

# Designing and Validating English Humor Comprehension Test and Establishing its Relationship with EFL Learners' Humor Style and Achievement

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## Abstract

Humor is a complex and dynamic mode of communication that serves a number of important social functions. It has been claimed that humor is helpful in the context of learning. The present study aimed at constructing and validating a test to measure learners' English humor comprehension ability and establishing its relationship with their humor style and achievement. This study is comprised of two phases including the validation of questionnaires and the correlational survey. The participants for the validation phase were 275 Iranian advanced English language learners and for the second part were 210 learners from both genders. This study utilized two tests and one questionnaire which are Preliminary English Test (PET), English Humor Comprehension Test, and Humor Styles Questionnaire (HSQ). The results of confirmatory factor analysis indicated that English humor comprehension test with 19 items and three main sub-constructs (Quantity, manner, and relevance) is a valid and reliable test. In addition, it was revealed that both humor comprehension ability and humor style are positive significant predictors of learners' language proficiency. Finally, a positive significant correlation was found between humor comprehension ability and humor style.

*Key Words:* Humor, Humor style, English Humor Comprehension Test

## 1. Introduction

Research on pragmatics can be dated back to ancient Greece and Rome where the term 'pragmaticus' is found in late Latin and 'pragmaticos' in Greek, both meaning of being practical'. Modern use and current practice of pragmatics is credited to the influence of the American philosophical doctrine of pragmatism. The pragmatic interpretation of semiotics and verbal communication studies in Foundations of the Theory of Signs by Morris (1938). For Morris, pragmatics studies the relations of signs to interpreters, while semantics studies the relations of signs to the objects to which the signs are applicable, and syntax studies the formal relations of signs to one another.' By elaborating the sense of pragmatism in his concern of conversational meanings, Grice (1975) enlightened modern treatment of meaning by distinguishing two kinds of meaning, natural and non-natural. Grice suggested that pragmatics should centre on the more practical dimension of meaning, namely the conversational meaning which was later formulated in a variety of ways (Levinson, 1983; Leech, 1983).

Grice's conversational implicature has been one of influential pragmatic theories up to now. According to Grice, "utterances can make meanings based on what is implicated referring to some assumptions to the particular utterance. What is implicated is formulated logically by what Grice (1975, p.45), calls implicatures or conversational implicatures." Meaning is actually realized from the situation of some utterances while "Grice's theory of implicature is concerned with the ways in which meaning can be communicated not only by what is said, but also by how it is said" (Levinson, 1983, p. 97).

According to Grice (1975), people communicate in a way to work together to provide mutually desired information and use utterances to maintain social relationship. Grice proposed it as cooperative principles which are essential for those who want to produce and analyze the conversations logically. According to him, "in a conversation, logically a speaker and a hearer should have cooperation by using four maxims, i.e., maxim of quality, quantity, relevance and manner in order that one can understand what other means" (Grice, 1975, p.45). If the utterances do not contain one of the maxims, they will not be understood by the hearer. These maxims are named cooperative principles.

Humor is a familiar phenomenon that most people experience daily, but which is difficult to understand or explain. Humor is a complex and dynamic mode of communication that serves a number of important social functions. The ability to appreciate, comprehend and produce humor is a critical and necessary skillset for full fluency in English (Strawhorn, 2014). According to Twain (1907), "English humor is hard to appreciate, though, unless you are trained to it."

According to Raskin (1985), humor competence is another faculty of human which differs from linguistic competence. To be able to acquire successfully the linguistic competence in a second language cannot guarantee the acquisition of Second Language (L2) humor competence. Applied linguists have come to seriously reconsider the role of humor playing for L2 learners. Schmitz (2002) contends that in addition to making classes more enjoyable, the use of humor in foreign language courses can contribute to improving students' proficiency. For instance, the use of humor in English in EFL classes can contribute to thought-provoking (Deneire, 1995). Many other studies have shown that humor can help facilitate L2 development (e.g. Cook, 2000; Sullivan, 2000; Bell, 2005).

Although there have been many studies that integrated or suggested an integration of humor or English jokes into EFL classes, teaching English humor directly on its own or teachability of English humor is still a challenging question. Some predictable difficulties that prevent EFL learners to comprehend and, thus, appreciate English humor seem to include the lack of knowledge of culture and vocabulary (Jaroenkitboworn, 2015).

Attardo (1993) believes that humors involve the violation of (at least) one maxim of the cooperative principles. Mastery of grammar and vocabulary is often not enough for foreign speakers to be able to make decisions about appropriateness of word choices or interpretation of sentences containing humor. An argument can be made that this is a result of the fact that the most students learn and most teachers teach through an overly heavy reliance on textbooks. These textbooks are the center around which lessons are organized but provide very little information on humorous texts.

## **2. Review of Literature**

Study on the use of maxims and humor is not something new as there have been some previous studies on it. In Schmitz's view (2002), humor is useful for the improvement of listening and reading comprehension skill as well as translation ability. It is important for students of foreign languages to know what types of discourse native speakers consider to be

humorous or “funny” or downright hilarious. He analyzed the vast bibliography on humorology and then classified humorous discourse into three types: (1) universal or reality-based humor, (2) culture-based humor, and (3) linguistic or word-based humor. This taxonomy serves as a pedagogical framework for teaching humor in both language and translation classrooms. In his view, learners should deal first with the relatively straightforward universal humor, continue with cultural humor, which demands more of learners and translators, and finally deal with linguistic humor that offers serious challenges to students of foreign languages.

Investigations of non-native speakers’ experiences with humor show that even L2 learners with a very high linguistic proficiency find L2 humor in most types of interaction difficult to perceive, understand and appreciate (Nelms, 2001; Bell, 2002). Kusproborini (2001) in her research entitled *Analysis of Humor Types and Grice’s Maxim Found in “Laughter, The best medicine” in Reader’s Digest*. She tried to describe the types of humor in the column of *Laughter the Best Medicine* and combine it with the theory of maxims by Grice.

Later, Palupi (2006) studied the types of humor appeared in the comedy film *Friends*, in the episode of *“The One with That Could Have Been”* and its relation to Grice’s Maxims. It was conducted to find out the types of humor, which appear in this episode and define whether those humors obeyed or disobeyed the Grice’s Maxims as the standard conversational norms. It was a descriptive study and it employed a purposive sampling as the sampling technique. The data were all the humor utterances, which were able to arouse laughter from the audiences that had significant relationship with the problem statement. Concerning with the maxims, it is found that the humors, which are used in every utterance, tend to disobey at least one of the maxims. The analysis of the maxims was conducted through the context of situation available in each data. The researcher also found that there are three non-observances of the maxims, which are done by the characters in delivering the humor. They are flouting, violating, and infringing the maxims.

In another study, Triyatun (2013) described the types of non-observance maxims, and the intentions of non-observance maxims. The type of this research was descriptive qualitative research which the researcher used documentation method as the method of collecting data. The data of this research were dialogues which contain non-observance maxims that were found in *The Death of Salesman* drama script. The result of this research showed that firstly, the types of non-observance in *The Death of a Salesman* drama script used by the characters were flouting of maxims, violating of maxims and suspending of maxims. Secondly, the speaker’s intentions of non-observance maxims were requesting, suggesting, alerting, warning, refusing, and disagreement utterance.

In a recent study, Chadafi (2014) analyzed the floats of Grice’s conversational maxims in *“1001 Jokes”* humor book. This study aimed (1) to describe types of Grice’s conversational maxims frequently floated in *“1001 Jokes”* humor book, (2) to describe the implicature found in *“1001 Jokes”* humor book, and (3) to describe the maxim floats lead to funny jokes in *“1001 Jokes”* humorbook. The writer employed a descriptive qualitative approach to each the findings. In collecting data, the writer used documentation method, and to analyze data the writer referred to Grice’s cooperative principle theory. Based on 30 data analyzed in this study obtained from *“1001 Jokes”* humor book, the writer found that (1) 21 of the data or 70% float maxim of quality, 4 of data or 13.33% float maxim of manner, 3 of the data or 10% float maxim of quantity, 1 of the data or 3.33% floats maxim of relevance, and 1 of the data or 3.33% floats all maxims. Then, from the implicature the researcher found that (2) scalar implicature was to show contrast meanings between an utterance to other one, generalized conversational implicature was

to explain the utterances used in the “1001 Jokes” humor book that did not need a special context to have humorous meaning, particularized conversational implicature was to demonstrate the utterances needing a specific context to have humorous meanings, and scalar implicature was to describe the joke utterances that have degree of meaning. Afterwards, the researcher found that (3) there were two aspects making the maxim floats lead to funny jokes in “1001 Jokes” humor book, i.e., relief, and incongruity of the word or the lexis. Besides that, the writer also found that the floats of all maxims make a strong surprising meaning of the joke utterances increasing the degree of funny.

As the literature showed, while research on humor in Native Speakers (NS)-NS interaction has attracted a great deal of attention, studies on non-native speakers’ proficiency and comprehension of humor have remained virtually unexamined until recently. Understanding humor is more difficult to observe and to document and this reason has provided enough pretext for researchers to pay less attention to it in non-native settings and concentrate their energy on production of humor mostly among L1 speakers. Difficulty in understanding FL humor has also influenced the EFL instructors and materials developers and has led them to evade the issue and include as least as, or even exclude, humor in language classrooms and EFL materials. This dearth of attention to this significant social phenomenon has led to lack of understanding and appreciating FL jokes by EFL learners. To the authors’ knowledge there is dearth of research on the comprehension of verbal humor by NNSs of English in the setting of Iran. This shortcoming was a trigger to conduct the present study hoping to contribute to this knowledge base and pave the way for further research and future researchers in this field. In this study it is aimed construct a valid and reliable measure of comprehension ability of Iranians advanced EFL learners in terms of English humor. In addition, this study intends to determine if there is a significant relationship between EFL learners’ humor comprehension ability, humor style and their achievement. To investigate the problem stated above, the researchers formulated the following research questions:

Q1. Does the English Humor Comprehension Test (EHCT) have an acceptable level of reliability and validity?

Q2. Is there any significant relationship between EFL learners’ language proficiency, humor styles and comprehension of English humor?

### 3. Methodology

#### 3.1. Participants

This study is comprised of two phases including the validation of questionnaires and the correlational survey. Each of these phases had its own participants. The participants for the validation phase were 275 Iranian advanced English language learners with different ages, both genders, and various educational backgrounds. For the next phase of this study, convenience sampling was employed. The participants for this part were 210 Iranian EFL learners from different age groups, genders. They were 103 females and 107 males whose age varied from 19 to 37 ( $M=25.67$ ,  $SD=7.11$ ).

#### 3.2. Instruments

This study utilized two tests and one questionnaire which are Preliminary English Test (PET), English Humor Comprehension Test, and Humor Styles Questionnaire (HSQ).

##### 3.2.1 PET (Preliminary English Test)

In order to assess learners’ level of level of proficiency, a sample of PET proficiency test (Cambridge ESOL Examinations, 2003) was utilized. This test has been composed of three

parts: Listening, Reading and Writing. It is important to note that just one skill of the PET exam, i.e., reading skill, was used which was relevant to the purpose of the study. The reading section of this test includes 35 multiple-choice items providing simple written information such as signs, brochures, newspapers, and magazines. Reliability of this test was calculated with Kuder-Richardson Formula 20 (KR-20) analyses and turned to be .85 for total reading test. It should be mentioned that PET is a standard test and its validity have been tested extensively.

### **3.2.2 English Humor Comprehension Test**

English Humor Comprehension Test was designed by the researchers to know the English learners' humor comprehension level. It includes 20 questions with three main subscales: Quantity (3 items), manner (9 items), and relevance (8 items). Responses were given multiple choice with one true answer (code 1) and two wrong answers (code 0). Construct validity of this test is calculated by Confirmatory Factor Analysis (CFA). Moreover, reliability of this test is calculated by KR-20 analyses.

### **3.2.3 Humor Styles Questionnaire (HSQ)**

Humor Styles Questionnaire is designed and validated by Martin, Puhlik-Doris, Larsen, Gray, and Weir, (2003). The scale consists of 32 items measuring four humour styles: affiliative humor, self-enhancing humor, aggressive humor, and self-defeating humor. Sample items are "I don't have to work very hard at making other people laugh -- I seem to be a naturally humorous person" (affiliative), "If I am feeling depressed, I can usually cheer myself up with humor." (self-enhancing), "If someone makes a mistake, I will often tease them about it" (aggressive), and "I will often get carried away in putting myself down if it makes my family or friends laugh" (self-defeating). The instrument employs a five-point Likert scale from "totally disagree" (1) to "totally agree" (5). Internal consistencies (Cronbach's alpha) for sub-constructs of the scale ranged from .80 to .85 in this study.

## **3.3. Data Collection Procedure**

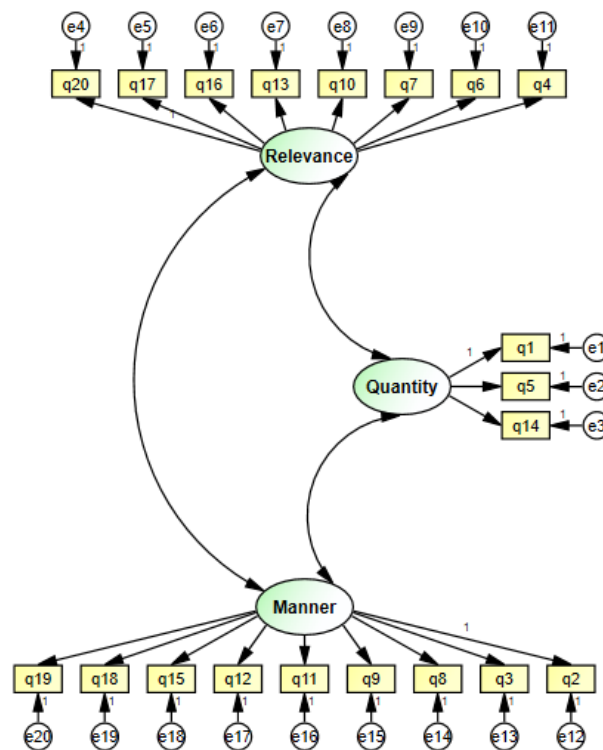
First, selected English humorous texts were analyzed and non-observance of Grice's maxims were described. Applying the instructions and guidelines of questionnaire design and construction provided by Dörnyei (2010), the researchers drafted the English Humor Comprehension Test with 20 items under three main dimensions of Quantity (3 items), manner (9 items), and relevance (8 items). For each dimension at least three items were developed. Next, joint consultations were held with professors, colleagues, and friends to make sure of the content validity of the scale and revise the items. After-wards, the newly designed test was subjected to the pilot study to examine the construct validity of the test, and to further revise the items. At this stage 275 advanced EFL learners were asked to answer the English Humor Comprehension Test. The humorous texts are non-tendentious, playful on words and English structure without targeting any particular social group of people. Every joke is presented together with three choice-questions so as to check the students' comprehension. When the students finished reading each joke, they should put  $\surd$  in the boxes for the answers below the joke text. Based upon confirmatory factor analysis, 19 items were retained with some revision. After preparing the final version of the English Humor Comprehension Test, 210 advanced EFL learners were asked to fill out two tests and one questionnaire during the class hours by prior arrangement with the teacher and administrators. The administration process took place in the presence of one of the researchers and lasted for at least 45 minutes. The researcher clarified each item upon respondents' request.

The collected data were entered into SPSS Version 24 software. Negatively-worded items of the humor style questionnaire were reverse scored in order to achieve a total positively-oriented score. After checking for the missing data, outliers, and normality status of the sample data through SPSS, and checking construct reliability and validity of the test, the interrelationship between three main variables were assessed through Structural Equation Modeling (SEM) with AMOS.

**4. Results**

**Results of the First Phase (Validation)**

Construct validity of the EHCT scale was assessed by Confirmatory Factor Analysis (CFA). It examined the hypothesized factor structure of the relationships among the variables by determining how well the model fitted the data. Based upon the previous literature, a three-solution model was proposed to assess Iranian EFL learners level of humor comprehension. Figure 1 displays the hypothesized model of English Humor Comprehension Test (EHCT).



*Figure 1.* the hypothesized model of English Humor Comprehension Test (EHCT)

As the figure displays, the structural part of the EHCT model involves three latent factors: Quantity, Manner, and Relevance. These three latent factors are allowed to be correlated which accounts for the unidimensionality of the EHCT. The measurement part of the model explains how the three latent factors are measured by the twenty observed or indicator variables. According to the model, the following indicators measure each of the latent factors; q1, q5, and q14 measure Quantity, q2, q3, q8, q 9, q11, q12, q15, q18, and q19 measure Manner, and q4, q6,

q7, q10, q13, q16, q17, and q20 measure Relevanceconstruct. The model also depicts some error terms (circles entitled as e1 to e20) for indicators which allows for imperfect measurement.

To check the model fit, goodness of fit indices were used. Because some measurement models did not show adequacy to the data, the researcher made some modifications on the model. These modifications included the removal of one Manner item (q 18) due to low loadings. Error terms of Manner items (9 and 11) were correlated. Goodness of fit indices after modification can be seen in Table 1. In this study,  $\chi^2/df$ , GFI, CFI, NFI and RMSEA were used. To have a fit model,  $\chi^2/df$  should be less than 3, GFI CFI, and NFI should be above .90, and RMSEA should be less than .08. The model with all factor loadings can be seen in Figure 2.

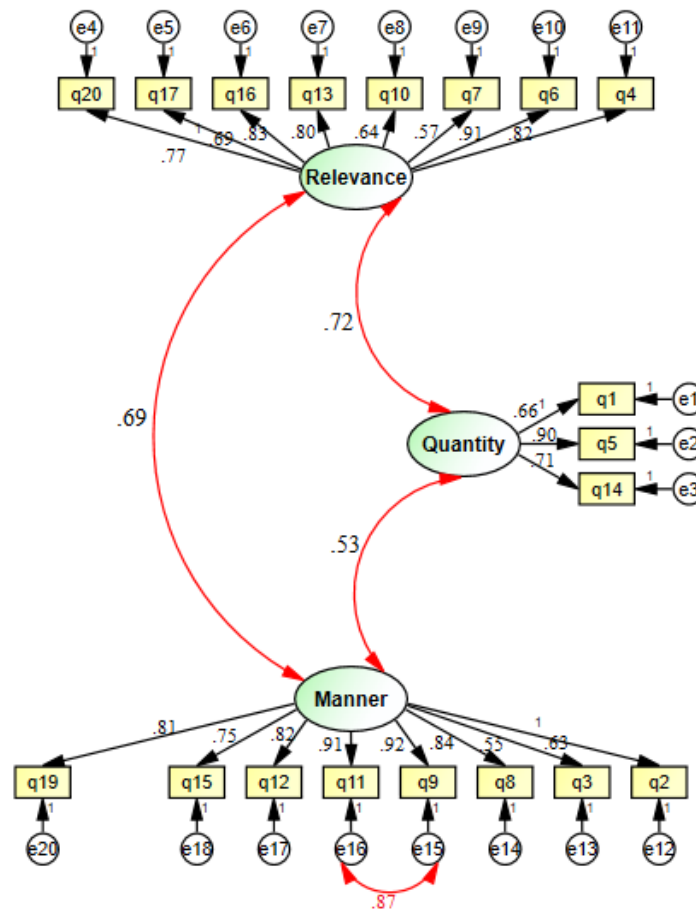


Figure 2. The model of English Humor Comprehension Test (EHCT)

**Table 1**

*Goodness of Fit Indices*

	<b>X<sup>2</sup>/df</b>	<b>GFI</b>	<b>CFI</b>	<b>NFI</b>	<b>RMSEA</b>
<b>Acceptable fit</b>	<3	>.90	>.90	>.90	<.08
<b>Revised Model</b>	2.11	.902	.935	.911	.074

As Table 1 shows, all the goodness of fit indices are within the acceptable range. Therefore, the scale enjoyed a perfect validity.

Table 2 summarizes the information obtained KR-20analyses. KR-20, is a measure reliability for a test with binary variables (i.e. answers that are right or wrong). For the English Humor Comprehension Test with dichotomous items (0 and 1) KR-20 was utilized. As can be seen, the English Humor Comprehension Test gained acceptable indices of KR-20 alpha as a whole (.86). Moreover, the result indicated that all three sub-constructs of English Humor Comprehension Test gained acceptable indices of Cronbach reliability. It should also be added that because one item (q18) was deleted in this pilot study the numbering of the items in English Humor Comprehension Test changed in the final draft of the questionnaire (See Appendix for the test).

**Table 2**  
*Number of items and Cronbach Alpha Indexes after Item and Reliability Analysis for the English Humor Comprehension Test*

Scale	Subscales	Number of items	Cronbach alpha
English Humor Comprehension Test	Quantity	3	.82
	Manner	8	.77
	Relevance	8	.91
	Total EHCT	19	.86

**Results of the Second Phase**

Descriptive statistics of three sub-constructs of EHCT, total humor style and language proficiency are presented in Table 3. Because the number of items was different in the various constructs of test and questionnaires, an average item score was computed for each sub-construct, ranging from 1 to 5.

**Table 3**  
*Descriptive Statistics of the Variables*

	N	Mean	Std. Deviation
Quantity	210	3.21	1.58
Manner	210	2.81	.98
Relevance	210	2.13	1.05
Total Humor Style	210	2.87	1.02
Proficiency	210	30.89	2.87

To answer the second research question, structural equation modeling (SEM) was utilized. SEM is a family of statistical methods designed to test a conceptual or theoretical model. To examine the structural relations, the proposed model was tested using the Amos 24 statistical package. Figure 3 shows the schematic representation of the relationships among EFL learners’ language proficiency, sense of humor and comprehension of English humor. To check the strengths of the causal relationships among the components, the standardized estimates were examined. Besides, to check the model fit, goodness of fit indices were used. Table 4 shows the results of goodness of fit indices for the structural model.



Table 4

Goodness of Fit Indices

	X <sup>2</sup> /df	GFI	CFI	NFI	RMSEA
Acceptable fit	<3	>.90	>.90	>.90	<.08
Revised Model	2.56	.90	.91	.93	.067

As Table 4 shows, all the goodness of fit indices are within the acceptable range. Hence, it can be concluded that the proposed model had perfect fit with the empirical data.

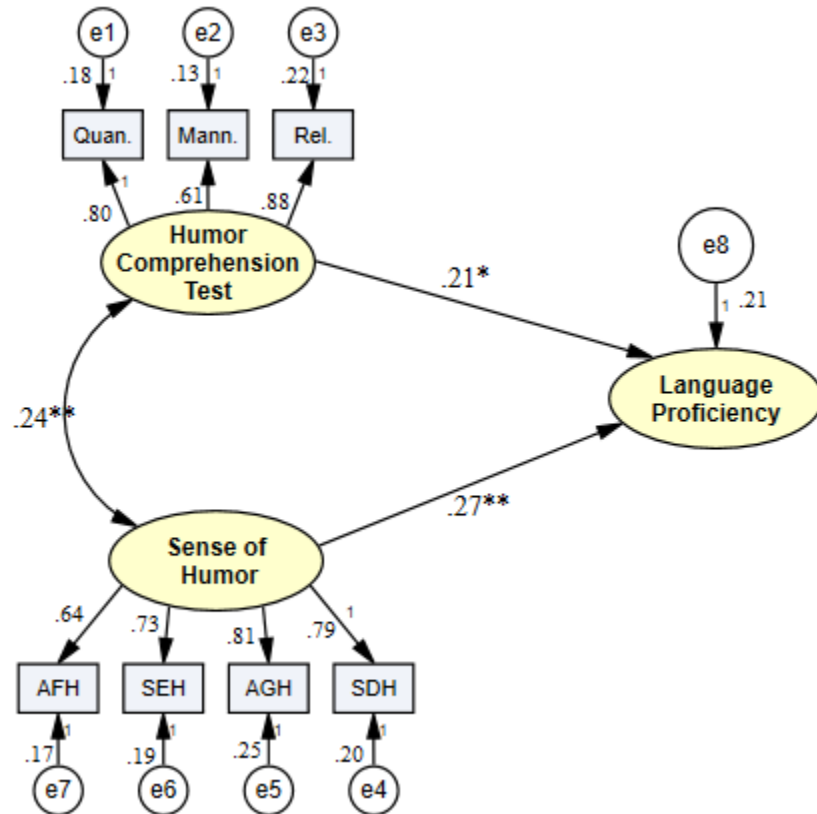


Figure 3. the Schematic Representation of the Relationships Among EFL Learners’ Language Proficiency, Humor Style and Comprehension of English Humor

As indicated in Figure 3, both humor comprehension ability ( $\beta = .21, p < 0.05$ ) and humor style ( $\beta = .27, p < 0.05$ ) are positive significant predictors of their awareness of language proficiency. In addition, there are positive significant correlation between humor comprehension ability and humor style ( $\beta = .24, p < 0.05$ ). Table 5 indicates the results of Pearson correlation between Iranian EFL learners’ language proficiency, humor style and comprehension of English humor

**Table 5**

*Results of Correlation between Iranian EFL learners' language proficiency, humor style and comprehension of English humor*

	1	2	3	4	5	6
<b>1. Language Proficiency</b>	1.00					
<b>2. Quantity</b>	.35**	1.00				
<b>3. Manner</b>	.21**	.69**	1.00			
<b>4. Relevance</b>	.16*	.71**	.52**	1.00		
<b>5. Total EHCT</b>	.30**	.68**	.79**	.81**	1.00	
<b>6. Total Humor Style</b>	.38**	.33**	.19**	.15*	.26**	1.00

\*\*Correlation is significant at the level of 0.01

\*Correlation is significant at the level of 0.05

As it can be seen in Table 5, among three sub-constructs of EHCT, Quantity has the highest positive and significant correlation ( $r=.35, p<.01$ ) and Relevance has the lowest correlation ( $r=.16, p<.05$ ) with language proficiency.

**5. Discussion and Conclusion**

In order to investigate the EFL learners humor comprehension ability in English language 19-item test was designed and validated. Structural Equation Modeling (SEM) was applied to find the interrelationship between English humor comprehension, humor style and achievement. The results of CFA indicated that English Humor Comprehension Test with 19 items is a valid and reliable test. Therefore, the newly designed and validated EHCT may be applied into different fields of study in order to fill the gaps in the realm of English language teaching and learning. Moreover, several studies could be conducted using this scale to find its objective association with various pedagogical, psychological, sociocultural, and international variables. In addition, it was revealed that both humor comprehension ability and humor style are positive significant predictors of learners' language proficiency. Besides, a positive significant correlation was found between humor comprehension ability and humor style.

These results are compatible with the claims of DeyganDarweesh Al-Duleimi and Naji Aziz (2016). Their findings showed that using humor to teach material significantly increases learners' overall performance. Moreover, Munoz (2005) stated that "humor is closely related to memory since it is easier to recall an experience that occurred in a humorous context..." (p.24). The results are also in consistent with Munoz (2005) who found that humor facilitates the vocabulary acquisition. Besides, he found that humor improves visual memory and the capacity to solve linguistic problems which leads to higher language achievement and to a better control of the pedagogical contexts.

Any research study is inevitably faced with some shortcomings and problems that prevent its generalizability. First, since the study was conducted in private language institutes, the results cannot be safely generalized to other contexts of English language learning. Second, due to learners' advanced level of English proficiency, other levels of language were not assessed. Thus future studies may account for these limitations.

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Twain, M. (1907, July 22). English know a joke, says Mark Twain. *New Work Evening World*, p.2.

Appendix

### English Humor Comprehension Test (EHCT)

**Direction: Read each text carefully, and then choose the best answer.**

1)

**A man walking down the streets sees another man with a very big dog. One man says to the other, "Does your dog bite", the man replies "No my dog doesn't" The man pats the dog and has his hand bitten off, "I thought you said your dog didn't bite" said the injured man. "That's not my dog", replied the other.**

Which one is true?

- a. The dog was the man's.
- b. The dog didn't bite his hand.
- c. The dog was another person's.

2)

**An atom walks into a bar and asks the bartender if he's seen his missing electron. "Are you sure she's missing", asks the bartender. "I'm positive", replies the atom.**

The underlined sentence means:

- a. I'm not negative.
- b. I'm sure.
- c. I'm hesitant.

3)

**What did the mayonnaise say to the refrigerator?**

**"Close the door! Can't you see I'm dressing?"**

It is understood that:

- a. The mayonnaise isn't dressed.

- b. The mayonnaise job is dressing.
- c. The mayonnaise is happy.

4)

**A grad student, a post-doc, and a professor are walking through a city park and they find an antique oil lamp. They rub it and a Genie comes out in a puff of smoke. The Genie says, "I usually only grant three wishes, so I'll give each of you just one."**

**"Me first! Me first!" says the grad student. "I want to be in the Bahamas, driving a speedboat with a gorgeous woman who sunbathes topless." Poof! He's gone.**

**"Me next! Me next!" says the post-doc. "I want to be in Hawaii, relaxing on the beach with a professional hula dinner on one side and a Mai Tai on the other." Poof! He's gone.**

**"You're next," the Genie says to the professor. The professor says, "I want those guys back in the lab after lunch."**

Which one is true?

- a. The professor made the students back.
- b. Genie didn't grant their wishes.
- c. The grad students wanted to go to Hawaii.

5)

**A penguin walks into a store and asks the teller. "Do you have any grapes?"**

**"No," He replies. This same thing happens the next day. On the third day, the teller replies, "No, and if you come in asking for grapes again, I will nail your flippers to the door." On the next, the penguin walks in and asks, "Got any nails?" "No." replies the teller. "Got any grapes!" The penguin asks!**

What did the penguin ask for exactly?

- a. nails
- b. flippers
- c. grapes

6)

**A man goes into the doctor with a penguin on his head. The doctor says "What can I do for you?" and the penguin says "well doc, it started as this growth on my foot."**

The problem is on:

- a. the penguin
- b. the foot
- c. the man

7)

**A man goes to the doctor and says “Doctor, it hurts when I do this”, and raises his arm. “Well, don’t do it then”, says the doctor.**

Which one is true?

- a. The doctor treated the man well.
- b. The man’s illness was not cured.
- c. The man’s leg hurts badly.

8)

**Three vampires are sitting at a bar. Bartender asks the first one what he wants. “I think I’ll have a glass of blood.” “Okay, what’ll you have?” he asks the second vampire. “That sounds good. I’ll have a glass of blood, too.” “And what can I get for you?” he asks the third vampire. “I’ll have a glass of plasma” said the third vampire. “Okay,” said the bartender. “That’s two bloods and a blood light, then.”**

The bartender thinks that plasma is:

- a. a strong blood
- b. a weak blood
- c. a light blood

9)

**A man goes to the vet about his dog’s fleas. The vet says “I’m sorry, I’ll have to put this dog down”. The man is incredulous and asks why, and the vet says “because he is far too heavy.”**

The man thought the vet was going to:

- a. kill the dog
- b. cure the dog
- c. send the dog out

**10)**

**A guy goes to the Doctors and he says “Doctor, I’m really worried about my brother, he thinks he’s a Hen!” The doctor says “well have you taken him to see a psychiatrist?” and the guy says “Don’t be stupid, we need the eggs!”**

Which one is true?

- a. The man’s brother has a mental illness.
- b. The doctor wants the eggs.
- c. The brother’s man got cured.

**11)**

**A man went to a horse breeder and said, I want that horse. The breeder said that horse aint looking so good, but the man still wanted to buy it, so he said. The next day he came back with the horse and said, you sold me a blind horse, the breeder replied I told you that horse aint looking so good.**

Which one is true about the horse?

- a. It didn’t seem good.
- b. Its eyes couldn’t see well.
- c. It was healthy.

**12)**

**Edwin told his girlfriend that if she didn’t marry him, he’d get a rope and hang himself right in front of her home.**

**“Oh, please don’t do it, Edwin,” she said. “You know, father doesn’t want you hanging around here.”**

The underlined part:

- a. has only one meaning
- b. has two meanings
- c. does not have any clear meaning

**13)**

**A man died and his wife phoned the newspaper to place an obituary. She called the obituary department and said, “This is what I want to print: Bernie is dead.” The man at the newspaper said, “But for \$25 you are allowed to print six words.” The woman answered, “OK. Then print: Bernie is dead. Toyota for sale.”**

Which one is right?

- a. The woman wants to sell her husband's car.
- b. The obituary department accepted to print three words.
- c. The woman is very sad because of her husband's death

**14)**

**A little boy went up to his father and asked: "Dad, where did all of my intelligence come from?" The father replied: "Well, son, you must have gotten it from your mother, 'cause I still have mine."**

Which one is true?

- a. The man believes his son is stupid.
- b. The son is very intelligent.
- c. The man believes his wife is not intelligent now.

**15)**

**A neutron walks into a bar and says "Give me a beer." The bartender says, "Hey! Neutron! for you no charge!"**

The underlined word:

- a. has only one meaning
- b. has two meanings
- c. does not have any clear meaning

**16)**

**What did the 0 say to the 8?**

**Nice belt!**

It is inferred that:

- a. **8** looks like a belt
- b. **0** has a belt
- c. **8** has a belt



17)

**A: Can you swim?**

**B: Sometimes**

**A: What do you mean by “sometimes”?**

**B: Only when I’m in the water.**

It is inferred that:

- a. He can swim.
- b. He cannot swim.
- c. He loves swimming.

18)

**A: Trump accuses Democrats and Republicans of plotting against him.**

**B: See? He is bringing the country together.**

According to B:

- a. Trump is going to unite the country.
- b. Trump is going to separate the country.
- c. Trump is going to disturb the country.

19)

**A: Beyonce pregnant with twins: ‘We have been blessed two times over’**

**B: With the loss of sleep in the future, Jay Z will be Jay ZZZZZZZZ.**

According to B:

- a. Jay Z will to be quiet in the future.
- b. Jay Z will be always sleeping in the future.
- c. Jay Z will change her last name in the future.

20)

**A: Tourism to U.S. is down since President Trump took office, costing \$4.6 billion and 40,000 jobs**

**B: We may need that wall to keep people in.**

According to B:

- a. The wall is very necessary to be built.
- b. The wall in needed to ban people from entering the U.S.
- c. The wall is needed to keep people in the U.S.