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| **Topic**: **Superstition – Good Luck or Bad Luck** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Youngim Yoon** | **Intermediate** | **Adult** | **7** | **25 minutes** |
| **Materials:**   * Pictures of a four-leaf clover and a black cat * Article for reading, A large sheet for word-matching * Cards for comprehension questions * Activity worksheet for good luck or bad luck and worksheet for writing * Board and markers | | | | |
| **Aims:**   * SWBAT predict the topic through pictures by answering questions. * SWBAT check the meaning of vocabulary and phrases by word-matching. * SWBAT get the main idea and details by answering the comprehension questions. * SWBAT discuss superstitions whether it brings bad luck or good luck by playing a guessing game. * SWBAT share ideas about superstitions by writing & presenting their superstitious experiences. | | | | |
| **Language Skills:**   * Listening: listening questions & answers and opinions of others * Reading: reading the article and questions on the cards * Speaking: expressing the ideas about various superstitions * Writing: writing their superstitious experiences. | | | | |
| **Language Systems:**   * Lexis: new vocabulary and phrases (superstition, take aback, go down well, logic, merger..) * Function : expressing opinions and explaining reasons why they choose certain answers | | | | |
| **Assumptions:**   * Ss have heard some superstitions before and had their own superstitious experiences. * Ss are able to express opinions in English and work in pairs and groups actively. | | | | |
| **Anticipated Errors and Solutions:**   * If Ss have difficulty understanding the article at once, give Ss more time and allow Ss to read the article again. * If planned activity is not finished within the class, the activity will be given as a homework or will be covered in the next class | | | | |
| **References:**  Superstition forces airline logo change (February, 22, 2007). In Breaking News English. Retrieved December 27, 2018, from https://breakingnewsenglish.com/0702/070222-superstition.html | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:** SWBAT predict the topic through pictures by answering questions | | | **Materials:** Pictures of a four-leaf clover and a black cat, Board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 min | Whole class | Answering questions | | **Greeting**  Hello everyone? How are you today?  **Eliciting**  (Showing pictures)  What can you see in this picture?  (Ss answer “four-leaf clover”.)  What does a four-leaf clover symbolize?  Yes, most of us believe that four-leaf clovers bring good luck.  (Showing pictures)  How about this? What can you see in this picture?  (Ss answer “a black cat”.)  Most of People in Europe consider the black cat as a symbol of bad luck. If one walks across the path in front of a person, which is believed to be an omen of misfortune and death.  We are going to talk about “superstition”, which is a belief that is not based on reason or scientific thinking and that explains the causes for events in ways that are connected to magic.  Here is an article related to the topic –superstition- that we are going to read. |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:** SWBAT check the meaning of vocabulary and phrases by word-matching.  SWBAT get the main idea and details by answering the comprehension questions. | | | **Materials:** Article, Word-matching sheet, Cards for comprehension questions, Board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 min  7 min | Whole class  Groups | Reading the article  Doing the word-matching  Picking up the question cards, reading aloud, and discussing in groups | | **Instruction**  (Distributing article sheets)  We are going to read an article. While reading, circle or underline the vocabulary or phrases that you may not know exactly.  I’ll give you 2 minutes.  (Attaching the word-matching sheet to the board)  Let’s do the word-matching.  (Checking the answers as a whole class)  **CCQ**  Does merger describe the situation when one company is separated into two?  **Instruction**  (Distributing cards for comprehension questions)  We have two groups. Each group has cards with comprehension questions on the desk. Each student picks up one card at the top, and reads aloud the question. After sharing questions, discuss the answers freely in groups.  **CCQ**  Do you work alone?  What are you going to do after picking up a card?  Why did the Brussels Airlines change its logo? |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:** SWBAT discuss superstitions whether it brings bad luck or good luck by playing a guessing game.  SWBAT share ideas about superstitions by writing their superstitious experiences. | | | **Materials:** Activity worksheet for good luck or bad luck and worksheet for writing, Board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 min  5 min | Whole class  Groups  Individual  Pairs | Guessing answers by group discussion  Writing about superstitions  sharing them with partners | | **Instruction**  We are going to play a game – good luck or bad luck guessing game.  (Distributing superstition worksheet)  You can see many kinds of superstitions from various countries on your worksheet. Discuss in groups which one brings bad luck or good luck. After finishing discussion, I’ll give you answers. The team which has more correct answers will be a winner. I’ll give you 3 minutes.  **CCQ**  Do you work alone?  Does finding pennies bring bad luck?  **Instruction**  You are going to write about superstitions that you’ve heard before or your own superstitions. Do you have anything you keep with or anything that you do for good luck? Or what can you do to prevent bad things from happening?  After finishing writing, share your partners.  I’ll give you 5 minutes.  **CCQ**  Do you work in groups?  How much time do you have? |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:** SWBAT share ideas about superstitions by presenting them | | | **Materials:** Board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 min | Whole class | Sharing their ideas | | **Instruction**  Share your own superstitions, if there’s any.  (Ss present their ideas about superstitions)  **Closing**  What kinds of superstitions are you the most interested in?  Did you enjoy the class?  You did a good job. See you tomorrow! |
| **Notes:** | | | | |