Unit 7 Belief and Reality

PREVIEW	Students listen to a description of fears and phobias, read and listen to a conversation about a situation that might be too good to be true, and take a self-test about illusions.	
LESSON 1 **Describe a scam**	***Grammar***	Nouns: indefinite, definite, unique, and generic meaning (review and expansion)
LESSON 2 **Describe fears and phobias**	***Grammar***	Reporting beliefs: *It* + a passive reporting verb
	Word Study	Noun and adjective forms
LESSON 3 **Talk about the power of suggestion**	***Reading skills***	Understand from context; Infer information
LESSON 4 **Discuss superstitions**	***Vocabulary***	Superstitions
	Listening skills	Listen for main idea; Listen for details; Listen to confirm content

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

Preview

A FEARS AND PHOBIAS

Suggested time: 5 minutes | Your time:

- Ask Ss the target question. Elicit answers.
- Have Ss listen to the description and answer the question. Go over the answer with the class.
- To check comprehension, ask: *What might happen to our bodies when we feel fear?* (heartbeat gets faster, throat goes dry, sweating increases) *What does the "flight or fight" response do?* (prepares us to either protect ourselves from danger or to run away to avoid harm)

LANGUAGE NOTES

- Something that *makes your blood run cold* is extremely frightening.
- In this context, a *built-in* system is a natural one, part of the normal functions of the body.
- If you *go to great lengths* to do something, you make an extreme effort to achieve something.
- If you *are out of your mind*, you are crazy or confused.
- If people do something bad *behind your back*, they do it without you knowing about it.

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Read the directions. Elicit the meaning of *too good to be true.* (so good that you can't believe it is real)
- Ask, *What are they talking about?* Have Ss skim the conversation and answer. (an offer to buy a time share)
- Have Ss read and listen to the conversation.
- To check comprehension, ask: *What did the resort do first when Dan arrived in Florida?* (picked him up with a limo, gave him lunch, took him to their beach) *What did they do at the end of the day?* (showed him a model apartment, photos of others, and offered him a low-price time share) *Does Eliana think it's a good offer?* (no) *Why?* (It seems too good to be true.)

LANGUAGE NOTE *There's no (such thing as a) free lunch* means that nothing good is ever really given away without cost.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss do the activity. Then check answers.
- Then ask, *Which expressions indicate a negative feeling?* (take with a grain of salt, raise a red flag, one catch, wishful thinking) *Which is positive?* (a safe bet)

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Have Ss write their sentences and then share them in pairs.
- Ask volunteers to share their sentences with the class.

E THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Give Ss time to think about their answers before they discuss their views in pairs.
- Ask volunteers to share their answers with the class.

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F TALKING POINTS

Suggested time: 15 minutes | Your time:

- Read the instructions at the top of the test. Tell Ss they will have one minute to look at each image and then one minute to write a description of it.
- Set a timer for one minute. Tell Ss to stare at Image A. Start the timer. After one minute, say: *Now describe Image A.* Give Ss one minute to write their description. Repeat the process for images B–G.
- Have Ss compare answers with a partner.
- Then have volunteers read the upside-down answers at the bottom of the test.

G PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss write a definition of the word *illusion.* (Possible answer: something that the mind interprets differently than it is in reality)
- Ask volunteers to share their ideas.

OPTION (+10 minutes) In pairs, have Ss try to explain how each illusion in Exercise F was created. (For example: In image A, the man is close to the camera and the woman is far from it.) If appropriate, allow them to research the explanations online. Have volunteers share their ideas with the class.

LANGUAGE AND CULTURE Some optical illusions use color, light, or patterns to create images that confuse the brain. The eyes see the image and send a message to the brain, but the brain misinterprets the information, creating the false perception.

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the questions. Have a volunteer read the list of items. Check understanding of *cash bribe* (money you give someone illegally to convince them to do something for you) and *dating website* (a website that helps people meet others for romantic relationships).
- Give Ss time to think about their answers.
- Do the first item as a class. Ask Ss, *Who would not believe it?* and ask for a show of hands. Then ask Ss who raised their hands to explain why.
- In pairs, have Ss discuss which items they consider less believable and explain why. Monitor and assist as needed.
- Bring the class together. For each item, ask volunteers to explain why they would not trust it.

LANGUAGE NOTE We use the proverb *seeing is believing* (or *I'll believe it when I see it*) to say that we will only believe something when we actually see it.

OPTION (+5 minutes) Ask Ss to discuss in pairs or as a class what they would do to confirm if the information in each item was trustworthy or not. (For example, for the first item, they could check other reliable news sites to confirm if they have the same photo and information.)

EXTENSION (+5 minutes) Write these quotations on the board:
"Losing an illusion makes you wiser than finding a truth."
(Ludwig Börne, 1786–1837, German journalist)
"We live in a fantasy world, a world of illusion. The great task in life is to find reality."
(Iris Murdoch, 1919–1999, British novelist and philosopher)
Have Ss discuss their meanings in pairs or small groups.

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LESSON 1 Describe a scam

A GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the lesson title. Elicit the meaning of *scam.* (a dishonest scheme or plan, usually to get money)
- Read the first rule about indefinite nouns. Have a volunteer read the example sentence. Ask, *Is the reference to a specific vacation house?* (no) *Is* vacation house *a count or non-count noun?* (count) Elicit an example of an indefinite non-count noun used in the same example sentence. (money)
- Read the **Remember** note. Elicit an example of each category of non-count nouns listed. (For example: trustworthiness, basketball, pneumonia, geography, rice)
- Read the rule about definite nouns and the example sentences. Ask, *Why is the article* the *used in the example sentences?* (*The vacation house* refers to a specific thing in the first sentence. *The car* is a second mention in the second sentence.)
- Read the rule about uniqueness and the example sentences. Elicit or suggest other examples of nouns that represent something unique, such as *the moon* or *the Internet*.
- Read the rule about generic use and the examples. Point out that each example has the same meaning. Write on the board: *Tigers are dangerous creatures.* Have a volunteer express the same meaning using *the tiger* and *a tiger.* (The tiger / A tiger is a dangerous creature.)

GRAMMAR EXPANDER (optional, pages T128–130)

B UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Ask Ss to complete the exercise individually and then compare their answers in pairs.
- Go over the answers as a class.

OPTION (+5 minutes) Write on the board: *indefinite*, *definite*, *unique*, *generic.* Then ask volunteers to identify what type of noun each item is. (1. definite, 2. indefinite / generic, 3. definite, 4. indefinite / generic, 5. indefinite / generic, 6. generic)

CHALLENGE (+10 minutes) Ask Ss to change each sentence to illustrate the alternate answer with the same noun. Do the first item as a class. Ask, *How can we change the first sentence to be generic?* (make it plural / replace *The* with *An*) Write on the board: *Offers in the mail seem too good to be true. / An offer in the mail seems too good to be true.* Have Ss rewrite the remaining sentences individually or in pairs. (Possible answers: 2. My family thought the pizzas were made from all organic ingredients. 3. Presidents usually sign laws that were just passed. 4. The president can sign the laws that have been passed. 5. The fire is one of the greatest dangers to these old wooden houses. 6. We thought the cat we adopted had been domesticated, but this turned out not to be true. It was a wild cat!)

C GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Elicit the meaning of *doubtful advertising claims.* (information from commercials that is hard to believe or not likely to be true)
- Write on the board: *Is the noun indefinite / definite / unique / generic? Is it the second mention?* Prompt Ss with questions if they need help completing the exercise. Monitor and assist as needed.
- Go over the answers as a class. Have Ss explain their decision for each sentence. (1. *A British company*: indefinite; *a machine*: indefinite; *people*: generic; *The company:* definite / second mention; *the year*: definite; 2. *carrots*: generic; *vitamins*: generic; *research*: indefinite; *a glass*: indefinite; *years*: indefinite; 3. *The WeightAway diet plan*: definite / unique; *weight*: indefinite; *The company*: definite; *the plan*: definite / second mention; 4. *money*: indefinite; *an organization*: indefinite; *the organization*: definite / second mention; *hair*: indefinite / generic)

EXTENSION (+10 minutes) In pairs or small groups, have Ss discuss these questions for each item: *Do you think this is true? Why or why not?* Monitor for correct use of articles as Ss discuss. Ask volunteers to share their views with the class.

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss work in pairs to write sentences with two of the nouns. Monitor and assist as needed.
- Ask volunteers to share their sentences with the class.

OPTION Challenge higher-level Ss to write one sentence for each of the four nouns.

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Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss read about the types of scam silently. Check comprehension.
- Give Ss time to recall and write about a different type of scam they've heard about.
- In pairs, have Ss discuss why people fall for each type of scam. Remind them to tell their partner about the other type of scam they wrote about. Monitor and assist as needed.
- Ask volunteers to share their ideas with the class.

OPTION (+5 minutes) If Ss have difficulty recalling a different type of scam, allow them to search for these online.

OPTION (+10 minutes) Ask Ss to share the other scams they wrote about and discuss them with the class.

LANGUAGE AND CULTURE

- *Legal expenses* are the costs, such as fees, of paying for the lawyers and / or the court in a legal case.
- *Charity work* is unpaid work you do to help others.

B CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Indicate you've guessed someone's news with *Don't tell me . . .*
- Say *Why am I not surprised?* to suggest an outcome should have been predictable
- Respond to a question with *Don't ask* to imply that the answer will be disappointing
- Begin a statement with *Let's just say . . .* to indicate you're going to make a long story short

- Have Ss look at the photo. Ask, *Do you think they are talking about something positive or negative?* Elicit ideas.
- Have Ss read and listen to the conversation.
- To check comprehension, ask, *What happened to Pat?* (He fell for the romance scam. He fell in love with someone online, sent the person money, and then never heard of the person again.) *Is Speaker B surprised by what happened?* (no)
- Draw Ss' attention to the **Social language** box. Ask, *When do we use the phrase* Don't tell me . . .*?*

C PRONUNCIATION PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss listen to the conversation again and repeat each line. Make sure they stress *exactly* in *That's exactly what happened* and use rise-fall intonation in *Why am I not surprised?*
- Monitor as Ss practice the conversations in pairs. Have Ss switch roles and repeat.

D IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Read the directions. Instruct Ss that they will use the Conversation Model and one of the Talking Points scams to create and role-play their own conversation.
- Go over the ideas in the **Keep Talking!** box and play the ▶ to support Ss as they extend their conversations.
- Go over the **Recycle This Language** box. Encourage Ss to use the sentences in their conversation.
- In pairs, have Ss create and role-play their conversations. Monitor and assist as needed. Have Ss change roles and practice again, using a different scam, before changing partners.

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

- ✓ using indefinite, definite, unique, and generic nouns correctly
- ✓ changing roles and partners, and talking about different scams

OPTION (+5 minutes) Invite volunteers to perform one of their conversations for the class.

OPTION Use the Unit 7 Energizer Worksheet (see Printable Resources in the Portal).

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Ask Ss to copy the text they wrote about a different scam in Talking Points. Then ask them to write why they think people fall for this scam. If Ss didn't write their own example of a scam in Talking Points, ask them to write about one of the four scams described. Collect Ss' texts and read them to identify areas for review and extra practice.

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

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LESSON 2 Describe fears and phobias

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Have Ss read and listen to the texts and notice the underlined grammar.
- To check comprehension, write this chart on the board:

	Elliot Phillips	*Brooke Dawson*
name of phobia		
fear of		
name of therapy		
how therapy works		

- In pairs, have Ss complete the chart.
- Go over the answers as a class. (Elliot: claustrophobia; small or crowded places; exposure therapy; he spends short periods of time in small or crowded spaces to see that nothing bad happens; Brooke: acrophobia; heights; counter conditioning; she uses relaxation techniques when she is anxious)

LANGUAGE NOTES

- When Elliot says he has more than *plain old* fear, he means he doesn't have just "simple" fear.
- A *full-blown phobia* is one at its most advanced stage.
- The expression *Forget about it* is often used after a rhetorical question to indicate that what was just mentioned is extreme or unconceivable. In the text, Elliot says that it was already difficult for him to go above the second floor of a building. To fly on a plane would be simply impossible.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the questions. Give Ss time to think about their answers.
- In pairs, have Ss discuss their answers. Monitor and assist as needed.
- Ask volunteers to share their answers with the class.

TEACHING TIP If Ss feel uncomfortable talking about their own fears or those of someone close to them, suggest they either avoid naming the other people or talk about famous people.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the rule. Write the first example on the board. Ask, *What is the reporting verb?* (is said) *What is the verb in the noun clause?* (are) Repeat with the second example (was . . . believed; were). Reiterate that, as in reported speech, the verb in the noun clause reflects the tense of the reporting verb (in the first case, simple present; in the second, simple past).
- Ask Ss to identify the tense of each reporting verb in the remaining examples. (*had been estimated*: past perfect passive; *might be argued*: present modal passive; *used to be felt*: past passive with *used to*) Then tell them to notice the verb tense in each noun clause.
- Have a volunteer read the list of **Common reporting verbs**. Elicit that *hold* as a reporting verb means to have a particular opinion or belief.
- Read the **Remember** note and the example. Ask Ss to restate the other example sentences using *People / They (say, believe,* etc.*).* Remind them to be careful of the tenses. (Possible answers: People say that . . .; People believed that . . .; . . . people had estimated that . . .; People might argue that . . .; People used to feel that . . .)

OPTION (+5 minutes) Have Ss look at the featured grammar in Exercise A. For each sentence, ask, *What tense is the reporting verb?* (*It used to be believed*: past passive with *used to*; *it's now understood*: simple present passive; *It's estimated*: simple present passive; *it was thought*: simple past passive; *it's been argued*: present perfect passive)

GRAMMAR EXPANDER (optional, page T130)

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss underline the subject and reporting verb in each statement. (1. They claim; 2. People . . . believe; 3. They used to say; 4. They say; 5. Some assert; 6. they estimated)
- Ask Ss to rewrite the sentences individually and then compare answers with a partner. Remind them to keep the same verb tenses.
- To go over answers, ask volunteers to read their statements for the class.

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E WORD STUDY

Suggested time: 5 minutes | Your time:

- Read the directions. Then draw Ss' attention to the chart. Ask, *What letters do all the names of the phobias end in?* (-ia) *And the person?* (-e) *And the adjective?* (-ic)
- Have Ss complete the chart for the other phobias.
- Play the audio for Ss to check their answers. Then have them listen again and repeat.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Elicit the meaning of *run-of-the-mill fears* (common fears that most people have) and *full-blown phobias* (extreme fears that affect everyday life).
- Tell Ss they will list some of their fears, and then determine how strong each fear is and if they would categorize it as a phobia. Ask a volunteer to read the writing sample and what happens to the person afraid of bees.
- Then elicit or give an example of a milder fear. (Possible answers: I have a fear of taking tests. I get nervous and am afraid I will forget all the material, but I usually I do fine.)
- Have Ss complete the notepad. Tell them that if they prefer not to write about themselves, they can write about people they know. Monitor and assist as needed.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Call on two volunteers to read the example conversation for the class.
- Draw Ss' attention to the **Recycle This Language** box. Write the list on the board. Elicit other symptoms that Ss came up with in Exercise A and write them on the board for reference.
- In pairs, have Ss discuss their fears and give each other advice. Suggest Ss take notes about their partner's fears to use in the discussion in Exercise C.

OPTION (+3 minutes) Before Ss start their discussion, elicit expressions to give advice. (For example: You could . . .; You might want to . . .; It might help to . . .; I suggest . . .; If I were you, I would . . .)

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Bring the class together. Call on Ss to write on the board the fears they discussed.
- Identify the most common fears on the board. Invite volunteers to share how those fears affect their lives.

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

✓ using the correct word forms for phobias
✓ asking and answering more questions about their fears and phobias
✓ offering advice
✓ giving examples of how the fears affect their lives

OPTION (+5 minutes) Have Ss discuss some of the advice they gave and received in their discussion in Exercise B.

CLOSURE ACTIVITY (+5 minutes) Have Ss find a fact about phobias and report it as they leave class. Ask them to use *it* + a passive reporting verb. For example: *It is said that claustrophobia is one of the most common phobias in the world. It is estimated that over 12% of the population has this problem.*

Remind Ss they will find additional grammar and vocabulary practice in their digital resources.

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LESSON 3 Talk about the power of suggestion

A READING

Suggested time: 10 minutes | Your time:

- Write *power of suggestion* on the board. Elicit that this refers to the notion that our expectations about something influence how we act or proceed with decisions in our life. Elicit or provide examples: *A student who gets consistent positive feedback might be successful because they believe the feedback. Similarly, someone who believes they cannot succeed may very well fail.*
- Read the direction and the target question.
- Have Ss read the article silently. Suggest that, as they read, they underline information that can help them answer the question.
- Bring the class together. Elicit the answer.

OPTION (+5 minutes) To check comprehension, ask:
What is the placebo effect? (If a patient believes that a fake treatment will help them, it actually might.)
What is the nocebo effect? (If a patient believes that a safe treatment can have a negative effect, it actually might.)
What are two uses of placebos in medical practice? (to evaluate the effectiveness of real medicine in research, to avoid providing certain patients with harmful or ineffective medicine)
How does the nocebo effect present an ethical dilemma? (In order to avoid the nocebo effect, doctors might not tell patients about some rare negative effects of a medication.)

LANGUAGE NOTES

- If two things / situations are *two sides of the same coin*, they are closely connected and considered two different parts or aspects of the same thing / situation.
- *Wishful thinking* is believing that something will happen based on what you want rather than on reality.

CHALLENGE (+15 minutes) Ask Ss to search online for an experiment that tested either the placebo or nocebo effect. Have them share the information in a future class.

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss complete the statements individually. Suggest they underline the passages of the text that support the answers.
- Go over the answers with the class. Ask Ss what information in the text helped them choose the correct words.

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C INFER INFORMATION

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare answers with a partner.
- Go over the answers as a class. Elicit the paragraphs in the article where the information can be found. (1. 2nd paragraph, 2. 1st paragraph, 3. 3rd paragraph, 4. 4th paragraph, 5. 5th paragraph)

D CRITICAL THINKING

Suggested time: 15 minutes | Your time:

- Read the directions and the questions. Check understanding.
- Have Ss discuss the questions in pairs or small groups. Remind them to explain their views. Monitor and assist as needed.
- Bring the class together. Have volunteers share their answers with the class.

EXTENSION (+10 minutes) Write on the board: *Would you participate in a study if you knew placebos would be used? How would you feel if you learned you had received the placebo?* Have Ss discuss the questions.

Communication Activator

A TALKING POINTS

Suggested time: 15 minutes | Your time:

- Read the directions. Elicit the meaning of *questionable* (doubtful, controversial) and *susceptible* (receptive, vulnerable).
- Ask a volunteer to read the sample answer.
- Draw Ss' attention to the box **Some possible reasons**. For each item, ask for an example of how it can make people susceptible. For example: *How might peer pressure make people susceptible?* (Possible answer: Some people work very hard to succeed and be productive all the time because they see colleagues and friends showing off their achievements on social media.)
- Encourage Ss to list two to four claims and reasons. Suggest they think of specific examples they have seen or heard about each claim. Monitor and assist as needed.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- Read the directions. Have a volunteer read the example answer.
- Go over the expressions in the **Recycle This Language** box. Elicit which expressions challenge or question what a person is saying. (all of them except *It sounds like a safe bet.*) Encourage Ss to use the expressions in their discussion.
- In pairs, have Ss share the claims and reasons they listed. Remind them to provide specific examples. Monitor and assist as needed.
- Bring the class together. Ask volunteers to share some of their examples and views with the class.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are
✓ sharing their claims and reasons for susceptibility
✓ giving specific examples

OPTION (+5 minutes) As Ss work, monitor and write on the board claims you hear them discuss. When they finish discussing, bring the class together. Ask individual Ss: *Which claim do you think most needs to be taken with a grain of salt? Which raises the most red flags? Why?*

CHALLENGE (+10 minutes) Have Ss write a short essay about one of the claims they listed. To help guide organization, write on the board:
Introduction
Provide 2–3 reasons why people are susceptible to the claim.
Explain why it is hard to avoid being influenced by the power of suggestion.
Conclusion
Offer an opportunity for peer review in class. Alternatively, collect Ss' essays and provide individual feedback.

CLOSURE ACTIVITY (+5 minutes) Write on the board: *How can the power of suggestion be used for something positive? How can it be used negatively?* Have Ss write their answers to the questions on a sheet of paper with their name. Collect Ss' answers and read them to identify areas for review and extra practice.

Remind Ss they will find additional reading practice in their digital resources.

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LESSON 4 Discuss superstitions

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Ask the class, *What is a superstition?* (Possible answer: a belief that some objects or actions are lucky or unlucky)
- Play the audio. Have Ss read and listen to the phrases. Then have them listen and repeat.
- Have Ss read the definitions and examples silently. Elicit the meaning of *misfortune.* (something bad, unpleasant, or unlucky that happens to someone)

OPTION (+10 minutes) Hold a class discussion to elicit the vocabulary. Ask:

Does your culture have superstitions about certain numbers? What are these numbers? Which numbers are lucky? Which are unlucky?

What are some things that people believe can bring bad luck?

What objects do people use as a good luck charm?

Can you think of any famous curses in stories or movies?

B ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Read the directions and the questions.
- Give Ss time to think about their answers. Then have them discuss the questions in pairs. Monitor and assist as needed.
- If appropriate, ask volunteers to share their answers with the class.

TEACHING TIP When discussing controversial topics as a class, ask for volunteers rather than calling on Ss to share their views.

C LISTEN FOR MAIN IDEA

Suggested time: 5 minutes | Your time:

- Read the directions and the answer choices. Elicit the meaning of *rooted in* (based on), *delusion* (a false idea or belief), and *carry out* (do / follow).
- Have Ss listen for the main idea of the episode.
- Go over the answer with the class.

LANGUAGE NOTES

- *Magical thinking* is the belief that your thoughts, wishes, or unrelated actions can cause or influence external events.
- Say *Go figure* to express that you think something is strange, surprising, or difficult to explain.

D LISTEN FOR DETAILS

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss preview the items. Check understanding.
- Play the audio again for Ss to complete the statements.
- To go over the answers, ask Ss to read the completed sentences.

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E LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Read the directions. Have volunteers preview the topics.
- Play the audio for Ss to check the topics mentioned. Suggest they take notes to help them summarize the information later.
- In pairs, have Ss compare their answers and summarize the information about each topic. If appropriate, play the audio again for Ss to confirm their answers.
- Go over the answers as a class. First, elicit the topics mentioned. Then call on Ss to summarize the information about each of the topics to the class.

OPTION Ask Ss to check the topics that were mentioned before listening to the podcast again. Then play the audio for Ss to confirm or correct their answers.

EXTENSION (+5 minutes) In pairs or individually, have Ss use the information in the exercise to write a summary of the podcast. If appropriate, allow Ss to listen again or provide them with a copy of the audio script for them to confirm the information.

PRONUNCIATION LESSON (optional, page T140)

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Have a volunteer read the sample answer.
- Draw Ss' attention to the box with **Topics superstitions are often about**. Point out they can talk about superstitions related to one of these topics or any other they can think of.
- Give Ss time to think of a superstition they are familiar with before they share it with their classmates.
- Have Ss mingle and ask three other classmates. Monitor and assist as needed.

TEACHING TIP To ensure Ss talk to different classmates and to avoid extending the activity unnecessarily, set a timer for 2–3 minutes and tell Ss to change partners every time it goes off.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Read the directions. Ask two volunteers to read the example conversation.
- Go over the **Keep Talking!** box and play the video to support Ss as they extend their discussions.
- Encourage Ss to use the sentences in the **Recycle This Language** box in their discussion.
- In pairs, have Ss share the superstitions they wrote down in Talking Points. Ask Ss to say if they or someone they know believe in each superstition. Remind them to discuss why people might or might not be superstitious.

C ROLE PLAY

Suggested time: 5 minutes | Your time:

- Read the directions. Give Ss time to think about a superstition to share and take notes about it.
- In pairs, have Ss take turns describing and asking questions about a superstition. Remind them to change roles.

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

✓ incorporating vocabulary for superstitions

✓ discussing reasons why people believe or not in the superstitions

OPTION (+10 minutes) Have Ss role-play one of their conversations for the class.

WRITING HANDBOOK (optional, page T150)

CLOSURE ACTIVITY (+5 minutes) Ask Ss to write a short paragraph about a luck charm that is common in their country or culture. Ask Ss to describe it, explain how people use it and what it is believed to do, and say why they think so many people use it. Collect and read Ss' paragraphs to identify areas for review.

Remind Ss they will find additional vocabulary, listening, pronunciation, and writing practice in their digital resources.

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

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

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