

# Teacher's Notes

## Superstitions

**Type of activity:** vocabulary, gap-filling, speaking

**Focus:** vocabulary connected to superstitions

**Level:** pre-intermediate

**Time:** 45 minutes

### Preparation:

- one copy of the Student's Worksheet per student

### Procedure:

1. Write 'good luck / bad luck' on the board and ask the students to give you examples of things which could bring either of these, introducing the topic of superstitions.
2. Distribute the Student's Worksheets and ask the students to work on Task 1 in pairs. They should complete the table with the words and expressions, deciding whether the items listed have something to do with good or bad luck (explain that *crossing your fingers* is an equivalent of *holding your thumbs*). Check with the whole group.

**Key:** *good luck: knocking on wood, a four-leaf clover, salt, a rabbit's foot, crossing your fingers, a horseshoe / bad luck: a black cat, a ladder, an owl, a broken mirror, salt*

3. Individually, the students work on Task 2, completing the sentences with the words and phrases from Task 1. Let them compare their answers in pairs before checking with the whole group.

### Key:

1. broken mirror
2. knocking on wood
3. black cat
4. four-leaf clover
5. crossing your fingers
6. owl
7. ladder
8. rabbit's foot
9. salt
10. horseshoe

4. Ask the students to fold their worksheets so that they can only see Task 1. In pairs, the students look at the items bringing good and bad luck and take turns to make sentences about each of the superstitions, trying to remember what was said in Task 2.
5. Ask the students to unfold their worksheets and look at Task 3. In pairs or small groups, the students discuss the questions. Monitor as they do this, then collect feedback, developing the discussion to find out the students' attitudes to superstitions.

**Extension / Homework assignment:** Ask the students to search the Internet to find out the possible origins of some of the superstitions.

