations often related to things we feel tense about.
The cartoon demonstrates the Relief Theory, as password retrieval can be stressful, and the Superiority Theory, as we laugh at the man's bad choice of question.
The comedian's joke demonstrates the Incongruity Theory, as we expect one meaning of the verb, but the punchline uses a different, inappropriate one.
Photos of people doing dumb things demonstrate the Superiority Theory, as they make us feel superior.
Jokes playing on words demonstrate the Incongruity Theory, as they use words in unexpected ways.)

B UNDERSTAND MAIN IDEA

Suggested time: 5 minutes | Your time:

- Have volunteers read the statements aloud.
- Elicit the answer from the class. Ask a volunteer to explain why the other choices are not correct. (Item 2 is not stated in the article. Item 3 is in the article, but it is additional information, not the main idea.)

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the directions.
- Have Ss work individually to complete the statements.
- To go over answers, call on Ss to read the completed sentences aloud.

TEACHING TIP Remind Ss that analyzing words parts can help them more easily predict the meaning of new words. For example: The word *fortune* means "luck." Since the prefix *mis-* can mean "bad(ly)" or be used to refer to the opposite or lack of something, we can guess that a *misfortune* is "bad luck" or something "unlucky." The word *compatible* describes ideas that can support each other. Since the prefix *in-* means "not" or "no," we can guess that ideas that are *incompatible* are those that do not support each other.

Answers for Exercise E on page 51

1. *Silas told us that he'd / he's been to Japan, but he'd / he's never been to the top of Mt. Fuji. (could still be true)*
2. *The teacher texted that he or she wanted / wants every student to tell a favorite joke to the class. (could still be true, relating to something that hasn't yet occurred)*
3. *The documentary movie explained that the introduction of an alien species into a new habitat could / can cause an environmental catastrophe. (presents a scientific fact)*
4. *My daughter claimed that Mr. Martin was / is the best Spanish teacher she'd / she's ever had. (could still be true; i.e., she's still never had a better Spanish teacher)*
5. *Our history textbook said that many people had perished / perished in the San Francisco earthquake of 1906. (Teacher could have just said it. / The fact is still true.)*

Answers for Exercise F on page 51

1. *My sister said, "I read an article about meditation, and it changed my outlook."*
2. *Polly said, "I've been watching sitcoms in order to reduce my general anxiety."*
3. *Scientists theorized, "If depression can make you sick, laughter might be able to make you well."*
4. *They admitted, "We never would have taken a cruise if we had realized we would be exposed to so many viruses."*

Answers for Exercise G on page 51

1. *Researchers reported (that) they had a new set of text results in that month's* Medical Therapy Digest.
2. *Physical therapist Mark Kline admitted (that) he'd never referred a patient to a laughter therapist before that day.*
3. *Psychologists have suggested (that) some anxious patients may be helped by laughter therapy.*
4. *My father said (that) he would tell me the results of the therapy after he finished the first two sessions.*

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D IDENTIFY SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Review the images as a class. Ask volunteers to explain what is happening in each situation. (Possible answers: 1. The man is showing the woman she doesn't need to be scared, as it is just a cat. 2. A man is slipping on a banana peel. 3. The two women are wearing the same dress. 4. A girl is in grown-up shoes. 5. The man mixed up his Friday and Saturday plans. 6. The sign has two unrelated messages, however the way they appear together suggests that people should wear bathing suits to avoid sharks.)
- In pairs, have Ss discuss which of the theories best explains each situation. Ask Ss to support their opinion. For example, in item 3, laughing at two people wearing the same outfit can be explained by the Incongruity Theory, as we wouldn't expect that to happen.
- Then have Ss take turns sharing which situations they find funny, and why.
- Bring the class back together. For each situation, elicit the theory, or theories, that the image demonstrates. Ask Ss if they find it funny or not, and why.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Monitor. Help Ss understand the jokes as needed. (See notes for Exercise B below.)

OPTION Do the activity as a class. Read the jokes aloud. After each joke, ask Ss if they get it. If necessary, ask a volunteer to explain the joke. Then have Ss write their reaction.

LANGUAGE NOTES

- Joke 2: *Awfully steep* means very expensive.
- Joke 3: A *food bank* is a place that collects and gives food to people in need.
- Joke 3: An *old-age home* is an institution where elderly people live and are cared for, usually when they can't live by themselves.
- Joke 3: The expression *why on earth* is used to ask a question when you are surprised or angry.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the terms and definitions in the **Vocabulary for discussing a joke** box. Explain that the *setup* sets the scene of a joke. It "misleads" the listener into wrong assumptions, which are then disrupted by the *punchline*. Point out the punchline is usually different from what the listener is expecting.
- If necessary, to check comprehension, elicit the setup and punchline of each joke in the Talking Points. (Possible answers:
  1. A woman complains to another passenger that the bus driver insulted her by saying her baby was ugly. The passenger advises her to tell the driver off and offers to hold her baby, saying the punchline: "I'll hold your goat for you." [He insults her again by implying the baby looks like a goat.]
  2. A woman asks a lawyer about his fees. He says he charges $300 for three questions. She comments that is expensive, using a tag question. He confirms and says the punchline: "Now what's your final question?" [He considered her two questions part of the consultation, which makes it even more expensive.]
  3. A man learns someone is selling a talking dog. He talks to the dog and hears about the amazing things it has done. He then asks the owner why she wants to sell such an incredible dog. She answers with the punchline: "Because he's a liar! He never did any of that!" [The reason is unexpected and sounds absurd in face of the marvel of a talking dog.])
- Ask a volunteer to read the example answer aloud.
- Have Ss take turns sharing their reactions to the jokes in small groups.

C PAIR WORK

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A-B)

- Give Ss time to recall a favorite joke or find one they like online.
- In pairs, have Ss share their jokes and explain why they are funny, according to the three theories.

LOOK FOR While Ss are doing Exercises B and C, monitor their conversations to determine if they are using information about the three theories to explain what makes people laugh.

CLOSURE ACTIVITY (+10 minutes) Ask Ss to consider what kinds of situations or interactions are most funny to them and write a short paragraph explaining which theory (or theories) best explains what makes them laugh. Allow Ss to write about other theories they know. Collect and read Ss' papers to identify areas for review.

Remind Ss of additional reading practice in their digital resources.

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LESSON 4 Discuss when joking "crosses the line"

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the lesson title. Ask Ss when something *crosses the line*. (when it goes beyond accepted limits or standards of behavior)
- Have Ss read and listen to the types of jokes. Then have them listen and repeat.
- Ask Ss to read the definitions silently.
- Tell Ss to look at the image. Ask, *What happened?* (One man placed a pail of water over the door. When the other man entered, it tipped over and spilled on him.)
- Read the man's statement. Ask, *What does it mean if you* can take a joke? (You can laugh when someone tricks you or makes a joke about you.) Ask Ss if they could take the practical joke shown in the image.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Give Ss time to recall which types of jokes in Exercise A they know. Then have them share their experiences in pairs. Remind Ss to say whether or not they found the jokes offensive and, if possible, explain why.

C LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Read the items. Check understanding.
- Play the audio for Ss to mark each statement.
- Go over the answers. If there is disagreement, ask Ss to explain their choice.

LANGUAGE NOTES

- Introduction: *Political incorrectness* is using language or behavior that offends a particular group of people.
- Introduction: To *be the butt of a joke* is to be the person the joke is played on.
- Introduction: Here, a *good sport* is someone who doesn't get upset if a joke is played on them.
- Arthur Oakes: When you *play* a joke on someone, the joke is an action, but when you *tell* a joke, the joke is a verbal one.
- Arthur Oakes: *It was all in good fun* means "It was not serious and it was done just for fun."
- Melinda Hunter: *Show someone the ropes* is to explain to someone how things are done.
- Melinda Hunter: *It dawned on me* means "it became clear to me."
- Item 6: *Pre-pay* means to pay for something before you use or consume it.
- Item 6: If something is *super-size*, it is very large.

EXTENSION (+5 minutes) Elicit examples of language or behavior that is politically correct or incorrect. (Possible answer: It is politically correct not to assume the gender of people in certain professions. For example, if a person tells you her cousin is a nurse, it would be politically incorrect to ask where "she" works, since this assumes that the nurse is a woman.)

D LISTEN TO PARAPHRASE

Suggested time: 5 minutes | Your time:

- Give Ss time to recall the difference as explained in the program. Then have them share their answers in pairs.
- Play the first half of the audio again if appropriate.
- Have a volunteer share the answer.

E LISTEN TO SUMMARIZE

Suggested time: 5 minutes | Your time:

- Have volunteers read the example answers. Elicit the indirect speech in each. (he'd bring a guest . . .; she was supposed to walk around the store . . .)
- In pairs, have each partner summarize one of the stories. After each summary, suggest partners remind each other of essential details that were left out.
- Monitor. Listen for the correct use of indirect speech.
- Play the audio again if appropriate.
- Elicit summaries of each story.

OPTION (+5 minutes) Form pairs. Have each partner choose one story to summarize in writing. Play the audio again. Tell Ss to take notes on the main points of their story. Then have them write their summary, paying attention to backshifts in indirect speech sentences. Finally, have Ss take turns reading their summaries in pairs.

F DISCUSSION

Suggested time: 5 minutes | Your time:

- Have Ss discuss the questions in pairs or small groups.
- Remind Ss to give reasons to support their opinion and examples of how they would react.

EXTENSION (+5 minutes) Write on the board: *Sticks and stones can break your bones, but words can never hurt you.* Elicit the meaning of the quote. (A physical attack can cause you pain, but a verbal attack cannot.) Ask Ss if they agree or disagree, and why.

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Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Draw Ss' attention to the pictures. Ask them not to read the texts. Elicit what they think the practical joke was in each situation.
- Refer Ss to the rating scale and read the key. Tell Ss to write their rating in the circle below each joke.
- Have Ss complete the exercise individually.

OPTION Have volunteers read the jokes aloud. Then give Ss a minute to rate the jokes on their own.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions.
- Form pairs. Give Ss a minute to share and compare their ratings.
- Then tell pairs to compare how they would have responded if the practical jokes had been played on them. Encourage Ss to explain their reactions.
- Invite volunteers to share their answers with the class.

EXTENSION (+5 minutes) Ask Ss to think about why it is hard for people to laugh at themselves. (For example: They are sensitive about the joke's topic. The joke made them feel insecure about themselves.) Elicit ideas from the class.

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Have volunteers read the questions for the class.
- Review the ideas in the **Keep Talking!** box. Play the video to support Ss as they extend their conversations.
- Point out the **Recycle This Language** box. Encourage Ss to use the expressions if they talk about or respond to the practical jokes.
- Have Ss discuss the question(s) in pairs or small groups. As they discuss, have them explain and ask follow-up questions about each other's opinions.
- Bring the class together. If appropriate, elicit examples of practical jokes Ss discussed.
- Invite a volunteer from a group that discussed question 3 to share the group's general feeling about how people should react when a practical joke is played on them.

LOOK FOR While Ss are doing Exercises B and C, monitor their discussions to determine if they are
✓ giving their opinion about practical jokes
✓ providing examples

WRITING HANDBOOK (optional, page T148)

CLOSURE ACTIVITY (+5 minutes) In their same pairs or groups, have Ss discuss another common type of joke listed in Exercise A on page 54. Ask them to talk about when it crosses the line and how they think people should react to it. Suggest they share ideas about what someone can say or do if the joke turns into a bad experience. Monitor their discussions to identify areas for review.

Remind Ss of additional vocabulary, listening, and writing practice in their digital resources.

PROGRESS SELF-CHECK
Follow the procedure outlined in Unit 1 on page T11.

FOR MORE PRACTICE . . .
Refer to the list of review and additional practice items in Unit 1 on page T11.

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