

APOLLO MISSION LUNAR LANDING *(Pre-Intermediate – A2)*

INTRODUCTION

Superstitions are unreasonable beliefs, often based on religion, supernatural beliefs, myths, or tradition. According to superstitious people, certain behaviors, situations, animals or objects bring good luck or bad luck. Generally, superstitions arise from fear, helplessness, coincidence, or old ideas and have no scientific explanations nor exact origin. They can differ from religion to religion or culture to culture. Superstitions enable learners to participate actively in the lesson, as it is an interesting and easy-to-talk subject. Besides, this topic helps learners to increase cultural awareness. Since each culture has its own superstitions, learners will be able to compare their own culture's and other cultures' beliefs. Finally, talking about daily life situations, learners will be able to expand their vocabulary knowledge. I hope this material will be useful for both educators and learners.

TARGET VOCABULARY

Belief: Being confidence about the existence or the reality of something.

Superstition: A belief that certain animals, objects or situations bring good luck or bad luck.

Religion: To have faith in a creator or a set of beliefs.

Science: Knowledge *proven by observations and experiments.*

Culture: All the values and beliefs that belong to a group of people.

Clover: A type of plant that usually has three leaves.

Ladder: A tool used for climbing up and down.

Owl: A bird that hunts at night.

OBSERVATION THROUGH LEAD-IN QUESTIONS

- ❖ Do you believe in luck?
- ❖ Do you have an item that you believe brings you luck? *(Examples: a necklace, a coin)*
- ❖ Is there an animal that people around you usually don't like? If yes, can you explain the reason?
- ❖ Is there a belief people think it brings good luck or bad luck in your society?
- ❖ Do you know what is superstition? Can you give an example?
- ❖ Do you think superstitions are real? Tell us if you have any experience about it.

QUESTIONS FOR IMAGE/TEXT ANALYSIS

#Image1

- ❖ What is the first thing you notice in the picture?
- ❖ Do you know the relationship between these things?
- ❖ Have you ever found a four-leaf clover? Where was it?
- ❖ Do you believe four-leaf clover or horseshoe brings luck?
- ❖ Have you ever broken a mirror? If yes, did anything bad happen after that?



(A picture of common superstitions) ([Source](#))

#Image2

- ❖ What do you see on the poster? Explain please.
- ❖ Why is “caution” written on the top? What is the warning for?
- ❖ Who designed this poster? How do you know?
- ❖ Do you think black cats are dangerous or bring bad luck?
- ❖ What do people do when they see a black cat in your culture? Do they run away or pull their hair?
- ❖ Do you think something is wrong with the message on the poster? Who should be kept safely indoors? Cats or humans? Why?



(A poster prepared for "Fighting Black Cat Superstitions with Awareness") ([Source](#))

#Image3

- ❖ What is the aim of the poster? Explain please.
- ❖ Where do you think this poster is hung? For example; streets, school walls, etc.
- ❖ Do you know the meaning of the symbol that is used in the word “Logical”?
- ❖ What can be the reason of using number 13 in the word “Superstitious”?
- ❖ What would you draw inside the circle on the poster?



(A poster prepared for raise awareness about superstition) ([Source](#))

DIGITAL RESOURCES FOR POST-ANALYSIS PRACTICES

- ❖ [Where do superstitions come from?](#) (Video)
- ❖ [55 of the Strangest Superstitions From Around the World](#) (Text)
- ❖ [Fighting Black Cat Superstitions With Awareness](#) (Website)
- ❖ [Superstition Quotes](#) (Quotes)
- ❖ [American Superstitions](#) (Activity/Quiz)

IDEAS FOR BRIDGING ACTIVITIES

- ❖ Divide the class into three groups. Give a blank paper to each group. Ask one group to create a poster about superstition, another to write a short story, and the last group to come up with quotes. Give them 15 minutes. When the time is up, ask each group to change their place and continue where the other group left off. At the end of the activity, present their works in the class and discuss them.
- ❖ Ask learners to search for different superstitions in other cultures and share them in the class. They should also find out what the superstition they found means in their own culture and compare them.
- ❖ Tell learners to discuss superstitions with their families. Ask them to find the answer to such questions: “Do you believe/Why do you believe this superstition?”, “How did you learn that?” or “Have you ever experienced it?”. If there is an interesting experience they learned, ask them to share it with their friends.

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