

4 SUPERSTITIONS AND BELIEFS

LESSON A ► Superstitions

1 STARTING POINT

The things people believe!

A Read the list of superstitions. Do you believe in any of them?

Beliefs Across Cultures



In Turkey, many people agree that when someone goes on a journey, you should pour water on the ground behind him or her to bring the person back safely.

In Brazil, people claim you should enter a place using your right foot to have good fortune.



In Russia, looking into a broken mirror will bring bad luck.

In Italy, many people believe that if visitors toss a coin into the Trevi Fountain in Rome, they will return to that city in the future.

In Japan, it is very bad luck to give a present that consists of four pieces.



In Venezuela, some people say that if someone passes a broom over your feet, you will never get married.

In Greece, you should place your shoes with the soles on the floor when you take them off because overturned shoes are considered unlucky.

B Pair work Which superstitions do some people in your culture believe?

2 VOCABULARY

Expressions with *luck*

A Match the statements with the replies containing *luck*.

- | | |
|--|--------------------------------------|
| 1. "I've got to go. I have a big test tomorrow." ____ | a. "That was beginner's luck." |
| 2. "I'm out of cash. Is there an ATM nearby?" ____ | b. "No such luck. I'm staying home." |
| 3. "He won the first game of chess he ever played!" ____ | c. "I'm afraid you're out of luck." |
| 4. "He lost his job and house, and now he's sick." ____ | d. "Wow! He's got bad luck." |
| 5. "Are you going to Europe this summer?" ____ | e. "Well, best of luck!" |
| 6. "How did you win those soccer tickets?" ____ | f. "Don't push your luck." |
| 7. "Thanks for the \$20. Can I have \$40 more?" ____ | g. "It was the luck of the draw." |

B Pair work Use the expressions with *luck* to write short conversations. Act them out with your partner.

"I really want tickets to the Jay Z concert."

"I'm afraid you're out of luck. They sold out in 10 minutes!"

VOCABULARY PLUS see page 133

4 SUPERSTITIONS AND BELIEFS

LESSON A ► Superstitions

In this unit, Ss use reporting clauses to talk about superstitions and beliefs. They also practice reporting clauses in the passive.

1 The things people believe! (STARTING POINT)

Learning aim: Discuss superstitions from different cultures and see reporting clauses in context (10–15 minutes)

A

- Books closed. Write a superstition that most Ss will know on the board. For example:
Don't walk under a ladder.
Ask Ss if they know what is supposed to happen if you walk under a ladder. (Answer: It will bring you bad luck.) Ask Ss if they think this kind of thing is true.
- Books open. Have Ss cover the superstitions below the pictures. Then ask Ss what each picture illustrates.

- Explain the task. Read the list of superstitions aloud. Go over any unfamiliar vocabulary.
- Give Ss time to think about their answer to the question.
- Have a class discussion about which superstitions Ss believe, if any.

B Pair work

- Explain the task. Read the question aloud.
- Ss work in pairs to answer the question. Make sure that Ss take turns asking and answering follow-up questions.
- Have pairs share their answers with the class.

2 Expressions with *luck* (VOCABULARY)

Learning aim: Learn and practice using expressions about luck (10–15 minutes)

A

- Explain the task. Read the statements and the replies aloud. Go over any unfamiliar vocabulary.
- Ss work individually to complete the activity.
- Go over answers with the class.

B Pair work

- Explain the task. Have one pair of Ss read the example conversation to the class.
- Ss work in pairs to write their conversations. Go around the class and help as needed.
- Have pairs act out their conversations for the class.

Answers

1. e 2. c 3. a 4. d 5. b 6. g 7. f

3 Reporting clauses (GRAMMAR)

Learning aim: Practice using reporting clauses (20–25 minutes)

Grammar notes

Reporting verbs introduce what someone says or thinks. The object of the reporting verb is a noun clause. The clause can be introduced by *that*. However, *that* is often omitted, especially when speaking.

- Books closed. Write on the board:
 1. *Dan: "If you walk under a ladder, it will bring you bad luck."*
 2. *Dan believes (that) if you walk under a ladder, it will bring you bad luck.*

Ask: *What is different about the two examples?*
(Answer: Number 1 is someone expressing his belief in direct speech; number 2 is reporting what the person believes in reported speech.) Tell Ss that number 2 has a reporting clause – *Dan believes (that) . . .* – to introduce the reported speech.
- Books open. Discuss the information in the grammar box and read the example sentences.

A

- Have Ss look at the Starting Point on page 28 again. Explain the task and read the question aloud. Go over answers with the class.

Answers

Sentences with a reporting clause:

In Brazil, people claim . . .

In Italy, many people believe that . . .

Possible answers rewritten with reporting clauses:

In Russia, some people feel that looking into a broken mirror will bring bad luck.

In Japan, most people agree that it is very bad luck to give a present that consists of four pieces.

In Greece, people say that you should place your shoes with the soles on the floor . . .

B

- Explain the task. Read the sentences and the example answer aloud. Answer any questions about vocabulary.
- Ss work individually to complete the activity.
- Go over answers with the class.

Possible answers

1. Many people agree that almost everyone is superstitious about a few things.
2. Some people say that it's fine to follow superstitions for fun but not to really believe in them.
3. Our teacher explained that superstitions are an important part of our cultural heritage.
4. Many people assert that superstitions are dangerous because they prevent people from thinking scientifically.
5. Sociologists believe that many holiday rituals are based on ancient beliefs and superstitions.
6. Many people claim that superstitions sometimes contain truths handed down from the past.

C Pair work

- Explain the task. Have a S read the example statement to the class.
- Ss work in pairs to share their answers from part B and to discuss their opinions.
- Have Ss share their partner's opinions with the class.

4 Everyday superstitions (DISCUSSION)

Learning aim: Talk about superstitions and practice the lesson grammar (15–20 minutes)

A Pair work

- Explain the task. Read the categories aloud.
- Ss work in pairs to do the activity. Brainstorm superstitions for each category as a class, if necessary.

B Group work

- Explain the task. Have one pair of Ss read the example conversation to the class.
- Put pairs together and have them discuss their answers from part A. Remind Ss to ask follow-up questions.

3 GRAMMAR

Reporting clauses

To report what someone says, thinks, believes, etc., you can use a sentence that includes a reporting clause. The use of the word *that* is optional.

In Turkey, **many people agree (that)** when someone goes on a journey, you should pour water on the ground behind him or her to bring the person back safely.

In Venezuela, **some people say (that)** if someone passes a broom over your feet, you will never get married.

The following verbs are often used in reporting clauses.

More formal: argue assert claim report

More conversational: admit agree assume believe doubt explain feel say

GRAMMAR PLUS see page 112

A Look at the Starting Point on page 28 again. Can you find two other sentences that contain reporting clauses? For the sentences that don't, add a reporting clause and rewrite the sentence.

B Rewrite each sentence with a reporting clause. Use a different reporting verb to introduce each one.

- Everyone is superstitious about a few things.
Many people agree that almost everyone is superstitious about a few things.
- It's fine to follow superstitions for fun, but not to really believe in them.
- Superstitions are an important part of our cultural heritage.
- Superstitions are dangerous because they prevent people from thinking scientifically.
- Many holiday rituals are based on ancient beliefs and superstitions.
- Superstitions sometimes contain truths handed down from the past.

C Pair work Share your answers with your partner. Then give your opinions about the statements.

"Many people agree that almost everyone is superstitious about a few things. It's true! When I spill some salt, I always throw a little over my left shoulder so I don't have bad luck."

4 DISCUSSION

Everyday superstitions

A Pair work Do you know any superstitions connected with these things? Describe them to your partner.

- animals and plants
- clothing
- money
- days, dates, or months
- food
- numbers
- household objects
- colors
- weddings

B Group work Join another pair and compare your answers. Ask follow-up questions.

"In parts of Great Britain, people who aren't feeling well sometimes stick coins into the trunk of a tree that has fallen down."

"Why is that?"

"Well, some people believe that if you put a coin in wood, it can make illnesses go away. They call these trees 'wishing trees.'"



5 LISTENING

Common explanations

A Listen to people talk about superstitions. What superstitions are they talking about? How is each superstition explained?

B Listen again. Answer these questions.

1. How did the woman with allergies react to the man's explanation?
2. Why did the son feel it was necessary to say that he was only kidding?
3. Why does the man suggest not telling Mr. Wilson that being left-handed was once thought to be suspicious?

6 DISCUSSION

Are you superstitious?

A Pair work Take turns interviewing each other, and complete the questionnaire. Then calculate your scores.



Lucky or Unlucky?



	YES (1 pt.)	NO (0 pt.)
1. Is it unlucky not to say something like "Bless you!" when someone sneezes?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are there any particular days that you consider unlucky?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you have any lucky numbers?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you think some colors bring good luck?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you avoid walking under a ladder because it might bring you bad luck?	<input type="checkbox"/>	<input type="checkbox"/>
6. Are there any animals you consider unlucky?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you believe that certain actions before a wedding bring good or bad luck?	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you carry any good luck charms or have any in your house?	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you have a piece of clothing that brings you good luck?	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you avoid having specific items in your house because they might bring bad luck?	<input type="checkbox"/>	<input type="checkbox"/>

SCORE

0-1 Life is not a matter of luck to you! 2-4 You're not very superstitious, but . . .	5-7 You're fairly superstitious, aren't you? 8-10 Wow! You're really superstitious!
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B Group work Compare your scores. Then explain some of the things you're superstitious about. Is there anything else that you think brings good or bad luck?

"Well, when I talk about something that's going well, I say 'knock on wood.'"

"Really? Why do you do that?"

"Well, they say that if you knock on something made of wood, your luck will continue."

5 Common explanations (LISTENING)

Learning aim: Develop skills in listening for the main ideas and details, and in paraphrasing (15–20 minutes)

A [CD 1, Track 16]

- Explain the task. Read the questions aloud. Check that Ss understand the following vocabulary.

Vocabulary

automatically without thinking

(you're) in for (you are) going to experience something, usually unpleasant

suspicious making you think that something is wrong or strange about someone or a situation

- Tell Ss to listen for the answers to the questions. Play the recording as Ss listen for the answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Possible answers

1. Saying "Bless you" when someone sneezes:
People would bless a person who sneezed as a way to ensure the return of life or to encourage the person's heart to continue beating.
2. Breaking a mirror causing seven years of bad luck:
Once a mirror is broken, the person can't see himself or herself as a whole person in it, so people thought something really bad was going to happen to them for seven years, since this was the time they believed it would take for the body to become whole again.
3. Getting up on the wrong side of the bed:
Since most people are right-handed, people in the past thought being left-handed was suspicious.

Audio script: See page T-167.

B [CD 1, Track 17]

- Explain that Ss will listen again and answer the questions. Read the questions aloud.
- Tell Ss to listen for the answers to the questions. Play the recording as Ss listen for the answers. Replay as many times as needed. Ss listen and check their answers.
- Go over answers with the class.

Answers

1. She seemed unconcerned by the explanation.
2. He joked that his mother was going to have seven years of bad luck, and his mother reacted with concern.
3. Mr. Wilson is left-handed, and since he is in a bad mood, he might not like being called suspicious.

Audio script: See page 167.

Optional activity: Scrambled (20 minutes)

Ss practice understanding conversations.

- Write one of the conversations from the audio script on a separate piece of paper. Make enough copies for each pair of Ss. Cut the paper into strips so that each of the sentences is on a separate strip of paper.
- Ss work in pairs. Give each pair the papers and have them unscramble the conversation.
- Play the recording again for Ss to check their answers.

6 Are you superstitious? (DISCUSSION)

Learning aim: Talk about belief in superstitions (15–20 minutes)

A Pair work

- Explain the task. Read the questionnaire aloud. Make sure Ss understand *good luck charm*. Have them give a definition or examples.
- Ss work in pairs to do the activity.
- Have Ss share their partner's answers with the class.

B Group work

- Explain the task. Have one pair of Ss read the example conversation to the class.
- Ss work in groups to discuss their scores for the questionnaire and what else they think brings good luck or bad luck.
- Have a S from each group report on the group's discussion to the class.



For more practice discussing this topic, download the Worksheet **4.1 Superstitions** from the Teacher Support Site.

7 Restating a thesis (WRITING)

Learning aim: Write a composition with a thesis statement and supporting examples, and restate the thesis in the last paragraph (40–50 minutes)

A

- Tell Ss to read the information in the box at the top of the page. Ask: *What is a thesis statement?* (Answer: the sentence containing the main idea of a composition) Ask: *What can you find in the first paragraph of a composition?* (Answer: the thesis statement and sometimes general supporting examples)
- Remind Ss that a thesis statement often includes a main idea or opinion that is further explained in the rest of the composition. If necessary, also remind Ss that each body paragraph of a composition should focus on only one aspect of the main idea. Each of those paragraphs has a topic sentence to present that aspect of the main idea.
- Explain the task. Have Ss read the composition silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

concerning about

fake not real

panics feels extremely upset and nervous to the point of losing self-control

level-headed having good judgment, able to be calm even in difficult situations

goes out of his way to makes a special effort to

- Ss work individually to complete the activity.
- Go over answers with the class.

Answers

Thesis statement:

Superstitions concerning both good and bad luck are part of everyone's life in the United States – even if you don't believe in them, they are difficult to ignore.

Supporting example:

Even people who claim not to believe in superstitions sometimes use phrases such as "knock on wood" when they speak.

Restatement of the thesis:

Superstitions are just a part of life, whether you believe them or not.

B

- Explain the writing task.
- Ss work individually to write their compositions. Remind Ss to make sure their first and last paragraphs follow the guidelines.
- Go around the class and help as needed.

C Pair work

- Ss work in pairs to exchange compositions and take turns answering the questions.
- Go around the class and help as needed. Encourage Ss to ask and answer follow-up questions about the compositions, and to ask about anything in the composition they don't understand.



To help Ss with writing in this exercise, download the Fresh Idea **Collective texts** from the Teacher Support Site.

Do your students need more practice?

Assign . . .	for more practice in . . .
Grammar Plus 4A	Grammar
Vocabulary Plus 4A	Vocabulary
Online Vocabulary Accelerator 4A	Vocabulary
Workbook Lesson A	Grammar, Vocabulary, Writing
Online Workbook Lesson A	Grammar, Vocabulary, Writing

Restating a thesis

The first paragraph of a composition provides the thesis statement and sometimes gives general examples. The last paragraph restates the thesis statement.

- A** Read this composition. Find the thesis statement and a supporting example in the first paragraph. Then look at the last paragraph. Which sentence restates the thesis statement?

SUPERSTITIONS: HARD TO IGNORE



Some people think that certain objects bring them good luck; others avoid certain things or situations that they believe might bring them bad luck. Even people who claim not to believe in superstitions sometimes use phrases such as “knock on wood” when they speak. Superstitions concerning both good and bad luck are part of everyone’s life in the United States – even if you don’t believe in them, they are difficult to ignore.



It’s easy to find superstitions relating to good luck. For example, my friend Irene carries a fake rabbit’s foot in her pocket to bring her good luck. Another friend, who plays baseball, panics whenever his mother washes his “lucky” baseball socks. My mother believes that nine is her lucky number, and even my level-headed father has hung a horseshoe over the entrance of our home to bring us good luck and good fortune.



Superstitions concerning bad luck are just as common. My mother believes that certain days are bad for events like marriages and ceremonies, while my uncle always says “knock on wood” and then looks for something made of wood to knock on with his hand. Then there’s my friend who goes out of his way to avoid black cats. My sister never puts her bag on the floor because she thinks doing so will bring her bad luck.



Personally, I am not very superstitious. I don’t have any lucky socks, and I don’t have any lucky or unlucky numbers. Still, I find myself avoiding black cats, and I knock on wood every now and then. Superstitions are just a part of life, whether you believe them or not.

- B** Write a composition about superstitions and good and bad luck in your culture. Do your first and last paragraphs follow the guidelines stated in the box above?
- C Pair work** Exchange your composition with a partner, and answer these questions.
1. Does the first paragraph contain a thesis statement and give general examples?
 2. How well do the examples in the middle paragraphs support the thesis? Are there enough examples?
 3. Does the last paragraph restate the thesis?

LESSON B ► Believe it or not

1 STARTING POINT Fact or fiction?

A Three of these news stories are true and one is false. Decide which one is false.

1



A company has produced a device designed to chase away loitering children and teenagers. It was explained that the device emits a sound that irritates young people.

2



It's been confirmed that if an egg is placed directly between two cell phones that are in "talk mode," the egg will be cooked in about an hour.

3



A candy company is selling lollipops with a variety of insects inside, including crickets, ants, and scorpions. It is claimed that the lollipops are actually quite tasty.

4



It was reported that a website broadcast live video of a wheel of cheddar cheese as it ripened. It is said that the video ran for over nine months.

B Pair work Tell your partner your choice and explain why you think it is false.
(For the answer, see page 142.)

2 VOCABULARY & SPEAKING That sounds fishy!

A Which of these words describe something likely to be true? Which describe something likely to be fabricated? Divide them into two groups. Then add two more items to each group.

believable	convincing	dubious	fishy	misleading	plausible
conceivable	credible	far-fetched	iffy	phony	well-founded

B Use the words in part A to write about each story in the Starting Point.

*The article about the candy company sounds completely phony to me.
It's just not a plausible story.*

C Group work Take turns making statements, some true and some false, about yourself to your group. Respond using the words describing truth and fabrication.

"I have a very good singing voice, and I sing with a band on the weekend."

"Well, your speaking voice is very nice, so that seems pretty believable to me."

VOCABULARY PLUS see page 133

LESSON B ► Believe it or not

1 Fact or fiction? (STARTING POINT)

Learning aim: Discuss news stories and see reporting clauses in the passive in context (10–15 minutes)

A

- Books closed. Ask Ss where they usually get their news from (e.g., the Internet, TV, newspapers, radio, magazines, etc.). Ask them if they ever read tabloid news sites or newspapers – sites or newspapers that publish news stories that are usually false or sensational. Ask Ss how reliable they think various news sources are.
- Books open. Explain the task. Read the stories aloud. Check that Ss understand the vocabulary on the right.

Vocabulary

loitering remaining in one place and not doing anything

emits sends out into the air

wheel of (cheddar) cheese a large round piece of cheese; the form it comes in before it is cut and sold

ripen to age so that the proper color, texture, and taste are achieved

- Give Ss time to think about their answer.

B Pair work

- Explain the task. Ss work in pairs to do the activity.
- Have Ss share their partner's answers with the class.
- Ask Ss to check the answer on page 142.
(Answer: Story 2 is false.)

2 That sounds fishy! (VOCABULARY & SPEAKING)

Learning aim: Learn and practice using adjectives to discuss if something is true or false (15–20 minutes)

A

- Books closed. Ask Ss to guess the meaning of *That sounds fishy!* (Answer: That seems suspicious/untrue.) If necessary, give Ss a hint by asking them what bad fish smells like and what kind of feeling the smell evokes.
- Books open. Explain the task and read the list of adjectives aloud. Ss work individually to complete the activity.
- Have Ss compare answers with a partner. Go over answers with the class.

Answers

Likely to be true:
believable, conceivable, convincing, credible, plausible, well-founded
(Possible additions: persuasive, possible)

Likely to be fabricated:
dubious, far-fetched, fishy, iffy, misleading, phony
(Possible additions: doubtful, unlikely)

B

- Explain the task. Have a S read the example sentence to the class.
- Ss work individually to complete the task. Have Ss read their sentences to the class.

C Group work

- Explain the task. Have one pair of Ss read the example conversation to the class. Then demonstrate the task by saying two true statements about yourself and one false one. Have Ss comment on each statement using words from the list in part A. Give Ss time to think about statements that they could make about themselves.
- Ss work in groups to do the activity.
- Have a S from each group share the most surprising true statement that they heard with the class.

Optional activity: Be a tabloid writer (20 minutes)

Ss write a story for a tabloid news site and present it to the class.

- Have Ss look again at the four stories in Exercise 1A. Tell them that they are going to write a similar story for a tabloid news site. Encourage them to use their imaginations to write a completely unbelievable and funny story. Remind Ss that a news story usually answers the questions *who*, *what*, *when*, *where*, and sometimes *why*.
- Ss work individually to write their stories.
- Have Ss present their stories to the class. Have the class vote on the best one.

3 Reporting clauses in the passive (GRAMMAR)

Learning aim: Practice using reporting clauses in the passive (20–25 minutes)

Grammar notes

It + the passive form of a reporting verb (e.g., *argue, claim, assert, assume, believe, estimate, feel, report, say*) is often used to report a general claim or an opinion.

The agent (*by* + noun) is often omitted in reporting clauses in the passive because it is understood to mean *some people* or *many people*.

- Books closed. Write on the board:

1. *Gorillas can learn to use sign language.*
2. *It is believed that gorillas can learn to use sign language.*

Read the sentences aloud and ask Ss where they might see the second sentence. (Possible answers: in more formal or academic texts, or in a newspaper or magazine)

- Books open. Discuss the information in the grammar box and read the example sentences.

A

- Have Ss look at the Starting Point on page 32 again. Explain the task and read the question aloud. Go over answers with the class.

Answers

Story 2:

It's been confirmed that if an egg is placed . . .

Story 3:

It is claimed that the lollipops are . . .

Story 4:

It was reported that a website broadcast . . .

B

- Explain the task. Read the example answer aloud.
- Ss work individually to rewrite the sentences using reporting clauses in the passive.
- Ss work in pairs to compare their answers. Go over answers with the class.

Possible answers

1. It is estimated that 50 percent of the population believes in ghosts.
2. It is said that the idea of horseshoes being lucky dates back to the ancient Greeks.
3. It is claimed that some people can communicate with plants.
4. It was once thought (that) the sun moved around the earth.
5. It has been reported that practical jokes on April 1 are becoming less common.
6. It is argued that people create Internet hoaxes for a wide variety of reasons.
7. It is thought that people developed the first superstitions in an attempt to gain control over things they didn't understand.
8. It is too easily assumed that just because something is in print, it's true.

C Pair work

- Explain the task. Read the facts and example answer aloud. Go over any unfamiliar vocabulary.
- Read the information in the Useful Expressions box aloud. Give an example of how to use each phrase.
- Ss work in pairs to talk about the facts. Make sure they use reporting clauses in the passive and the expressions.
- Have Ss share some of their sentences with the class.

Possible answers

1. Get this – it's been reported that a company makes a bicycle that seats seven people.
2. Believe it or not, it has been claimed that a 33-year-old man . . .
3. Did you hear what happened? It was admitted that a flight was denied permission to land . . .
4. Get this – it is believed that butterflies . . .
5. Believe it or not, it is claimed that you can send a coconut through the mail in the . . .
6. Did you hear what happened? It was reported that a crocodile measuring over six meters long was found . . .
7. Get this – it was reported that the world's first webcam was used to let staff . . .

D Pair work

- Explain the task. Give Ss time to complete the statements with their own information.
- Ss work in pairs to compare their statements.
- Have Ss share their partner's answers with the class.

3 GRAMMAR

Reporting clauses in the passive

To report a general claim or opinion, you can use a passive form of a reporting verb and *it*. Notice that the agent is often omitted and understood to be "some people" or "many people."

It was explained (that) the device emits a sound that irritates young people.

It is said (that) the video ran for over nine months.

GRAMMAR PLUS see page 113

A Look at the Starting Point on page 32 again. Can you find other examples of reporting clauses in the passive?

B Rewrite these statements with a reporting clause in the passive with *it*.

1. People estimate that 50 percent of the population believes in ghosts.
It is estimated that 50 percent of the population believes in ghosts.
2. Some sources say that the idea of horseshoes being lucky dates back to the ancient Greeks.
3. Many claim that some people can communicate with plants.
4. People once thought the sun moved around the earth.
5. Some sources have reported that practical jokes on April 1 are becoming less common.
6. Experts argue that people create Internet hoaxes for a wide variety of reasons.
7. Sociologists think that people developed the first superstitions in an attempt to gain control over things they didn't understand.
8. People too easily assume that just because something is in print, it's true.

C Pair work Use reporting clauses in the passive to talk about these interesting facts.

1. A company makes a bicycle that seats seven people.
2. A 33-year-old man married a 104-year-old woman.
3. On April 1, 2006, a flight was denied permission to land because the air traffic controller was on a tea break.
4. Butterflies can taste with their feet.
5. You can send a coconut through the mail in the United States without any wrapping.
6. A crocodile measuring over six meters long was found in the Philippines.
7. The world's first webcam was used to let staff in a university computer department see the office coffee pot.

"Get this – it's been reported that a company makes a bicycle that seats seven people."



Useful expressions

Reporting something surprising

Get this – . . .

Believe it or not, . . .

Did you hear what happened?

D Pair work Complete these statements about beliefs using your own information. Compare your statements with a partner.

1. People don't believe this anymore, but it used to be said that . . .
2. Recently, it has been reported in the news that . . .

4 LISTENING

Shocking news


- A** Look at the map of Belgium. What do you know about this country?
- B** Listen to a conversation about a journalistic hoax that affected many people in Belgium. What was the hoax?
- C** Listen again. Which events actually happened? Choose the correct answers.
- ☐ 1. The king and queen left the country.
 - ☐ 2. People panicked.
 - ☐ 3. A television station website crashed.
 - ☐ 4. Foreign ambassadors called the Belgian authorities.



5 DISCUSSION

Internet hoaxes

- A Pair work** Have you ever read or heard about something on the Internet that was a hoax? Tell your partner about it.
- B Pair work** Read these claims found on the Internet. Choose the ones you think are hoaxes. Then discuss with a partner. (For the answers, see page 142.)

Website Claims 		HOAX?
1. A man offers \$10,000 to anyone who can find him a wife.		<input type="checkbox"/>
2. There is a group dedicated to preventing cruelty to insects throughout the world.		<input type="checkbox"/>
3. Each year, the Internet must be shut down for 24 hours to allow authorities to clean it.		<input type="checkbox"/>
4. There is a new chewing gum that you can recharge with flavor when the taste fades.		<input type="checkbox"/>
5. An 85-year-old woman is training to climb Mount Everest with her little dog.		<input type="checkbox"/>
6. An adventure company is now reserving seats for a trip to the center of the earth.		<input type="checkbox"/>
7. A new technology allows you to get a suntan from your computer screen.		<input type="checkbox"/>
8. A company can deliver tacos to homes using delivery robots.		<input type="checkbox"/>

- C Group work** Discuss these questions with your group.
- Which of the website claims seems the most plausible to you? Which seems the most iffy? Why?
 - Why do you think people create hoax websites and hoax emails?
 - Do you think people who create Internet hoaxes should be punished?

4 Shocking news (LISTENING)

Learning aim: Develop skills in listening for gist and details (15–20 minutes)

A

- Books closed. Ask Ss what a *hoax* is. (Answer: a trick to make people believe something that isn't true) Ask them if they know of any famous hoaxes.
- Books open. Have Ss look at the map. Have the class answer the question.

Possible answers

Belgium is in Europe, between France, the Netherlands, and Germany. Belgians speak French, Dutch (or Flemish), and/or German. Belgium is famous for chocolate, french fries, and waffles. The capital is Brussels. Belgium has a monarchy.

B [CD 1, Track 18]

- Explain the task. Read the question aloud. Check that Ss understand the following vocabulary.

Vocabulary

April Fools' April 1, traditionally a day when people play harmless tricks on one another. A person who believes the trick is known as an "April Fool."

pranks tricks meant to be funny and not harm anyone

declared independence separated from a central government and became an independent state

frantic almost out of control because of extreme emotions such as worry or fear

cooked up invented (a story)

- Tell Ss to listen for the answer to the question. Play the recording as Ss listen for the answer. Replay as many times as needed. Ss listen and check their answers.
- Go over the answer with the class.

Answer

A TV station reported that the northern/Dutch-speaking half of Belgium had declared independence.

Audio script: See page T-167.

C [CD 1, Track 19]

- Explain that Ss will listen again and choose the events that actually happened.
- Read the statements aloud and answer any questions about vocabulary.
- Play the recording and have Ss complete the activity.
- Ss work in pairs to compare answers. Go over answers with the class.

Answers

2, 3, 4

Audio script: See page T-167.

5 Internet hoaxes (DISCUSSION)

Learning aim: Talk about Internet hoaxes and practice the lesson vocabulary (15–20 minutes)

A Pair work

- Explain the task. Ss work in pairs to discuss the question. Alternatively, if some Ss don't know of any Internet hoaxes, have a class discussion. Have Ss who know about Internet hoaxes tell the class about them.

B Pair work

- Explain the task. Read the website claims aloud. Check that Ss understand the following vocabulary.

Vocabulary

dedicated to giving a lot of time and energy to a cause

fades loses strength

- Ss work individually to do the activity.
- Ss then work in pairs to discuss their answers.
- Have Ss share their partner's answers with the class.
- Tell Ss to check their answers on page 142. (Answer: All are hoaxes.)

C Group work

- Explain the task. Read the questions aloud.
- Ss work in groups to discuss the questions.
- Have a S from each group report on the group's discussion to the class.



For more practice with this topic, download the Worksheet **4.2 Origins of superstitions** from the Teacher Support Site.

6 Athletes and their superstitions (READING)

Learning aim: Develop skills in understanding vocabulary in context, reading for specific information, making inferences, and giving a personal reaction to a reading (25–30 minutes)

A Pair work

- Books closed. Ask Ss if they believe in good luck charms. Then ask if they know what a *lucky ritual* is. (Answer: an action performed to bring good luck or success) Discuss whether Ss think they generally have good or bad luck.
- Books open. Explain the task. Ss work in pairs to discuss the question. Go over answers with the class.

Possible answer

Carrying a good luck charm might make a person feel secure or confident. Following a lucky ritual might be relaxing.

- Have Ss read the article silently to themselves. Check that Ss understand the following vocabulary.

Vocabulary

jinxing doing something to cause bad luck (to someone)

hurdler an athlete who jumps over a type of fence while running around a track

podium small raised platform

psycho (slang) very unusual behavior

prevalence frequency, commonness

foul shot free throw given to a basketball team because of something wrong the opposing team did

triggers causes to start

mindset way of thinking

B

- Explain the task. Read the statements aloud. Ss work individually to complete the activity.
- Go over answers with the class. Ask Ss to provide the extract from the article that supports the corrected false statements.

Answers

- F; Angela Whyte considers her ritual of not carrying her podium clothes to the track rather irrational. (Paragraph 2: *It's a little psycho, but it worked!*)
- F; Those with an avid interest in sports are likely to be influenced by superstitions. (Paragraph 3: *... the greater the interest in sports, the more superstitious a person is likely to be.*)
- NG
- T
- T

Optional activity: Questions (20 minutes)

Ss write questions about the article.

- Ss work in pairs to write five questions about the article.
- Tell Ss to close their books. Collect the questions and write them on the board (eliminating any doubles).
- Set a time limit and have Ss answer the questions without looking back at the article. Go over answers with the class.

Optional activity: Vocabulary (15–20 minutes)

Ss practice the vocabulary from the reading.

- Have Ss look at the article again. Tell them to write down any words that they did not know before.
- Ask Ss to call out their words and write them on the board. As a class, write definitions for each word.
- Have Ss write a sentence using each word. Make sure they write sentences that show they understand the meaning of the word.
- Ask Ss to read their sentences to the class.

C Group work

- Explain the task. Read the questions aloud.
- Ss work in groups to discuss the questions.
- Ask groups to share their ideas with the class. To make sure that reporting to the class goes smoothly, groups can choose one or two members to report their ideas. Have Ss review their ideas with their own group at the end of the task to see if the group agrees with the information they will be presenting.

Do your students need more practice?


Assign . . .	for more practice in . . .
Grammar Plus 4B	Grammar
Vocabulary Plus 4B	Vocabulary
Online Vocabulary Accelerator 4B	Vocabulary
Workbook Lesson B	Grammar, Vocabulary, Reading
Online Workbook Lesson B	Grammar, Vocabulary, Reading, Listening

6

READING

Athletes and their superstitions

A Pair work Research suggests that good luck charms and lucky rituals can actually have an effect on an athlete's performance. Why might this be so? Discuss with a partner. Then read the article.



DO GOOD LUCK CHARMS REALLY WORK IN COMPETITIONS?

To avoid jinxing herself, Canadian hurdler Angela Whyte never carries her podium clothes with her to the track at international competitions. But before the 100-meter hurdle final at the Commonwealth Games in New Delhi, Ms. Whyte faced a dilemma, because her roommate – whom she would usually ask to bring them – was gone for the day.

"I packed the podium clothes in a separate backpack, so they wouldn't touch the competition gear," she laughed, after winning a silver medal. "It's a little psycho, but it worked!"

Ms. Whyte isn't alone in her faith in the power of superstition. Numerous studies have examined the prevalence of "magical thinking" among athletes, finding that the greater the interest in sports, the more superstitious a person is likely to be.

Intrigued by stories about athletes such as Michael Jordan, who wore his old college shorts under his uniform throughout his professional career, Dr. Lysann Damisch led a study in which

she found that following a lucky ritual enhances self-confidence. This leads one to set higher goals and be more persistent, ultimately achieving greater success.

Not all athletic rituals work this way, though. Dr. Damisch claims that routines such as bouncing a basketball exactly three times immediately before shooting a foul shot does more than simply boost confidence. This routine actually serves to focus attention and also triggers well-learned motor sequences. Other apparent superstitions may have more to do with creating a relaxed and positive mindset. Ms. Whyte, for example, always travels to competitions with a teddy bear named O.T. – but not because she believes O.T. brings her luck. "I've had him since I was two years old," she explains, "so he reminds me of my home and family when I'm traveling. He's my security blanket."

The effectiveness of superstitious rituals may explain why they have persisted across cultures and eras, Dr. Damisch points out. But there are limits to their power. Following such rituals "doesn't mean you win, because of course winning and losing is something else."

Source: "Do Good Luck Charms Really Work In Competitions?" by Alex Hutchinson, *The Globe and Mail*

B Read the article again. Are the statements true (T), false (F), or is the information not given (NG) in the article? Write the correct letters and correct the false statements.

- ___ 1. Angela Whyte considers her ritual of not carrying her podium clothes to the track completely rational.
- ___ 2. Those with an avid interest in sports are not likely to be influenced by superstitions.
- ___ 3. Dr. Damisch was fascinated by Michael Jordan's professional career.
- ___ 4. An increase in self-confidence can make people set and reach more challenging goals.
- ___ 5. Some lucky rituals actually help the brain and body prepare for performance.

C Group work Discuss these questions. Then share your answers with the class.

1. What other good luck charms and lucky rituals used in sports do you know about? How do they relate to the findings of the research mentioned in the text?
2. What things do you do to increase confidence and keep a positive mindset? Which is most effective?