|  |
| --- |
| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Title:** Learningthe real story behind myths |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Chloe Kim | Level:  Intermediate (Adult) | Students:  **10 students** | Length:   1. **minutes** |

|  |
| --- |
| Materials:   * Whiteboard and board markers * Before listening worksheet   : Find a myth related to the pictures on the paper (10sheets)   * Computer * Audio and video file for listening and seeing (from 0:00 to 02:30) * After listening worksheet   Dictation: fill in the blanks worksheet |

|  |
| --- |
| Aims:   * Main Aim: Ss will be able to learn vocabulary and expressions by listening to myths and understanding why and how it was made. * Secondary Aim: Ss will be able to talk and share different myths they have heard as an adult or while growing up. * Personal Aim: I want them to respect and have an open-mind to understand other’s opinions. |

|  |
| --- |
| Language Skills:   * Listening: Ss will listen to the article about myths and learn the real story behind each myth. * Reading: Ss will read scripts on topic. * Writing: Ss will make and answer questions related to the article and summarize the myth in their own words. * Speaking: Ss will discuss and tell other groups how they summarized the myths and it meaning. |

|  |
| --- |
| Language Systems:   * Phonology: /s/, /z/ * Lexis: New vocabularies in the article (origin, superstition, baleen, sacred, alternate etc.), Myths used in describing various situations * Function: to use a myth in teaching a moral lesson * Discourse: discussion about various myths |

|  |
| --- |
| Assumptions:  Students already know   * How the class is set up and run (there will be 5 students at each table as a group) * Four language skills and language systems * Different cultures have different myths and may have different definition of its meaning * Teacher’s style of teaching and the pace of the course |

|  |
| --- |
| Anticipated Errors and Solutions:   * Ss may not be able to follow the passage easily   → following the task feedback circle: let the students listen to the tracks again until they get the gist of the content   * Ss may not be able to understand the details by listening   → Chunk the listening by ‘Pause-play-pause-play’ sentence by sentence. If needed, cut into shorter phrases.   * Ss may need more time to find out the meaning of a myth   → cut discussion time and have students brainstorm by speaking out loud and narrow it down to its actual meaning |

|  |
| --- |
| References:  Vocabulary: <http://dic.naver.com/>  Audio and video file: <http://bit.ly/2arvNZt>  Pictures related to myths: <http://bit.ly/2arvpu9>, <http://bit.ly/2arvP3I> , <http://bit.ly/2atVEzC> , <http://bit.ly/2abJYQ7> |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | Whole Class | Thinking about T’s questions | Procedure: Hello, everyone. I hope you are all feeling well today. The weather is extremely good. I have my fingers crossed hoping that this weather will continue.  Now, think for a minute what it means to ‘have my fingers crossed’ |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-activity** | | | |
| Materials: Board, Board Markers, Pictures related to myths (for prediction of what we will learn today; fingers crossed, black cat, ladder, number 13) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  3min  2min  3min | Whole Class  Individually  Whole Class  Individually | Answering T’s questions | **Procedure:**  1.Brainstorming  Demonstration  Everyone, raise your hands and show me how to have your fingers crossed. Now look at the picture on the whiteboard. Does it look the same? That is how a crossed finger would look like.  CCQ  (move around the class and point at one or two students to answer)  Does a crossed finger mean something negative?  Does is mean something positive?  When would you cross your fingers?  Additional explanation  (write 1.secret sign 2.gesture to scare off evil spirits on the whiteboard)  There are lots of theories related to crossed fingers. One is that they were a secret way for Christians to recognize each other. Another is that they were used as a gesture to scare off witches and other evil spirits. Like this, there are lots of stories behind the myths. Today we will learn about a few of them.  Now please take a look at the paper that I’ve handed out. Look at the pictures and write down what you think it means and think why it got that meaning. Let’s be creative! |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: Audio and Video file, Board, handouts, | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  7min  3min  10min | Whole Class  Individually  Groups  (5 people)  Groups  (5 people) | Listening  Speaking  Writing and speaking  Writing and speaking | **Procedure:**  1.Listening for the Main Idea (general understanding)  Instructions  Please put your pens down. Now we will listen to a audio file. First, we will listen to it without looking. Second, we will listen to it with video files as well. It will be at least 3 minutes listening but is spoken very fast so you should listen carefully.  ICQ  Can you take notes?  When will we listen to it with the video file?  How long will you be listening to the audio file?  (Play from 0:00 to 2:30 cut off when ‘saying god bless you’ ends)  Now you will listen with the video file. When doing this, please fill in the blanks in the handouts I am giving you now. Circle the vocabulary that you find difficult.  .  Do you want to listen again?   * Yes→ Have them listen one more or two more times. * No → Have them share their thoughts.   Let’s see if we got the dictation all correct! We will each take turn in reading the sentence with the answer.  2. Finding and understanding the details  Instructions  Let’s talk about ‘opening an umbrella indoors is bad luck’ together.  CCQ  When did the superstition of bad luck start from?  Why is it considered dangerous?  What were they built with in the past?  What did they spring open like?  Instructions  By asking these questions, we can summarize the myth about the bad luck of opening it indoors.  I will now group you into 2 groups. Each group will be given two topics from the listening. Group A will discuss and summarize ‘to walk under a ladder’ and ‘breaking a mirror’. Group B will discuss and summarize ‘the number 13’ and ‘saying God bless you’. As a group you will be making the questions and answering them. Afterwards, please tell us the myth and its real story in your own words. I will give you 10 minutes. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post-activity** | | | |
| Materials: handouts | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | Groups  (5 people) | Speaking  Ss prepare and speak out what they have summarized. | 1. Free Production  Tell us what you’ve got.  Instructions  (groups take turns in sharing their opinions)  Now, does the other group have anything they want to comment or add?  (T give feedback after the other group gives their opinion. Tries to have everyone involved.)  2. Conclude lesson  Elicit today’s myths and their real stories.  Homework  Good job today! I hope you remember the myths we’ve learned today. To get you interested, I ask you to look for at least 2 or more myths and write the real story of how they were born. There was also a lot of difficult vocabulary today. Please go home and find their meaning and see if you understood the sentences correctly. I’ll see you all tomorrow! |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials: 4 more myths in the audio file (that students didn’t listen to) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  4min | Groups  (5 people) | Talk about the myth within the group.  Have the other group guess what the myth i | 1.Guessing game  T distribute 2 more myths to each group  (ex; Friday the thirteenth is a bad day indeed!, Eating an apple will keep the doctor away! , To have an itchy palm, means money will soon come, Cold hands but warm heart or the other way around)  Instruction  I gave each group 2 more myths to each group. Try to use lots of ways to have the other team guess what you are trying to say. Draw a picture, use body language, facial expression, sounds but not words to have the other team guess what myth the group is trying to express. You have 3 minutes to think! Come up with hints as well!  ICQ  How much time do you have to think? Yes! 3 minutes! Let’s get started!  Ss show the other group and they guess what the other is trying to express. If they can’t, T or Ss can provide hints. |

1. Before listening worksheet

Look at the pictures below. Write down what you think it means next to the pictures.







2. After listening worksheet

Listen carefully and fill in the blanks below.

**The Origin of the Most Popular Superstitions**

Opening an umbrella indoors is bad luck

Opening an 1)umbrella indoors can still be considered dangerous today but 2)the superstition of bad luck came from the Victorian times. Umbrellas back then were built with wood, baleen or metal frames making them a much more heavy and clumsy mechanism. The bulky and sharp spokes were accurately far more dangerous as they sprung open like a large wheel of 3)dull knives.

Walking under a ladder

Originating from ancient Egypt, anything shaped like 4)a triangle, such as the pyramids, were considered sacred. This was not limited to the triangle shape a ladder makes when 5)leaning against a wall. Walking through the triangular gap was thought to trap the spirit of the individual within the powerful grasp of the pyramids.

Seven years bad luck for breaking a mirror

In ancient Greece, analyzing one’s reflection in 6)a bowl of water was done to predict their future. Distortion in 7)the reflection was thought to damage the soul. When mirrors were introduced, the unfixable breaking of a mirror was thought to disrupt a “7 year alternating cycles of health and sickness” thus curing the individual to 8)7 years of disaster and grief until the soul can heal.

The black cat

The black cat myth comes from many origins but earliest sources come from 9)ancient Egypt. Cats were thought to bring luck as well as to take luck away. When King Charles the first’s lucky pet cat died, he bemoaned that his luck left with the cat. The very next day, he was arrested and charged with high treason causing the belief that all black cats were 10)unlucky than lucky.

Unlucky number13

Fear of the number 13 originates in norse mythology when 12 gods were invited to dine in Valhalla. A 13th god, Loki, the god of chaos, 11)crashed the party and caused the death of one of the gods, Balder. The story has been adapted and changed by many different legends but 12)the evil number 13 has stayed prominent.

Saying “God bless you” after a sneeze

Originating from a far less medically advanced time, sneezing was thought to be the soul trying to 13)leave the body. Saying “14)God bless you” would supposedly remind the soul to remain in the body until the almighty god was ready for it. The phrase 15)became popular again during the Bubonic Plague as a sneeze usually signified that death of illness was right around the corner.