UNIT 7

# Belief and Reality

## PREVIEW

**A** FEARS AND PHOBIAS | Listen to a description of fears and phobias. What's the difference between a fear and a phobia?

**B** ZOOM-IN | Read and listen to a conversation about a situation that might be too good to be true. Notice the featured words and phrases.

**UNDERSTAND A VARIETY OF ACCENTS**
**Dan** = American English (standard)
**Eliana** = Portuguese



**Dan:** Hey, Eliana, got a minute? I'd like to run something by you . . . get your opinion.

**Eliana:** Sure, Dan. What's up?

**Dan:** So, Kate and I went to Florida for the weekend last Friday, and at the airport we were offered a free day pass to a resort on Saturday: lunch, access to their private beach, etc. There was only one catch: We had to take a tour of one of their model apartments and listen to a sales pitch.

**Eliana:** Uh-oh. This raises a red flag for me. Whenever I hear about a "free lunch," I think of that old saying, "There's no free lunch."

**Dan:** Understood. Anyway, the resort people sent a limo to pick us up, took us to the resort's restaurant for a gorgeous lunch, showed us to the beach . . . just as they had promised.

**Eliana:** So far so good. Then what?

**Dan:** And, as agreed, at the end of the day, they showed us an awesome model apartment and photos of some others. The prices were surprisingly low, but they explained it was a special offer since construction is still underway.

**Eliana:** Let me guess. You had to decide right away.

**Dan:** That's right. By this Friday, and then the price goes up.

**Eliana:** Pressure tactics. Never a good sign.

**Dan:** That's true, but it sounds like a great deal. You don't actually buy the apartment in the traditional sense. It's a "time share." You buy the rights to use it for two months out of the year. Other people buy the other months. And if you decide you don't want to use it for your two months, you can rent it out to someone else to cover the cost of your mortgage—maybe even make a little money.

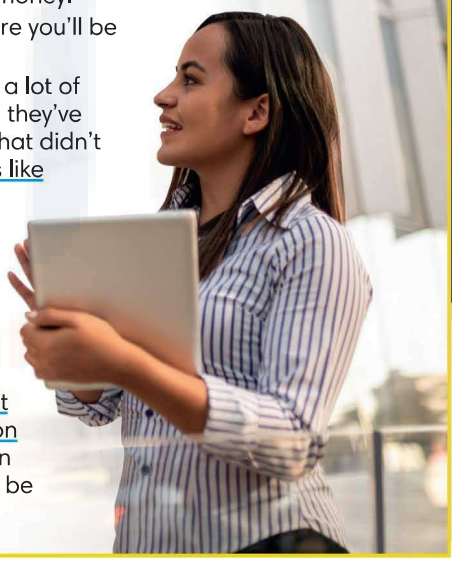
**Eliana:** But how can you be sure you'll be able to rent it?

**Dan:** Well, the company owns a lot of properties, and they claim they've never had an apartment that didn't get rented. It really sounds like a safe bet.

**Eliana:** Dan, I'd take that claim with a grain of salt.

**Dan:** What could go wrong? The place is awesome and the rental is guaranteed.

**Eliana:** I hate to say it, but that might be wishful thinking on your part. Sometimes when an offer looks too good to be true, it is.



**C** UNDERSTAND FROM CONTEXT | Find a featured sentence in Zoom-In with a similar meaning.

1 I would be suspicious of that. .....
2 This makes me worry about something. .....
3 There was a downside. .....
4 You might be hoping it's true without really knowing if it's realistic. .....
5 I don't think there's any way I could lose. .....
6 I'd like your opinion about something. .....

**D** LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

.....

**E** THINK AND EXPLAIN | With a partner, discuss the questions.

1 What's the difference between buying and owning an apartment and buying a time share in an apartment?
2 How do you think Dan should proceed in deciding whether the offer is truly a good deal?


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UNIT 7
## COMMUNICATION GOALS

Lesson 1 Describe a scam
Lesson 2 Describe fears and phobias
Lesson 3 Talk about the power of suggestion
Lesson 4 Discuss superstitions

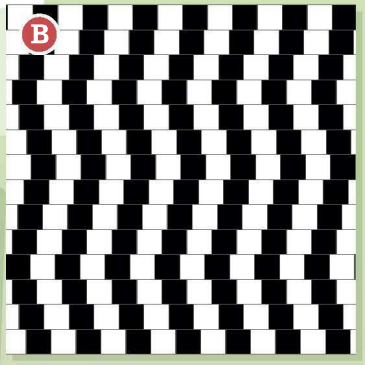
**F** TALKING POINTS | Take the illusions self-test.

**Stare at each image for one minute. Describe what the illusion is. Then check your answer.**

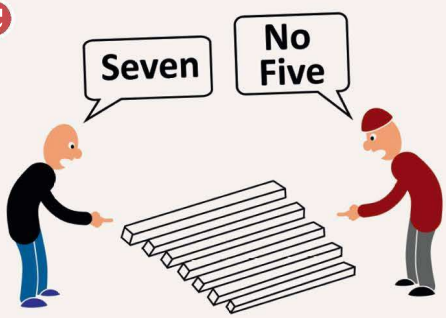
**A**



**B**



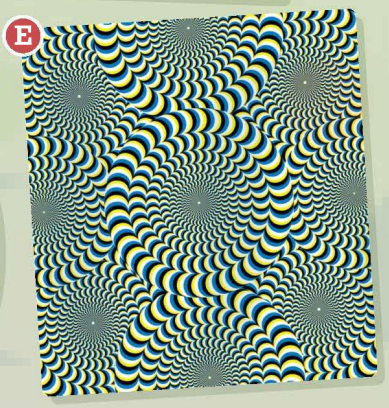
**C**



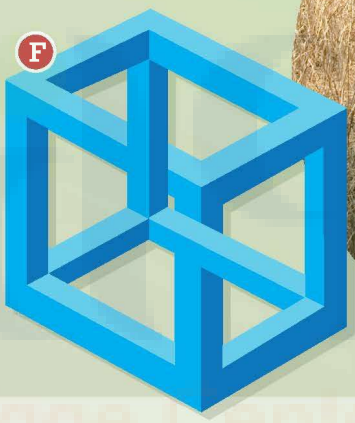

**D**



**E**



**F**



**G**



**Answers**

**A.** Two people of impossibly different sizes appear to be interacting with each other. **B.** The horizontal lines appear to be sloping, creating uneven rows. But the lines are actually parallel. **C.** If we count the boards on their left side, there appear to be seven, but when we count them on the right side there appear to be five. **D.** We see half a woman's face. Depending on how we look at it, she appears either to be looking out at us or in profile, looking to the right. **E.** The image appears to be moving, but it isn't. **F.** Part of the image that should be in the back appears to be in the front. **G.** There are two zebras, but we only see one head. Depending on how we look at the image, the head appears to belong to the zebra on the left or the one on the right.

**G** PAIR WORK | Together write a definition of the word "illusion."
(Option: Try to explain how each illusion in Talking Points was created.)

## START TALKING

**PAIR WORK**

1 It's said that "seeing is believing," but can we trust our first perceptions? Why or why not?

2 Which of the following would you take with a grain of salt? Explain why.

- a photo on your favorite news site that shows a politician accepting a cash bribe
- a TV documentary about governmental corruption
- a surprise email announcing you've won a large prize
- a text, email, or call from a relative in trouble, asking for cash
- a profile photo of a person on a dating website

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# 1 COMMUNICATION GOAL Describe a scam

## A GRAMMAR | Nouns: indefinite, definite, unique, and generic meaning (Review and expansion)

**A noun (or noun phrase) is "indefinite" when it doesn't refer to a specific person, place, thing, or idea. Use the indefinite articles (a / an) with indefinite singular count nouns. Don't use articles with indefinite non-count nouns.**

You can get **a vacation house** for very little money. [indefinite: not a specific vacation house]

**A noun (or noun phrase) is "definite" when it refers to a specific person, place, thing, or idea. An indefinite noun becomes definite when mentioned a second time. Use the definite article (the) with definite singular and plural count nouns and with definite non-count nouns.**

We're going to **the vacation house** we told you about. [definite: a specific vacation house]
We bought a new car, but **the car** was a piece of junk. [definite: second mention]

**Remember:**
Non-count nouns name things you cannot count. They are neither singular nor plural, but they always use a singular verb.
Common categories of non-count nouns are abstract ideas, sports and activities, illnesses, academic subjects, and foods.

**A count or non-count noun can represent a person, place, thing, or idea that is unique; in other words, there's only one. Use the.**

**The theory of relativity** was developed by Albert Einstein. [It was his theory, no one else's.]
Some people mistakenly think climate change isn't affecting **the environment**. [It's the Earth's environment, not another one.]

**Count nouns can be used in a generic sense to represent all members of a class or group of people, places, or things. There are three ways a noun can be used generically, with no difference in meaning.**

**Elephants** are
**An elephant** is } believed to bring good luck.
**The elephant** is

**GRAMMAR EXPANDER** p. 128
- Article usage: summary
- Definite article: additional uses
- Non-count nouns with both a countable and an uncountable sense

## B UNDERSTAND THE GRAMMAR | Read each statement and choose the phrase that describes the underlined word or phrase.

1 The offer in the email seemed too good to be true.
   a refers to offers people receive in general
   b refers to a specific offer received in an email

2 My family thinks pizza should be made from all organic ingredients.
   a refers to all pizzas
   b refers to some pizzas

3 The president will sign the law that was just passed.
   a refers to a specific president
   b refers to presidents generically

4 A president can sign laws that have been passed.
   a refers to a specific president
   b refers to presidents generically

5 Fire is one of the greatest dangers to old wooden houses.
   a refers to fire in general
   b refers to a specific fire

6 It used to be thought that the cat was domesticated by humans, but this turns out not to be true.
   a refers to a specific cat
   b refers to cats in general

## C GRAMMAR PRACTICE | Complete the statements about doubtful advertising claims. Insert a, an, or the before a noun or noun phrase where necessary. Write X if the noun shouldn't have an article.

1 ..... British company claims to have invented ..... machine that allows ..... people to talk with their pets. ..... company says ..... machine, called the PetCam, will be available later in ..... year.

2 It's well known that ..... carrots are a good source of ..... vitamins. In fact, ..... research has determined that drinking ..... glass of carrot juice every day can add ..... years to your life.

3 ..... WeightAway diet plan promises to help you lose ..... weight fast. ..... company guarantees that people following ..... plan can lose up to 10 kilograms per week.

4 Last week, the news reported that thousands of people had sent ..... money to ..... organization advertising a shampoo that ..... organization claimed would grow ..... hair overnight.

## D GRAMMAR PRACTICE | With a partner, create sentences for two of the following nouns used in a generic sense: car, shoe, scam, horse.


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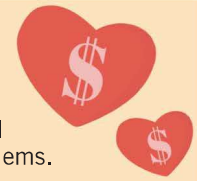
## COMMUNICATION ACTIVATOR

# Now let's describe a scam.

**A** **TALKING POINTS** | **Read about four international scams. Add one of your own if you can. With a partner, discuss why you think people fall for each scam.**

### Romance scam

Someone you haven't met in person offers friendship, romance, and / or marriage. Shortly after, the person asks for money for hospital bills, legal expenses, or some other sudden problems.



### Grandparent scam

A person contacts grandparents and claims to be their grandchild or other family member who needs money right away for an emergency. The scammer asks the grandparent to keep it a secret.



### Drug trafficking scam

Someone offers you a job overseas, the opportunity to do charity work, or requests that you transport documents or other items for him or her. The scammer offers to pay travel expenses and offers free luggage. What you don't know is that the luggage contains drugs.



### Foreign lottery scam

Someone informs you that you've won prize money in a foreign lottery, but that you must pay taxes and other fees before you can collect your money.




### Another scam you've heard of

_____

_____

_____

**B** **CONVERSATION MODEL** | **Read and listen.**

**A:** Did you hear what happened to Pat?
**B:** No, what?
**A:** He wanted to meet someone, so he went on an international dating site.
**B:** Oh, no. Don't tell me he fell for the romance scam—the one where you fall in love online . . . but then the person needs money?
**A:** That's exactly what happened! She said she had to have a medical procedure, so he sent her a bunch of money to help out. He hasn't heard a thing from her since.
**B:** Why am I not surprised? How much did he lose?
**A:** Don't ask. Let's just say he's learned a lesson.
**B:** Right. I wonder why he fell for it in the first place.

**Social language**
**Indicate you've guessed someone's news with "Don't tell me ___."**

**C** **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

**D** **IN YOUR OWN WORDS** | **Role-play a conversation similar to the one in Exercise B, using one of the scams from Talking Points or another scam you know. Start like this: *Did you hear what happened to . . .?* Be sure to change roles and then partners. (Option: Use the Unit 7 Energizer Worksheet.)**

**KEEP TALKING!**

- **Say more about what happened.**
- **Speculate about why the person fell for it.**
- **Talk about other scams you know about.**
- **Say as much as you can.**

Watch the video for ideas!

**RECYCLE THIS LANGUAGE**

There was one catch.
There's no free lunch.
That should have raised a red flag.
People can be so gullible.
It was wishful thinking on [his] part.

We all need to be a bit skeptical.
We need to take things like that with a grain of salt.
That seems a little fishy.
It doesn't add up.

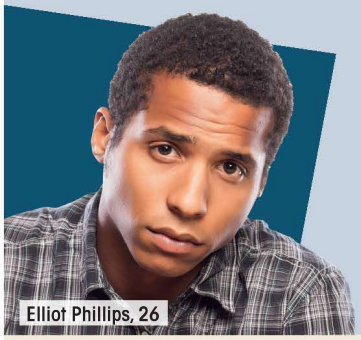




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# 2 COMMUNICATION GOAL Describe fears and phobias

**A** GRAMMAR CLOSE-UP | Read and listen to two people talk about their phobias. Notice the featured grammar.


Elliot Phillips, 26

"I got stuck on an elevator when I was eleven and ever since then, I've been terrified of being in one—or in any small or crowded spaces. No matter that elevators and small spaces don't pose any real danger—what I have is more than plain old fear. I have claustrophobia—an *irrational* fear. So the danger is all in my mind. It used to be believed that phobias would invariably be a lifelong problem, but it's now understood that certain types of therapy can actually cure them, and I'm in something called "exposure therapy." In my therapy, I'm forced to repeatedly confront my claustrophobia by spending short periods of time in small or crowded spaces and seeing that nothing bad happens. It's estimated that exposure therapy can take a few months to work. Wish me luck!"

"I used to have acrophobia. But now I'm over my fear of heights. Well, I shouldn't call it fear. It was a full-blown phobia. I used to have to make excuses any time I needed to go above the second floor of a building. And airplanes? Forget about it. Only a few years back, it was thought that acrophobia was incurable except through exposure therapy, but when I heard about that, I said no thanks—too scary. But then someone told me about "counter conditioning." Apparently, it's been argued that it can be equally effective, so I changed my mind. I was taught to substitute relaxation techniques for my anxiety, and that did the trick! Guess what? I'm flying to the Grand Canyon tomorrow and plan to ride a donkey down the trails, from the heights down into the valley below. Can you believe it?"


Brooke Dawson, 34

**B** PAIR WORK | Discuss the questions.

1 In your opinion, can a phobia ever be a rational (as opposed to an irrational) fear? Explain.
2 Do you have any fears? Do you know anyone with a full-blown phobia?

**C** GRAMMAR | Reporting beliefs: It + a passive reporting verb

**To report what is often or generally said or believed (but which you don't know to be true or you are not personally asserting), use it + the passive form of a reporting verb. Follow with a noun clause beginning with that. As in indirect speech, the verb tense in the noun clause reflects the meaning being expressed. This structure is common in news reports and formal writing.**

**It's said that** phobias **are** common.
**It was** widely **believed that** some phobias **were** incurable.
Before effective therapy became available, **it had been estimated that** more than 80% of phobics **had** never **tried** to overcome their fears.
**It might be argued that** some therapeutic techniques **are** just too frightening for the average phobic.
**It used to be felt that** one **would** just **have to live** with a phobia, no matter how much inconvenience it caused.

**Common reporting verbs**

| | |
|---|---|
| argue | estimate |
| assert | feel |
| assume | hold |
| believe | say |
| claim | think |

**Remember: You can also report generalized statements and beliefs with people and they:**
**People** [or **They**] **say** arachnophobia—an irrational fear of spiders—is pretty common.

**GRAMMAR EXPANDER** p. 130
Passive reporting verbs with an infinitive phrase

**D** GRAMMAR PRACTICE | On a separate sheet of paper, replace the subject and active reporting verb in each statement with it + a passive reporting verb.

1 They claim that a phobia is an extreme irrational fear.
2 People now believe that there is hope for many phobics.
3 They used to say that exposure therapy was more difficult to endure than counter-conditioning.
4 They say that some phobias last a lifetime.
5 Some assert that therapy for phobias isn't worth it and that it's better just to accommodate the fear by avoiding what gives you such extreme anxiety.
6 In the past, they estimated that approximately 10% of people in the U.S. suffered from phobias.


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**E** WORD STUDY | Noun and adjective forms | Read the noun and adjective forms that name and describe a person who suffers from acrophobia. Use the same spelling pattern to complete the chart for the other phobias. Then listen and repeat.

| Name of phobia | What you call a person who suffers from it | How you describe the person |
|---|---|---|
| acrophobia [heights] | an acrophobe | acrophobic |
| agoraphobia [being outside of the home] | | |
| arachnophobia [spiders] | | |
| aerophobia [flying] | | |
| claustrophobia [enclosed spaces] | | |
| ophidiophobia [snakes] | | |
| xenophobia [foreigners] | | |

## COMMUNICATION ACTIVATOR

## Now let's describe fears and phobias.



**A** TALKING POINTS | On the notepad, write some of the things you are afraid of. You can use the phobias in Word Study or your own fears or phobias. Do you think your fears are run-of-the-mill fears or could they be full-blown phobias?

| Fear | Are you just afraid, or phobic? | What happens? |
|---|---|---|
| bees | I'm totally phobic! | I get sweaty palms and palpitations. |

| Fear | Are you just afraid, or phobic? | What happens? |
|---|---|---|
| | | |
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**B** PAIR WORK | Compare Talking Points. Describe your fears and how they affect you. Ask and answer questions and offer advice. Say as much as you can.

Why do you think you're so afraid of snakes? Have you ever seen one?

Actually no, I haven't. And I don't think I have a full-blown phobia. Snakes just freak me out.

Well, if it's not a real phobia, maybe it would help to learn more about snakes. Most are harmless, and they're helpful in the garden.

**C** DISCUSSION | Discuss the most common fears your classmates have and how the fears affect them in their everyday and professional lives. Provide examples.

**RECYCLE THIS LANGUAGE**

My hands shake.
I get sweaty palms / palpitations / sick to my stomach.
I lose my voice.
I get butterflies in my stomach.
I'm just a worrywart.

Language Center



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# 3 COMMUNICATION GOAL Talk about the power of suggestion

**A** READING | Read the article about placebos and nocebos. What do they have in common?

## THE PLACEBO AND NOCEBO EFFECTS



**Two of the most fascinating examples of the power of suggestion in medicine are the placebo effect and the nocebo effect. These two opposite phenomena are two sides of the same coin. And while the placebo effect has been widely known for many years, the nocebo effect has been largely overlooked until recently and is thus less well understood.**

The word *placebo* refers to a fake medication (one that contains no active ingredients) or to a medical procedure that patients believe will help them and then, as a result of that expectation, it does. For example, in one well-known study, three groups of patients who were told they needed knee surgery underwent one of three procedures. One group had the usual standard surgery. In a second group, the knee was opened surgically but the interior was only washed. In the third group, the doctor made three tiny cuts in the skin, but didn't perform any surgery inside the knee at all. All patients believed they had had the standard surgery. At the end of a year, the patients who had had no surgery reported the same good results as those who *had* had the surgery. It's not known if the placebo effect is caused by the power of wishful thinking, but it is known to be common.

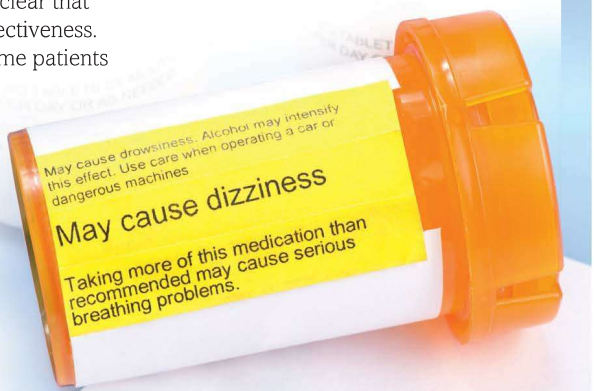
It has been shown repeatedly that certain factors increase the effectiveness of placebos. If a pill, for example, looks like a genuine medicine, the person taking it is likely to believe it contains medicine. It has also been found that patients think larger pills contain larger doses of medicine, and thus must be more effective. Similarly, it has been demonstrated that taking two pills has a greater therapeutic effect than taking only one. Another important determiner of placebo effectiveness is the doctor-patient relationship. If the patient trusts the doctor administering the "medication," he or she is more likely to be helped or cured by it.

The *nocebo* effect is also based on the power of suggestion or expectation. If a patient has been told that a medication is likely to cause an adverse reaction (such as dizziness or headache), he or she is more likely to experience one. This has been demonstrated both in experiments and in actual medical practice. One dramatic non-medical experiment is often cited as an example of the nocebo effect: When given a non-alcoholic beverage that subjects were told was beer, they believed and acted as if they were drunk. They slurred their speech, acted silly, and even fell and hurt themselves. Simply believing a substance will make one drunk can result in drunkenness.

What are the implications of the placebo and nocebo effects for medical practice? Placebos can be used in research to help evaluate the effectiveness of real medications. If two groups of patients are treated with either a placebo or a real medication and both achieve the same result, it is clear that the medication lacks real effectiveness. Also, it is well known that some patients ask doctors for medications that are ineffective and potentially harmful (such as antibiotics for the common cold). Doctors can prescribe such patients a placebo, knowing that it may be effective and will cause no harm.

The nocebo effect, on the other hand, can present doctors with an ethical dilemma. Adverse reactions to particular medications are typically experienced by a very small percentage of patients. Doctors wonder if they should inform patients of these potential adverse reactions since they know they are very unlikely to occur. The power of suggestion of the nocebo effect could interfere with the more likely positive effects of a necessary medication, depriving patients of an effective treatment.

In conclusion, although we believe the body and the mind are separate, the existence of the placebo and nocebo effects suggests that the distinction between the two might be more complicated than we as yet understand. All humans are probably somewhat susceptible to the power of suggestion.




**B** UNDERSTAND FROM CONTEXT | Choose the correct word or phrase to complete each statement.

1 The placebo and nocebo effects are both thought to be caused by (the power of suggestion / two sides of the same coin).
2 Something that is (investigated / overlooked) hasn't come to our attention before.
3 A (placebo / phenomenon) appears to be a real medication.
4 (A placebo / An adverse reaction) is an unwanted side effect of a medication.
5 (Antibiotics / Nocebos) are not effective medications for the common cold.


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**C** **INFER INFORMATION** | **Complete each statement, based on the information in the article.**

1 The factor that doesn't contribute to the placebo effect is ..... .
   - **a** the appearance of the medication
   - **b** scientific research
   - **c** trust in the doctor
   - **d** the expectation that it will work

2 The knee surgery experiment demonstrates ..... .
   - **a** the power of suggestion that surgery was performed
   - **b** the value of washing the interior of the knee
   - **c** the harmful effects of fake procedures
   - **d** the need for procedures in surgery

3 The drunkenness experiment is an example of ..... .
   - **a** the placebo effect
   - **b** the nocebo effect
   - **c** an ethical dilemma
   - **d** the harmful effects of beer

4 ..... is one factor that might cause a placebo to be effective.
   - **a** The lack of harmful adverse reactions
   - **b** The patient's trust in his or her doctor
   - **c** Their relatively low cost
   - **d** The high quality of the medicine

5 Under normal circumstances, adverse reactions to medications occur in ..... .
   - **a** most patients
   - **b** the sickest patients
   - **c** only a few patients
   - **d** the common cold

**D** **CRITICAL THINKING** | **Discuss the questions. Explain your reasoning.**

1 In what way are the placebo effect and the nocebo effect "two sides of the same coin"?
2 Is it ethical to give a patient with a cold a placebo instead of an antibiotic?
3 What are the pros and cons of telling a patient about potential adverse reactions to a medication?

## COMMUNICATION ACTIVATOR

### Now let's talk about the power of suggestion.

**A** **TALKING POINTS** | **Complete the chart with questionable claims people are likely to believe. Then speculate about why people are susceptible to each claim.**

**Some possible reasons**
cultural traditions
advertising
sexism
racism
peer pressure

| Claim | Why people want to believe it |
|---|---|
| You can lose weight without dieting. | People don't want to stop eating what they like. |

| Claim | Why people want to believe it |
|---|---|
| | |
| | |
| | |
| | |

**B** **DISCUSSION** | **With a partner, discuss your Talking Points, providing specific examples you have seen or know about. (Option: Use the Unit 7 Soft Skills Booster, p. 160.)**

> "I saw a medical testimonial from a patient who claims he lost half of his body weight by drinking apple cider vinegar three times a day. I think people want to believe this is possible because it seems so much easier than months of diet and exercise."

**RECYCLE THIS LANGUAGE**
I'd take that claim with a grain of salt.
That raises a red flag for me.
That might be wishful thinking on [your] part.
It sounds like a safe bet.
There's only one catch.



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# 4 COMMUNICATION GOAL Discuss superstitions

**A** VOCABULARY | Superstitions | Read and listen. Then listen again and repeat.

**a superstition:** a belief that some objects or actions are lucky or unlucky

*Many cultures have **superstitions** about the power of certain numbers to protect people from harm.*

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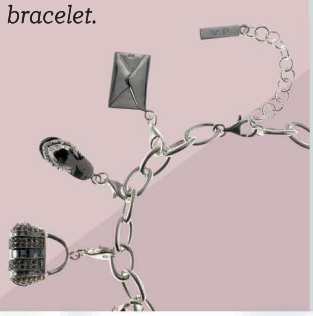


**bad luck:** a misfortune that happens by chance

*There's a superstition that breaking a mirror can bring you 7 years of **bad luck**.*

**a good luck charm:** an object that some people believe can bring them good luck

*Some people like to wear **good luck charms** on a bracelet.*





**a curse:** the expression of a wish that someone will face a misfortune

*Some people believe that when they are sick it's the result of **a curse** someone put on them.*

**B** ACTIVATE VOCABULARY | Discuss the questions about the Vocabulary with a partner.

1 Do you know the origin of the superstition about breaking a mirror? If not, look it up on the Internet and discuss what you find.
2 Do you have any good luck charms? Describe those you have or ones you are familiar with. Do you think good luck charms work?
3 Do you believe it's possible for someone to put a curse on another person? Who, if anyone, is capable of cursing other people or things?

**C** LISTEN FOR MAIN IDEA | Listen to a podcast about superstitions. What is the main idea of the podcast?

☐ 1 Some superstitions may be rooted in scientific principles.
☐ 2 A delusion is a typical superstition.
☐ 3 Many people carry out the traditions of local superstitions even though they don't believe in them.

**D** LISTEN FOR DETAILS | Listen again to complete the statements, according to the podcast.

1 Magical thinking is the basis of most ..... .
**a** cultures **b** superstitions **c** symbols

2 The purpose of most superstitions is to cause a particular ..... .
**a** outcome **b** belief **c** thinking

3 Many superstitions are based on the belief that certain symbols, ..... , or events can cause or prevent something from happening.
**a** delusions **b** outcomes **c** actions

4 Many people conform to the ..... prescribed by a superstition, even if they don't truly believe it will bring them luck or protect them from danger.
**a** behavior **b** charm **c** misfortune

5 Some ..... are believed to be capable of preventing misfortunes.
**a** good luck charms **b** curses and omens **c** delusions and superstitions

6 Famous physicist Neils Bohr ..... the superstition that a horseshoe can bring good luck.
**a** believed **b** created **c** didn't truly believe

7 In Estonia, there are three common superstitious beliefs about determining the ..... of a baby.
**a** gender **b** health **c** death

8 In the Philippines, some of the most well-known superstitions relate to ..... .
**a** grains **b** funerals **c** household chores


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**E** LISTEN TO CONFIRM CONTENT | Listen again. Check the topics that were discussed in the podcast and write X next to the ones that weren't. Then, with a partner, summarize what was said about each topic that you checked.

- ☐ 1 what a superstition is
- ☐ 2 why superstitions are untrue
- ☐ 3 whether there's a logical or scientific basis for most superstitions
- ☐ 4 what the difference is between a delusion and a superstition
- ☐ 5 why we believe in superstitions even though we might not believe them to be true
- ☐ 6 why there are so many superstitions about animals
- ☐ 7 why Estonians are so superstitious
- ☐ 8 why Filipinos eat out before going home after a funeral

**PRONUNCIATION LESSON** p. 140
Linking sounds

## COMMUNICATION ACTIVATOR

# Now let's discuss superstitions.

**A** TALKING POINTS | Ask three classmates about superstitions they are familiar with. Write the information on the notepad.

name: Diana
superstition: If you spill salt, there will be an argument.

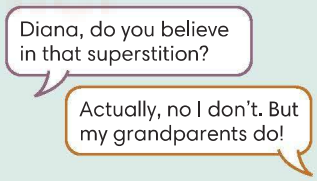
name:
superstition:

name:
superstition:

name:
superstition:

**Topics superstitions are often about:**
- foods / drinks
- good luck / bad luck
- brides and grooms
- particular months, days, or dates
- dreams
- birth / death
- your own idea: ___

**B** DISCUSSION | With a partner, discuss whether or not you believe in any of the superstitions you wrote about in Talking Points—or if someone you know does. Discuss why people might or might not be superstitious.




**KEEP TALKING!** ●●●

- **Tell your partner more about one of the superstitions.**
- **Talk about someone you know who believes in it.**
- **Express your opinion about that superstition or about superstitions in general.**
- **Say as much as you can.**

Watch the video for ideas!

**C** ROLE PLAY | With a partner, role-play a discussion in which you describe a superstition to a visitor to your country. If you are the visitor, ask questions.

**WRITING HANDBOOK** p. 150
- **Subject-verb agreement:** expansion
- **Task:** An essay about superstitions

**RECYCLE THIS LANGUAGE**

You don't really buy that, do you?
It just doesn't add up.
It doesn't make sense.
It's a little far-fetched.

Oh, come on!
That might be wishful thinking.
Why do people fall for stuff like that?
Some people are just gullible.
I'd take that with a grain of salt.

## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe a scam.
- ☐ Describe fears and phobias.
- ☐ Talk about the power of suggestion.
- ☐ Discuss superstitions.

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

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