

UNIT 13

Myths

This Unit widens the circle, taking us to the topic of myths. Students will be familiar with Korean myths such as Dangun and Chunhyang, so this Unit gives them an opportunity to talk about those myths as well as ones from other cultures.

The Unit is about storytelling. This is an important aspect of language learning and oral performance. It involves the reporting and sequencing of events as well as using reported speech. Therefore in this Unit, instead of a role-play or debate, students are invited to devise and tell stories.

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Pandora's Box (three people)

Task 1

- Students read the instructions.
- They read the sentences on the page and sequence them by writing numbers in the ovals to the left or right of the sentences.

This sequencing activity promotes collaboration, problem-solving and logical thinking. Students should use classroom language and talk to each other as they perform this task: "What do you think?" "How about ...?" "What does ... mean?" "Let's look it up."

An answer is given in the answer section at the back of the book, but the process is more important than the result here. If students decide on a different sequence to that in the Answer section, that is fine, as long as they can justify their sequence.

Task 2

- Students make a mini-drama based on Pandora's Box.

Students might like to use a storyboard as in page 79. They can either make their own, or use a page 79 that is still empty [It is possible that only one or two books were used by the group when students were studying Unit 9.]

Students are familiar by now with making role-plays and mini-dramas. This particular one can introduce them to Greek Tragedies such as Oedipus the King, Agamemnon, and The Trojan Women.

There are a number of animations of Greek Tragedy on www.youtube.com.

For example: <https://www.youtube.com/watch?v=oXyek9Ddus4>.

An animation of Pandora's Box is here: <https://www.youtube.com/watch?v=EmKkvRQWHN4>

and here: <https://www.youtube.com/watch?v=Aki0-EIB6tQ>.

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Creation Myths (groups)

- Students talk about the title.

- Teacher: Play the audio CD (Track 45) and ask students to read the paragraphs silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- While they read, students should [match the words and phrases](#) at the bottom of the page.

Answers:

cloves	→	a box for holding a dead person
mugwort	→	a green herb used in medicine and tea
condition	→	a rule; restriction; limit
crazy with desire	→	fire came out of the sky like rain; volcanoes
coffin	→	guilty, regretful, embarrassed
rained fire	→	really wanting to do something; almost mad
ashamed	→	small buds or bulbs

This reading passage consist of 4 myths. It till therefore be reasonable to make a jigsaw activity from this, asking each of 4 groups to look at one myth and then present it to the other groups.

Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

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Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.
- Students should by now be able to check their answers with each other.

Answers:

1. The bear and the tiger prayed to Hwanung because they wanted to become human.
2. There were two conditions: i) They should eat only the 20 cloves of garlic and the mugwort; ii) They should stay out of the sunlight for 100 days.
3. Only the bear succeeded. The tiger gave up.
4. The Sun Mother visited the earth to wake the spirits of the earth.
5. When she went to the caves her light woke the insects and her heat melted the ice, creating rivers and streams.
6. The woman and the man saw the shining egg in their dream.
7. God was dreaming when he created man and woman.
8. The Ethiopian God os called Wak.
9. The creator God took some of the man's blood to make a woman.

Think for Yourself

Students think about myths, folktales and fairy tales. They might want to find about about myths and legends of the world. There are many interesting myths they could find out about. This (once more) could lead to a project, a presentation or an assignment).

These are Yes/No questions, so they don't need suggested answers here, except for the final one: "How is a myth different from a fairy story or a folktale?"

Suggested answers:

- Myths are stories that try to explain how our world works. They are based on tradition and legend. They give us 'truths' about creation and heroes.
- A fairy story is a children's story about magic, fantasy, imaginary people and lands.
- A folktale is a popular story passed on by word of mouth from generation to generation. there are often many versions of the tale.

Background Information

This information here is about Greek Gods. Students might be interested in finding out about Norse Gods, Hindu Gods, etc.

Page 108

Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies: 'Putting events in sequence' and 'Adding information'.

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

Suggested answers:

1. My favorite Korean myth is called "The Sun and the Moon". Let me tell you about it.

Once upon a time, long, long ago, there was a poor peasant woman. She sold ricecakes for a living. She had two children, a son and daughter. Haesik, was the son. He was wise. Dalsun was the daughter. She was young and innocent.

They lived in a valley far from the nearest village. Every day the mother walked to the village to sell her rice-cakes.

One day, when she was coming home from the village, she met a tiger on top of a hill. First of all, the tiger asked for a rice-cake. She was frightened and gave him one. Then on the next hill the tiger asked for two rice-cakes. She gave him what he wanted. After that, however, the tiger kept coming back on each hill. The woman had to give him all her rice-cakes.

Finally, her basket was empty. The tiger ate the poor mother. It knew that Haesik and Dalsun were waiting for their mother, so it put on her clothes and went to their house.

It got dark and the children were afraid. They locked the door. A voice called from outside. the other side of the locked door. Dalsun ran to open the door, but Haesik stopped her just in time. He knew that the voice was not their mother's. This made the tiger angry. It covered its paws with white rice powder and tricked the children into thinking it was their mother's white skin. They opened the door. The tiger came in and chased them round the house, out the door and up a large tree. Then it found an axe and begun chopping the tree down.

However, Dalsun prayed to the heavens, asking for a rope. She prayed that if they were pure of heart the rope would be strong enough. But if they were not, then the rope would be old and rotten. After that, a long, strong rope came down and the two children climbed up to the heavens.

The tiger also prayed for a rope, so that he could follow the children and eat them. A thick,

rotten rope was came down and the tiger started climbing. After some times the rope broke The tiger fell down from the sky into a millet field. Its blood made the millet stalks red.

Haesik became the sun (“Haennim”) and Dalsun became the moon (“Dallim”).

2. Yes, I know some myths from other countries. For example, the Greek Myth of the Trojan Horse. I also know the English myth of King Arthur and the Nights of the Round Table. Let me tell you about them
 - Lots of myths can be found at: <http://www.planetozkids.com/oban/legends.htm> and <http://myths.e2bn.org/mythsandlegends/>.
3. - Yes, I know some ghost stories. Let me tell you one of them.
- No, I don't know any ghost stories. Anyway, I don't like ghost stories.
4. Yes, I can you think of any modern mythical characters. For example, Superman, Spiderman, Wonder Woman, Batman and the Hulk.
 - I think people like reading about these characters because they like to think of themselves as mythical characters. It makes them feel good.
5. - Yes, I have a favorite mythical character? She is a modern character called Wonder Woman. I want to be like her.
- No, I don't have any favorite mythical character.
6. Yes, different cultures have similar myths. I think this is because myths tell us about important truths. They also contain morals. They give us lessons about life. These lessons are the same in every culture.
7. - I think myths are more than stories. I strongly believe they tell us about life. For example, the modern myth of Superman tells us that we must never give up, whatever the situation.
- I disagree. I think myths are just popular stories. They are not true to life.
8. - Yes, I think we still need myths, even though we have science and the Internet. Myths tell us about humanity. They are about life. They give us hope. They are timeless.
- I disagree. I think we don't need myths anymore. Science tells us about truth now. We don't need myths to tell us about life. Furthermore, all the information we need is on the Internet.

Students should be able to talk about myths, legends, fairy stories, folk stories and ghost stories. The aim here is to develop narration skills. For this reason the conversation strategies are about sequencing events and adding information. Students should all try to tell a story and share their knowledge of Korean and world tales.

It will also be interesting to talk about tales that appear in different cultures. For example, Cinderella is similar to Gonggi Patchi. The various Korean woodcutter tales can also be found elsewhere, such as in the 100 Tales of the Arabian Nights.

Page 109

Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 46 (CD-Rom).
- Students read the dialog again, changing roles.
- Students improvise their own role-play on the topic of 'legends and myths'.

- Finally, they answer the questions in the [Dialogue Quiz](#).

Dialogue Quiz

Suggested answers:

1. - Yes, I know this story.
- No, I don't know this story.
 - The name of Giparang's lover is called Seonhwa.
 - The magic flute was a legendary flute called Manpasikjeok. It was is important because Seonhwa used to play the flute to keep Shilla peaceful. One day devils entered the Shilla dynasty and took the flute away. To get the flute back, Giparang went to the devils, but he lost his flying horse. Next, Seonhwa turned into a flying horse to save her love. At last, they brought the flute back again and Shilla became peaceful. Finally, Giparang also became a flying horse.
2. Seung-min is doing his homework.
3. Seung-min learned the story in Korea before he went to the US.
4. Grandma wants Seung-min to tell them some more myths.

Page 110

Action Stories (groups)

- Students in groups perform two action stories.
- One students is the speaker. The others do the actions.

Instead of making a role-play or enacting a debate, students are going to tell stories in this Unit. This will develop their narrative skills and their use of sequencing transition words.

The first action story encourages students to interpret every concept in the story. They might like to read the story together first to accustom themselves with the story and the actions. Then the Speaker reads aloud by him/herself and the others mime the actions.

It is normal for students to be slow to use expressive body language. However, if the Speaker speaks slowly and pauses sufficiently between each sentence, the other students can be encouraged to perform the actions as expressively as possible. This will be enjoyable once they get used to it. In addition, with all the groups doing this activity, there will be fewer inhibitions, since there will be no audience. For this reason the teacher should not say "Let's see the best performance", since this immediately causes performance anxiety. Simply having groups perform these activities by themselves is sufficient.

The first action story is based on "The Giving Tree" by Shel Silverstein and the full text is online: https://archive.org/stream/TheGivingTree/The_Giving_Tree_djvu.txt.

The story can be seen on a number of videos on www.youtube.com. Do a search for "The Giving Tree".

The second story has a number of important events, so students should have no problem depicting them, again without speaking. This story uses "Then" a number of times, in preparation for the use of sequencers on the next page.

Page 111

Let's make a story (groups)

- Students make some chain stories.

As well as getting students to make narratives, with the past tense and sequencers (first, next, then, etc.), these activities are fun. Students can be very creative, making crazy stories, each person adding a sentence and often contradicting the earlier ones. Encourage students to use their imagination.

The first chain story is about simple actions. This will prepare students for the other two chain stories.

Students will also need to remember the previous students' actions and sentences in the first two chain stories. This can be interesting and students often help each other rather than being competitive. This is an opportunity for collaboration.

Page 112

My Speaking Skills

- Students perform a self-assessment of their speaking skills.
- The descriptors (Range, Ease of Speech, Attitude, Delivery and Interaction) are given in the student book, along with the rubric, from (1) to (5).

1. **Range:** vocabulary, grammar
2. **Ease of speech:** fluency, lack of hesitation, speed
3. **Attitude:** confidence, motivation, positive attitude
4. **Delivery:** volume, pronunciation, intonation, word-stress, speech-rhythm
5. **Interaction:** body language, communication strategies, social conversation skills

- (1) ... makes communication in English impossible.
- (2) ... makes communication in English difficult.
- (3) ... almost supports communication in English.
- (4) ... supports communication in English.
- (5) ... makes communication in English very easy.

Students should think about how their speaking skills were when they did pages 108 and 111 and give themselves a READI score.

This is a consciousness-raising activity, so there are no correct answers and no need to comment on the scores of the students. The activity itself should help them to think about the components of speech: (READI). Range, Ease of Speech and some parts of Delivery (Volume, Pronunciation) have been the descriptors of spoken English for most students up to now, so they should be interested to learn that Attitude, Intonation, Stress, Rhythm and Interaction are also important.

This activity shows students where they are and what they need to improve (vocabulary, grammar, pronunciation, etc.). Their perceptions are important in this, since perceptions and beliefs drive learning.

Attitude is something that students can work on straight away, thinking about their confidence, motivation and positive attitude. teachers can also focus on these attributes in the lessons.

Intonation, Word-stress and Speech rhythm are also important and can be learned by watching videos such as on the TED site (www.ted.com), reading the script (also on the TED site) and (after listening and watching a couple of times) speaking along with the speaker.

Interaction includes conversation management. If a student talks all the time, without inviting others into the conversation, his/her interaction is poor, just as a student who does not speak has poor interaction.

Another factor that would benefit students is a knowledge of Pragmatics and politeness theory, but this again would take up much valuable time. For teachers interested in these fields, however, there is "Raising

Awareness of Pragmatics in the EFL Classroom: A Proposal” (<http://www.e-revistas.uji.es/index.php/clar/article/viewFile/1323/1167>) and “Doing Pragmatics”, a book by Peter Grundy.

Review

- Students review Unit 13 and prepare for Unit 14.

This activity is the same as at the end of Unit 9 and can be done for homework.

Students should get into the habit of reviewing what they have learned and preparing for future study.