

English Pedagogical Module 3

Why are myths and legends so important for humanity?

Curricular Threads: Communication and Cultural Awareness, Oral Communication, Reading, Writing, Language Through the Arts

First Course BGU



Stories that Shape Culture

We have all grown up surrounded by myths, legends, stories. They are part of our culture and our lives. We have our own beliefs and faith. However, many cultures in the world may have similar stories, myths, or beliefs, that is what makes us humans.

Our way of thinking is shaped by our culture but it may evolve and take some traits from others due to globalization. We now know about some famous stories from far away cultures and they know about us.

Nowadays, the media offers infinite amounts of information for anyone. Even if it allows us to gain knowledge, it is really important to identify reliable sources and do further research.



What can we learn about other cultures?

Communication and Cultural Awareness



Science

What do stories say about cultures?

Culture

Abstract values, beliefs, and world view that are reflected in people's behavior. Culture is learned.

<https://bit.ly/2ZNphnj>



Value: Interculturality

Respecting identities

We respect others' identities and their cultural background in our country and abroad.



Vocabulary

perceive. to notice or become aware of something

customs. an action or way of behaving that is usual and traditional among the people in a particular group or place

shape. to influence the development of something, to help something become what it is

behavior. the way a person or animal acts

battle. a fight between people or groups in which each side tries to gain control of something

flood. a large amount of water covering an area of land that is usually dry

Myths, Legends and Culture

All cultures have myths, stories, legends, and folklore. They show what groups of people think about the world and how it is **perceived**. Oral arts and traditions are a way to preserve and transmit **customs** and values as well as to **shape behavior**.

A really interesting discovery about myths in cultures is that there are **universal myths across different cultures from all around the world**. These similarities are related to images, structures, events, and characters that answered the most common questions humans have, such as the origin of the universe and the meaning of life.

There are many similar myths and legends across cultures, for example epic cosmic **battles**, and the Great **Flood** which is part of the Christian and Jewish tradition, as well as Sumerian, Greek, Hindu, Mayan, and Native American legends. There is a general belief in all cultures that there is a great supreme being that created everything.



Man reading about creation

Answer **True (T)** or **False (F)**. If it is false write the correct statement.

- Culture is not reflected in people's behavior. ☐
- Folklore, myths, stories, and legends are part of a culture. ☐
- The way people perceive the world is related to culture. ☐
- Customs can be transmitted through written stories. ☐
- People's behavior is shaped by their culture. ☐

Oral Communication

What are superstitions? Are they similar across cultures?

A group of students is talking about different superstitions that their families and friends have. Listen to the conversation and complete the activities.



Superstitions

Vocabulary

clover. a small, green plant that usually has three leaves on each stem and that usually has round flowers that are white, red, or purple

faith. strong belief or trust in someone or something

hope. to want something to happen or be true and think that it could happen or be true

luck. the things that happen to a person because of chance: the accidental way things happen without being planned

Interesting Facts

Lucky Charms

They are natural or artificial objects or symbols that are supposed to bring you good luck or protect you against bad situations. Four-leaf clovers represent faith, hope, love, and luck.

<https://bit.ly/3hq6fw>

- Talk with your teacher and classmates about the most common superstitions in your family, friends, and community. Are they the same?
- Do you, your teacher, or your classmates have any special lucky charms? What do they represent?

Answer **True (T)** or **False (F)**. If it is false, write the correct statement.

1. If you put your bag or purse on the floor, you will get a lot of money. ☐
2. Knocking on wood is used to prevent something from occurring to you. ☐
3. Toasting with water brings you good fortune. ☐
4. Sitting at the corner of the table will bring you a husband or wife very soon. ☐
5. Seeing white butterflies means you will have a new house. ☐



Maneki neko

Reading

Language

What do stories say about a culture?

Interesting Facts

Famous all around the world, Japanese stories about ghosts can sometimes be really scary, but their origin is pretty interesting. They firmly believe that the dead can come either to help the living or to bother the ones that hurt them. The spirits of women are particularly prominent in these stories.

<https://bit.ly/3hhaWoW>

Vocabulary

wealthy. having a lot of money and possessions: rich

own. to have (something) as property: to legally possess (something)

corpse. a dead body

well. a deep hole made in the ground through which water can be removed

rise. rose, risen: to move upward

castle. a large building usually with high, thick walls and towers that was built in the past to protect against attack

priest. a person who has the authority to lead or perform ceremonies in some religions

relieve. to reduce or remove (something, such as pain or an unpleasant feeling)

wander. to move around or go to different places usually without having a particular purpose or direction

Ghost Story of Okiku

Japanese ghost stories show us the fine line between life and death. Here is one of those famous stories.

Okiku, by Yoshitoshi Taiso (1839-1892)

Long ago, there was a young lady called Okiku who worked for a Samurai and his **wealthy** family. They **owned** ten **valuable** plates. It is said that once someone broke a plate and told the samurai that she did it when she **was washing** it. She was really surprised and scared. She counted the plates...one...two...three...four...five...six...seven...eight...nine... She knew he would be punished by death... so she counted the plates again and again. Her master was so upset that he killed her and threw her **corpse** in a **well**.

Not long after, her ghost was seen **wandering** the **castle** gardens. While people **were sleeping**, she rose from the well and counted from one to nine, looking for the missing plate. Many of those who lived there got sick; so one day, the master of the castle asked a **priest** if he could stop her suffering... He waited for her to come out from the well, he saw her. She started counting from one to nine, and before she could scream for only having nine plates, the priest shouted TEN!!! Okiku's ghost was **relieved** that someone found the missing dish and could finally rest.

<http://yokai.com/okiku/>

Answer the questions in complete sentences based on the story.

1. How many valuable plates did the Samurai family have?

2. Why was Okiku punished by death?

3. Where was Okiku's corpse?

4. What were people doing while Okiku's ghost was wandering?

5. How did the priest stop Okiku's suffering?

6. Did you like the story? Why or why not?

7. Are there similar stories in your community? If so, what are they?

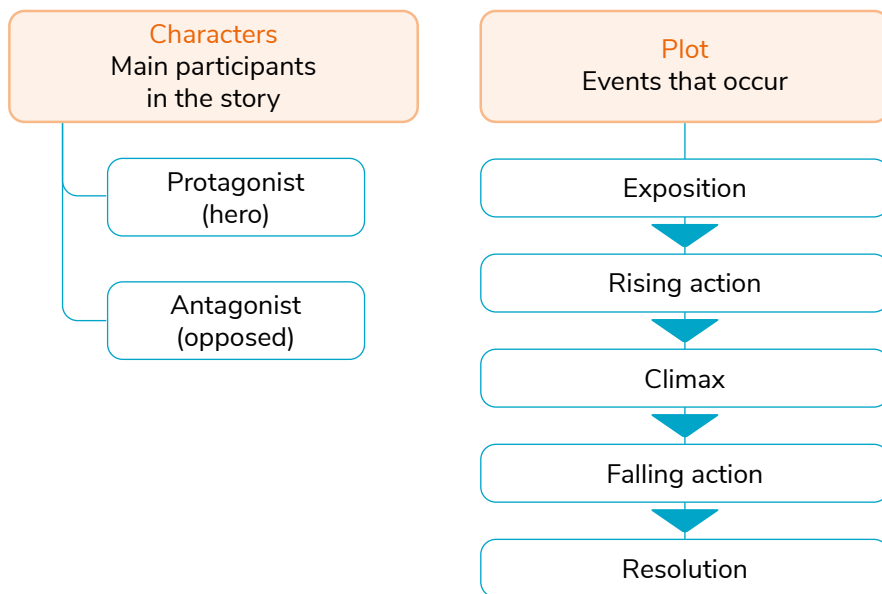
Writing

How do we write stories?

Narrative - Storytelling

Write a suspense story that people tell in your family or community.

A narrative tells a story. It can be fiction (not real) or nonfiction (real). Narratives have specific components:



Two other important components are:

1. Conflict: between protagonist and antagonist
2. Setting: time and location of the story

<https://bit.ly/2CQSI8>

Grammar Note

Past Continuous or Past Progressive

Was/were + verb -ing

This form describes conditions in the past, an action that was ongoing in the past, an action that was happening at an exact moment in the past or habitual action in the past.

People in the castle **were sleeping** when Okiku came out to look for the plate.

People in the castle **were not / weren't sleeping** when Okiku came out to look for the plate.

Were people in the castle **sleeping** when Okiku came out to look for the plate?



Okiku



Use the graphic organizer above to organize your narrative in your notebook. Once you have all of your ideas, write a draft of your paragraph in your notebook. Exchange your paragraph with a partner. Read your partner's paragraph and comment on each element of the narrative. Are they all clear? Does the narrative flow? Discuss your ideas with each other. Then write a final version below:

Language Through the Arts

How do I use role-play to improve my communication skills by telling a story?

Representing Stories: Role-Play

Role-play is a theatrical representation that takes place when two or more people act out roles to explore or represent a particular scenario.

Value: Working with others



Theater and acting.

- You are going to write your own role play. Form groups of 3-4 students and follow the steps below.

1. Choose a traditional story or myth from your family or community. Write the name here:

2. Set the characters: How many are there?

3. List the characters:

4. Write the **script**. Pay attention to what each character says, and include their actions in parentheses. You should include at least 10 lines per character.

5. **Costumes**: Find something useful at home that can help you represent the characters; try to use your own clothes. Use your imagination!

6. It may take some time to prepare the play; plan in advance and practice before presenting.

7. When starting your presentation, write the name of the story on the board or on a piece of cardboard so that everyone knows it.

- You can prepare a few questions that you can ask your classmates at the end of each presentation.

Tip

Make sure that each group in the class chooses a different story; it can be funny or scary, but it has to be part of the oral tradition in your community.

After you have watched your classmates perform, answer the questions:

1. Which of the stories presented in class did you find most interesting? Write the name of the story.

2. What was the story about?

3. Why did you like it? Had you ever heard that story before?



Vocabulary

script. the written form of a play, movie, television show, etc

costumes. the clothes that are worn by someone (such as an actor) who is trying to look like a different person or thing

Oral Communication



Language

Do you know any fables?

The Boys Who Cried Wolf

A Story from Pakistan

Many of the stories and fables we have always known come from different parts of the world and have been adapted to different cultures. Before listening, talk about tales and fables you know.

Value: Honesty



The Boy who Cried Wolf.

Interesting Facts

We can find a similar story of “The Boys Who Cried Wolf” in different versions adapted according to time and cultures. All of them have a moral at the end.

It is said that myths are created because all human beings have a universal characteristic in our brain structure. All humans have a common legacy that goes beyond race and culture.



Vocabulary

moral. a lesson that is learned from a story or an experience

fable. a short story that usually is about animals and that is intended to teach a lesson

Answer **True (T)** or **False (F)**. If it is false, write the correct statement based on what you hear.

- The story takes place in the mountains. ☐
- Hamza used to go with his father to watch the animals. ☐
- The boy and the father had cows and goats. ☐
- The wolf attacked the village one night while people were resting. ☐
- The boys were having lots of fun when they decided to play a joke on their neighbors. ☐

- a. Write three more sentences to end the story.

- b. What is the moral of the story?

Communication and Cultural Awareness

Do you believe in ghosts?



Common Supernatural Stories in Our Country

“The Tamarind Widow”

from Posorja, Guayas

People in this community talk about an extremely beautiful woman who used to enchant her victims, who were usually drunk men that were walking back home after a long night. The elderly people and taxi drivers say that men fell in love with her immediately and followed the beautiful lady to a tamarind tree. There, she showed her real figure, which was a skeleton and skull with a woman's shape and clothes. Nowadays, the tree is in the same place but with no sign of that story.

“The Loma Grande Countess”

from Quito, Pichincha

A beautiful, high society young woman from Europe lived in an elegant house in the Loma Grande neighborhood. As old people still say, the lady would go out on Friday nights to have fun in the bars around downtown. The decade of the 1880's was all celebrations and parties. She was called “the countess” and many young gentlemen were in love with her beauty. People started to notice that the men that left the bars with her just disappeared without a trace. Years after she left the city, many corpses were found in the gardens around her former home. Everybody thought that she had killed the men and buried them.

Culture

Supernatural experiences have been told around the world for centuries. The supernatural can be a powerful source of meaning, community, and identity in a culture, even though not everyone agrees on their existence.

Illustrate both of these stories according to how you understand them. Be prepared to explain your drawings to the class.

1. “The Tamarind Widow”

2. “The Loma Grande Countess”

- Have you ever experienced any supernatural event? Do you believe in supernatural events? In groups of three students, talk about any supernatural event you or anyone you know had.
- Do you know any story from your community? Share it with the class.

Oral Communication

Have you ever had supernatural experiences?



Ghost

Before you listen, read the following story. For each pair of words, select the correct one. Then listen to the story and check your answers.

"Knock Knock!"

Knock Knock! is a scary story about a young boy and his sister who are left home alone when their parents go out for the night.

As their mother was leaving, she serious / seriously told her children not to open the door under any circumstances. But the boy and his sister didn't pay attention to their mother's **warning**. They thought she was being too careful / carefully.

About an hour after the parents left, the kids heard a knock, on the front door. They decided to ignore it, but again, they heard a knock. It happened again and again and it grew louder each time. Eventually, the girl couldn't stand it anymore and she anxiously / anxiously told her brother she was going to answer the door. He reminded her about their mother's nervous / nervously warning, but the girl just didn't listen.

Again, they heard the knock on the door and finally the sister **cautious** / cautiously went downstairs. Her brother laid on the sofa watching TV. He heard her going down and **doubtful** / doubtfully asking, "Who is it" and also heard her opening the lock of the door.

He laid there silently / silent for a while and he heard nothing. He started getting scared. His sister still hadn't returned. He was afraid to call her, so he quick / quickly **snuck out** the back door and escaped to their neighbors' house. When he went into their house, his neighbor was watching the local news on TV. They were talking about a mysterious / mysteriously murder. Then they showed a report live at the scene of the murder next door. He suddenly remembered him and his sister going to open the door... and the last thing he saw... was a horrifying red eye and a felt really cold... he tried to speak...but nobody heard... he was just a **ghost**...

<http://www.scaryforkids.com/knock-knock/>

Underline the correct statement:

1. The kids stayed home with their parents.
2. The mother told the kids not to open the door under any circumstance.
3. A friend of them knocked at the door many times.
4. The boy went downstairs before the girl.
5. The girl and the boy became ghosts.

Grammar Note

Describing actions

We can use adverbs of manner to describe actions. They are formed by adding -ly to the adjectives. Some are irregular, like *fast*, *hard*, *late* that do not change to describe actions.

Vocabulary

knock. to hit something (such as a door) with the knuckles of your hand or with a hard object (such as a knocker) in order to get people's attention

warning. something (such as an action or a statement) that tells someone about possible danger or trouble

cautious. careful about avoiding danger or risk

doubtful. uncertain or unsure about something

sneak out. leave furtively and stealthily

ghost. the soul of a dead person thought of as living in an unseen world or as appearing to living people

Reading

Do you believe in coincidences?

A Strange Coincidence

The Titanic and the Titan

In the late 1899's and 1900's, ocean **liners** were a convenient way to travel and very popular because they were a **luxury**.

The Wreck of the Titan was published in 1898, 14 years before RMS Titanic was even finished being built. It was written by Morgan Robertson. The Titan was described as the largest and greatest **ship** ever, a first-class hotel, and of course, **unsinkable**. The Titan was a British vessel that measured 800 feet long and had about 2500 passengers. In April, around midnight, while moving at 25 knots, it **struck** and iceberg 400 nautical miles from Newfoundland, North Atlantic. The ship sank immediately and had only 24 lifeboats, so many lives were lost. It became the world's greatest tragedy. Only 13 passengers survived after it **capsized**.

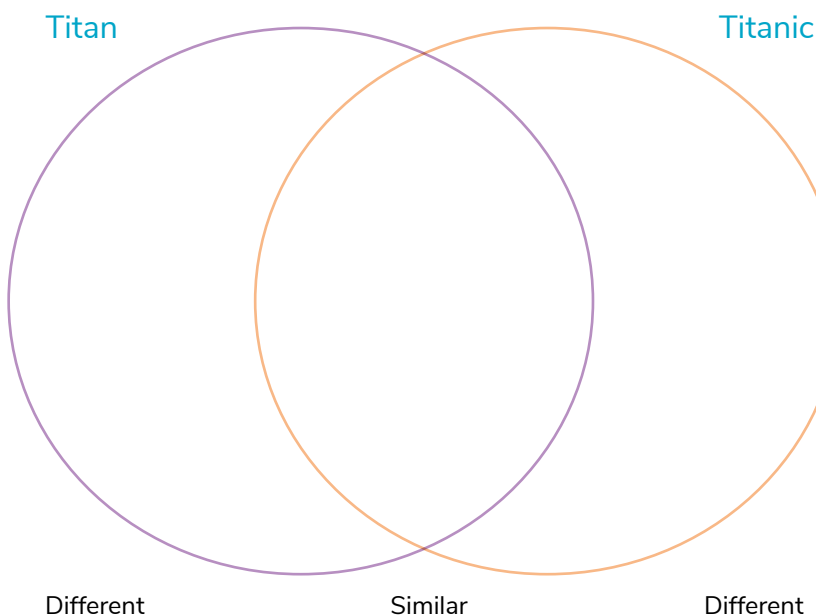
The Titanic was a British vessel that measured 882 feet long and carried 2200 passengers. The Titanic was the biggest ship ever built, a complete luxury, and unsinkable. It had 20 lifeboats. Early in the morning of April 15th, 1912, the ship hit a 100-foot-tall iceberg. It happened 400 miles from Newfoundland, in the North Atlantic, moving at 22.5 knots. One side started sinking and soon the ship **split** in two pieces. After the rescue, 704 people survived. It became the world's greatest tragedy of that time. It was the Titanic's first journey.

Source: <https://bit.ly/2WMxc2f> | <https://bit.ly/3hs19wA>

Underline the correct statement:

1. The novel *Futility* was published 14 years after the Titanic tragedy.
2. The Titan was bigger than the Titanic.
3. The Titanic had less lifeboats than the Titan.
4. More people survived in the Titanic tragedy than with the Titan.
5. Both boats **sank** exactly the same way.

In the Venn Diagram, establish similarities and differences between the Titan and the Titanic.



Vocabulary

liner. a large ship used for carrying passengers

luxury. a condition or situation of great comfort, ease, and wealth

ship / vessel. a large boat used for traveling long distances over the sea

unsinkable. incapable of being sunk

struck. strike. to hit (someone or something) in a forceful way

capsized. to turn over: to turn so that the bottom is on top

split. to break apart or into pieces especially along a straight line

sank. when a boat goes under water

Writing

What is your favorite scary story?

Writing a Fictional Ghost Story

You have read some supernatural stories so far in this module. Now it is time to create your own! This is a creative writing piece, so you can use your imagination.

Step 1.

Brainstorm some ideas about your story. Where will it take place? Who are the main characters? What is the problem? Write them here:

Setting: _____

Characters: _____

Problem: _____

Step 2.

Begin to organize your ideas. Use the organizer below.

The story begins with: _____

Main events: _____

Climax: _____

Resolution: _____

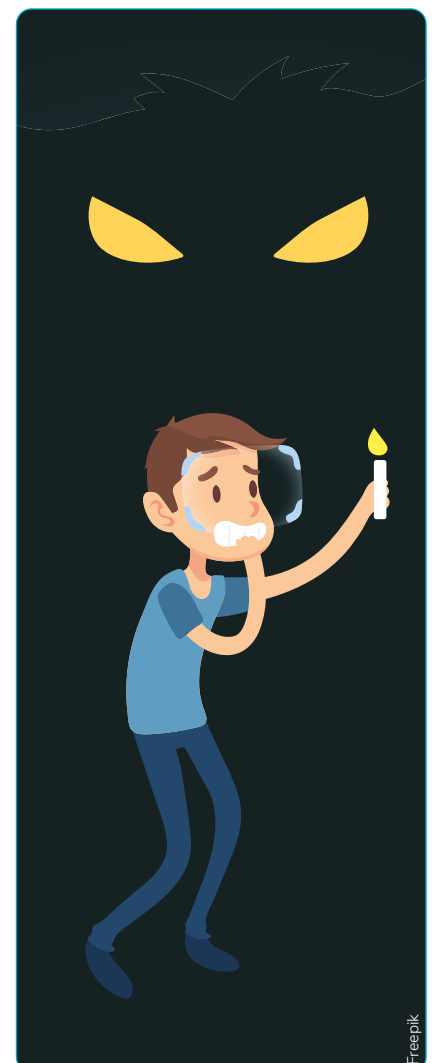
Step 3.

Write what you have on this page in an organized story in your notebook. It should be between 80-100 words. Include descriptive words to help your reader feel your story and some of the new vocabulary words you have been learning in this module.

Grammar Note

Remember to use the past continuous (**was/were -ing**) when you are describing background information, something that was happening at a particular time. You can use the simple past for the action that interrupts it.

It **was raining** and old music **was playing** on the radio when suddenly we heard a noise.



Scared person walking in the darkness.

Language Through the Arts

Can we create stories by drawing?

Telling a Legend

Think of the stories you have heard in your community that have survived generations. Maybe it is a story your grandparents told, or something all people in your city or town know. You are going to write and illustrate that story in English in a comic.



Break the story into 10 parts. Illustrate each part in each one of the frames (boxes) below. Be sure to write a caption - a short text at the bottom of every drawing. You can also include text bubbles for things that each of the characters say.

Interesting Facts

Between 1930 and 1950, considered the “Golden Age” of animation, theatrical cartoons became an integral part of popular culture. These years are defined by Walt Disney, Warner Brothers, MGM, and Fleischer (Betty Boop, Popeye).

Source: <https://bit.ly/2CVvdBM>

1	2	3	
4	5	6	7
8	9	10	

Oral Communication

What legends do you know?

The Legend of Giants

Answer **True (T)** or **False (F)**. If it is false write the correct statement.

1. Stories and legends about giants are not told all around the world. ☐
2. Most stories are exaggerated. ☐
3. Evidence of very tall people has not been found. ☐
4. David vs Goliath is a story told in the Bible. ☐
5. It is said that a group of scientists want to see evidence. ☐
6. People in the USA became curious because of skeleton findings. ☐
7. Skeletons of giants were found in North America and China. ☐
8. All giants were gentle and nice. ☐
9. There is solid evidence to prove the existence of giants. ☐
10. Many people were afraid of giants. ☐

Answer the following questions:

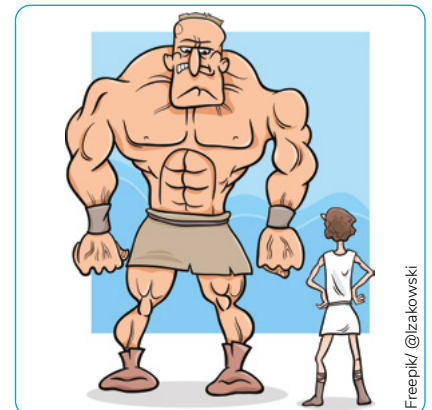
1. What do you think about the Legend of Giants? Could it be true?

2. Have you ever heard any similar stories in your community? Do you believe them?

Culture

What is a legend?

A legend is a story that has myths or unreal situations as well as historical facts. It can be about a particular figure or person. They can be supernatural beings, elements of mythology, or explanations of natural phenomena related to particular places or people and told as part of the story.



David vs. Goliath

Underline the correct statement:

- Some evidence of giants has been found in
 - a. Europe, Africa, and North America.
 - b. Africa, North America, and South America.
 - c. North America, South America and Europe.
- People became curious about the existence of giants
 - a. From the 1800s to the 1900s.
 - b. Before the 1800s.
 - c. After the 1900s.

Achievement Level - Listening:

Individual activity

1— Listen to the recording and underline the correct answers.

1. What were they doing when they saw the mysterious creatures?
 - a. They were walking back home.
 - b. They were on the bus going back home.
 - c. They were going to the forest.
2. Where did the group of friends find the creature?
 - a. Next to a lake
 - b. Next to the trees.
 - c. At home.
3. What were the groups of friends doing while walking?
 - a. They were playing with a ball.
 - b. They were playing with the trees.
 - c. They were playing with the leaves.
4. What was the creature wearing?
 - a. It was wearing green clothing.
 - b. They do not know what it was wearing but it looked like leaves.
 - c. It was not wearing anything.

Achievement Level - Reading

Individual activity

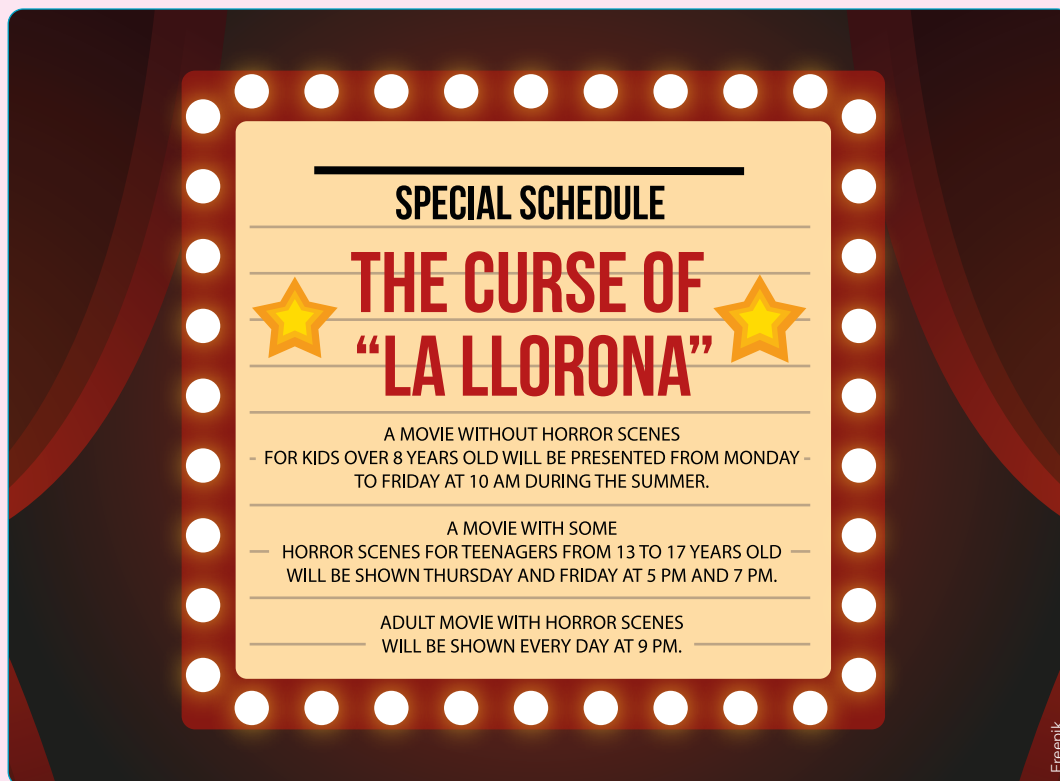
2— Complete each of the sentences in an original way using the past continuous to complete the ghost story.

A long time ago, there was a young boy. One day, he _____ outside when suddenly he saw a ghost. He screamed and tried to run away. While he _____, the ghost _____. He ran into his house and his mother and father _____. He asked them if they saw the ghost and they said no. "I can't believe it!" said the boy. "I _____ when I saw him!" His parents thought their son _____. They turned to look at him and he had disappeared.

Achievement Level - Vocabulary / Grammar

Individual activity

3— Movies this week



1. What is true about the movie schedule? Circle the correct answer.
 - a. Everybody can see the movie on weekdays in the morning.
 - b. Only adolescents can see the movie at night with no scene restriction.
 - c. Adults are not allowed to see the movie at any of the times.
2. Where is the legend of La Llorona from? Write a complete sentence.

I'm completing this self-evaluation based on what I learned in the module.

Self-evaluation

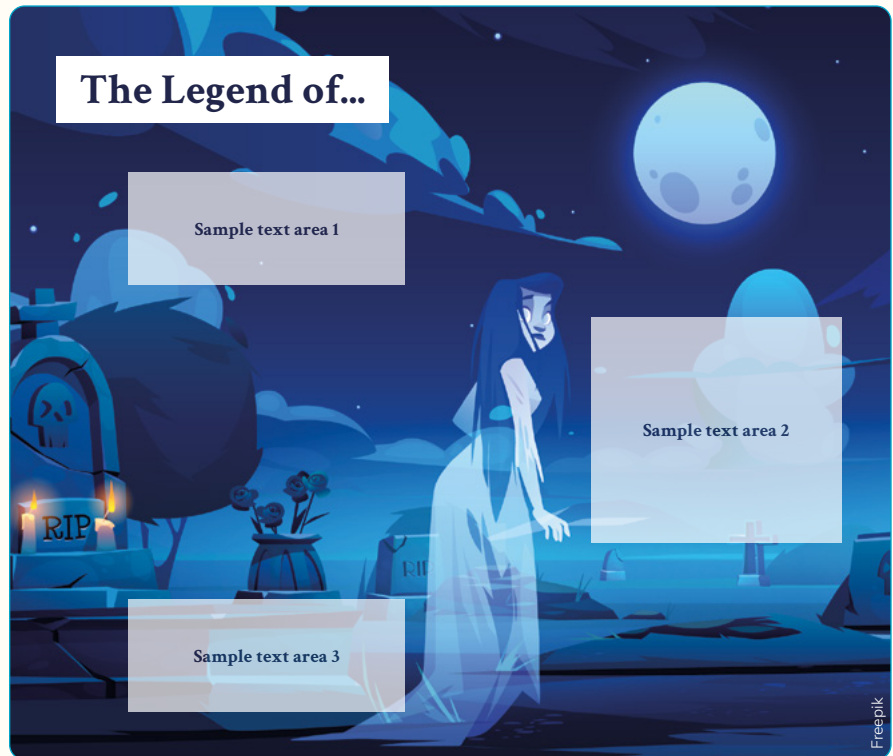
Topics	I check ✓ the box that most applies to me			
	I do it very well	I do it somewhat well	I can improve	I can't do it without help
Understand vocabulary related to stories				
Write my own story				
Use a Venn Diagram to compare and contrast				



Project 1

Materials:

- Paper (any paper you find, it can be recycled)
- Large cardboard (different colors)
- Scissors and glue
- Markers and colored pencils or any similar material.



My Myth or Legend Poster

Myths and legends are an important part of the culture because they show how a group of people see the world around them.

With a partner, make your own posters about local legends and myths.

Instructions:

- Step 1.** Choose a partner to work with.
- Step 2.** Do some research about local myths and legends.
- Step 3.** Choose a legend or myth.
- Step 4.** Write it in your own words in English and draw or paste images related to it.
- Step 5.** Present your posters to the class and other classes.



What legends did you choose? Why?

Let's Review

Grammar

Complete each of the following sentences in an original way using either the past continuous or the simple past according to the context.

1. The other day, my brother was doing his homework while my sister...

2. Yesterday, I did a lot of things. I...

3. Jenny was watching TV when suddenly...

Vocabulary

Recall the meaning of the following words and write a sentence with each one. In your sentence you should show that you know the meaning.

1. Scared _____

2. Wealthy _____

3. Script _____

4. Luck _____

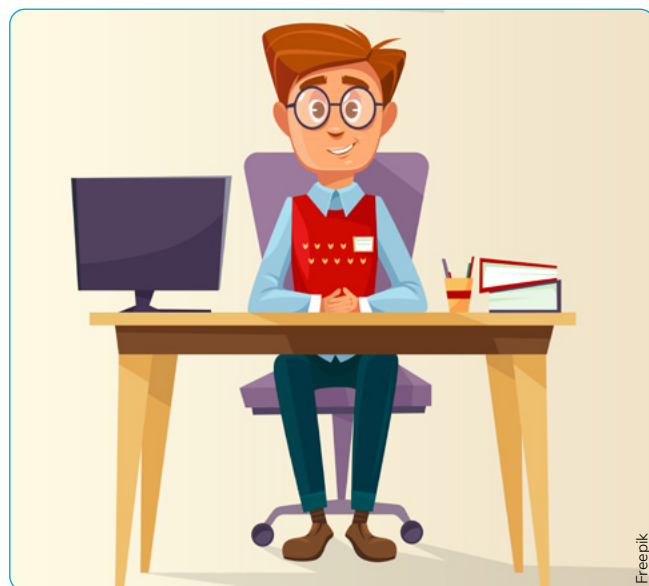
5. Behavior _____

Reading

Remember the readings you did during the first part of this module. Go back and review their titles and what they were about. Then answer the following questions.

1. What was your favorite reading? Why was it your favorite?

2. Which reading was the most difficult for you? What made it difficult?



Communication and Cultural Awareness



Social Studies

Why did some great ancient civilizations disappear?

The Mayas' Disappearance

The Mayas are recognized for their refined calendar and writing systems, architecture, and other aspects of their culture. They built magnificent temples and palaces and their territory extended along some southern parts of Mexico, Guatemala, Honduras, and Belize. Around 900 A.D., most of those areas were abandoned. Nowadays, archeologists keep finding new temples that have been covered by the jungle for centuries. These findings have led people and scientists to wonder why the Mayans mysteriously disappeared after having **flourished**.

Many hypotheses have been established to explain what **could have happened** to such a great civilization. Some scientists believe overpopulation **may have caused** a lack of resources. Others think they **may have collapsed** due to **warfare**. There are even some non-science-based ideas saying that the civilization **might have been** invaded by aliens or taken somewhere out space. However, more **plausible** options have been proposed by **scholars** whose last archeological investigations suggest that there was not one only reason for the collapse of the civilization but many consecutive events. Most of them agree that deforestation **must have caused** less rain which produced severe **droughts** and loss of **crops**. It **could have led** the Mayans to abandon so many cities.

Based on the reading, decide if each of the following sentences are **True (T)** or **False (F)**.

1. Scientists know with certainty what caused Mayancities to be abandoned. ☐
2. Overpopulation surely caused a lack of resources. ☐
3. There are a couple of theories without any scientific foundation. ☐
4. It is possible that wars caused the fall of the Mayas. ☐
5. Scientists are very sure that droughts caused the Mayansto abandon their cities. ☐

List some possible causes for the disappearance of the Mayas suggested in the passage.



Mayan Ruins in Honduras



Vocabulary

flourished. to be very successful, to do very well

warfare. military fighting in a war

plausible. possibly true: believable or realistic

scholar. a person who has studied a subject for a long time and knows a lot about it

droughts. a long period of time during which there is very little or no rain

crops. a plant or plant product that is grown by farmers

Oral Communication

Have you ever seen an artifact?

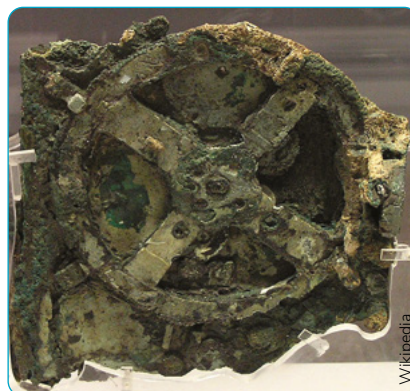
Out-of-Place Artifacts

As archeological investigations advance, some findings amaze scientists. Traditional history says humans have been present for about 200,000 years and major technological advances have developed in the last century. However, there have been some stunning discoveries that seem to be millions of years old. These items are called Out-of-Place Artifacts or “Ooparts”.

<https://bit.ly/2OTjE0y>



South African Metal Spheres



The Antikythera Mechanism

Grammar Note

Past Modals for Speculation

We use past modals to say how certain we are about events that happened in the past.

Ex: It **must have been** formed by a natural process.

Must: very certain about something.

Might, may, could: it is possible.



Vocabulary

artifacts. a simple object that was made by people in the past

stunning. very surprising or shocking



Value: Media education

Critical Evaluation of Contents

The internet offers a lot of information. Much of it may be fake. It is important to make sure that web pages have an author who is responsible for the information and some references.



What do you think about the mentioned findings?
Write a sentence about each one. Use past modals for speculation.

1. _____
2. _____
3. _____



Listen to the following extract of a documentary.
Circle the statements that are true.

1. Some findings make scientists believe that some ancient cultures might have been more advanced than we think.
2. Scientists are pretty sure that the Bagdad battery generated about one volt of electricity.
3. Archeologists are sure that the South Africa metal spheres were naturally formed.
4. The spheres could have been formed 2.8 billion years ago.
5. The Antikythera Mechanism seems to be an old computer.

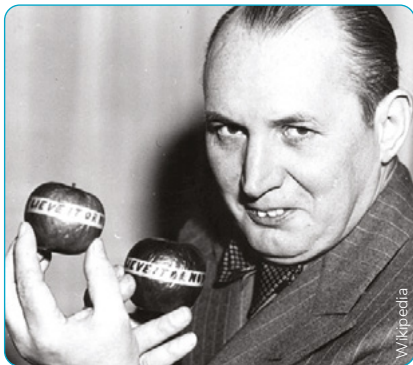
Reading

How did people learn about strange things some time ago?

Interesting Facts

Ripley's Aquarium, Canada

Located in Toronto, the aquarium contains 5.7 million liters of water. One of the most exciting exhibits is the underwater viewing tunnel from which you can see animals like sand tiger sharks, green sawfish and green moray eel. You can see them swimming around.



Robert Ripley



Ripley's Believe It or Not! Museum

Vocabulary

achievement. something that has been done or achieved through effort. a result of hard work

odd. strange or unusual: different from what is normal or expected

Ripley's Believe It or Not!

Before the internet, people from around the world learned about different and strange items, people, and events thanks to a man called Robert Ripley. He was born in California. He became a sports reporter but soon his natural curiosity and his talent for illustration led him to create cartoons to represent the most interesting and unbelievable **achievements**. It was the beginning of his empire. He started to travel around the world to find new and interesting things, then by 1929 he published his first book titled *Believe It or Not!*

After telling wonderful stories through radio broadcast, he started his own show on TV.

Although he sadly died in 1949, a year later the first permanent museum called Odditorium (**odd**) was founded. It presents a 100-year collection with more than 25,000 pieces gathered mainly by Ripley on his visits to places around the world. New pieces are still added to the collection. Many of them may not be surprising for us now, but in the past, they were considered amazing. His strange stories remain strong today.

Some famous actors brought *Believe It or Not!* to TV in 1980 and then in 2000. It came back in 2019.

<https://www.ripleys.com/>

After reading about Ripley, answer the following questions in complete sentences.

1. Why did Robert Ripley start to collect strange items from around the world?

2. Who presented the Believe It or Not! TV program? When was it presented?

3. What do you think the name Odditorium means?
 - a. A museum that displays normal items.
 - b. A museum that shows strange pieces.
 - c. An auditorium that shows strange people.
4. Circle the word that DOES NOT have a similar meaning as gather.
 - a. collect
 - b. spread
 - c. assemble
 - d. accumulate

Writing

What are some unsolved mysteries?

The Voynich Manuscript

Read the following information about the Voynich manuscript and fill in the blanks with the correct verb and past modal. Sometimes more than one answer is possible. Pay attention to additional information given in order to help you.

write

be

collected

make

create

belong

This famous manuscript is named after Wilfrid Voynich, a bookseller who bought the book in 1912. Since it was discovered, it has been in the library at Yale University. Although many believe Voynich _____ the book to become famous, many scholars have tried to **decipher** the text, which was written in an unknown language and also has many strange plants and objects.

Based on its illustrations, the book was divided into six sections according to what scholars think its topics _____. Nobody knows where exactly it was created but research suggests it _____.

According to **radiocarbon dating**, the authors of the manuscript _____ it in the 15th or 16th century. Most theories claim that the book _____ medicinal plants and their effect on people.

Others say the language _____ to a culture that had only spoken language and someone tried to write down their knowledge. Theories about the manuscript are always appearing and the mystery continues.

<https://bit.ly/2D1dR6z>

Grammar Note

Past modals for speculation are very useful when we want to talk about hypothetical situations in the past. When we talk about some mysteries from the past, we can use them to express level of certainty about facts.

Scholars say some botanists **may have created** the manuscript. (active voice)

The manuscript **might have been created** by some botanists. (passive voice)

The modals we can use, in order of least certain to most certain, are: **might/may, could, must**

Then we use **"have"**, then the **past participle** of the main verb.

What are your speculations about this mysterious manuscript? Use past modals and write three complete sentences.

1. _____
2. _____
3. _____



A page from the Voynich manuscript

Vocabulary

decipher. to find the meaning of something that is difficult to read or understand

radiocarbon dating. a scientific way of finding the age of something that is very old by measuring the amount of certain forms of carbon in it

Language Through the Arts

Have you seen a mysterious creation?

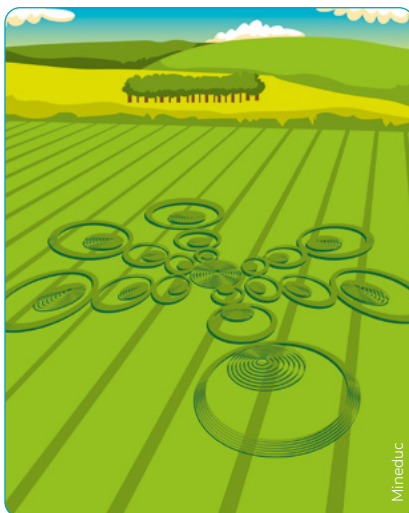
The Mystery of Crop Circles

Materials:

- A piece of cardboard or wood of about 50cmx50cm
- 2 to 3 pounds of sand or soil
- Liquid glue
- A stick or a pencil with eraser
- Circle patterns to create the model
- Yellow or brown paint

Crop circles are weird patterns that mysteriously appear overnight in large fields mostly found in the United Kingdom. They have caused intrigue that has inspired blogs, books, investigations, and some films. Crop circles may have first appeared in Australia around 1966.

<https://bit.ly/2BxqpSK>



Crop Circles



Crop Circles in Switzerland



Make a model of crop circles

- Step 1.** Research crop circles. Remember to use reliable web pages to investigate about the topic and cite them.
- Step 2.** Get the materials to make the model.
- Step 3.** Present it to the class and talk about some theories and explanations using past modals for speculation.

Instructions:

1. Paint the cardboard or wood and let it dry.
2. Create a circle design with the circle pattern or copy one that you found.
3. Once the cardboard or wood dries, cover it with liquid glue.
4. Put the sand or soil all over it and start drawing the circles with a stick or an eraser.



Crop Circle in Diessenhofen

Oral Communication

What might have been their message?

The Nazca Lines

The Nazca lines have been a mystery for over 80 years. Scientists keep asking who might have created them. There are many theories about it.



Nazca lines



Class discussion:
Talk in groups about the mystery of the Nazca lines.

- How do you think they might have been made?

- Who could have made them?

- What might have been their purpose?

- Write two or three conclusions.

Lucy went to Peru last summer. Listen to a part of her blog and underline or highlight the ideas that are mentioned.

1. The Nazca lines are located in the north of Lima.
2. Most Nazca lines represent animals, plants, or humanoids.
3. Nazca lines are 2,000 years old.
4. All lines and figures were discovered at the same time a long time ago.
5. Scientists are sure about who made the lines.
6. Some people think that the figures had an astronomy-related purpose.
7. It is confirmed that aliens participated in making the lines.
8. It is possible that the lines are part of a ritual for the gods to ask for rain.
9. Researchers are sure that the lines were made by the Nazca culture.
10. The lines have been conserved because they are located in the desert.

Communication and Cultural Awareness

How can mysteries and beliefs change culture?

Interesting Facts

About 80 years ago, a radio broadcast terrified thousands of people. A famous actor performed H.G. Wells classic science-fiction book, *The War of the Worlds*. It made people run away from their houses with towels on their faces to protect themselves from the “gas” that aliens used to attack.

<https://bit.ly/2BsJyFe>

UFO Culture

UFOs were a cultural phenomenon in the 1940's and 50's. All those fears of strange beings coming to our planet were the perfect material for movie production in Hollywood. It is said that the idea of other intelligent and superior species represents the hopes and fears of humanity.

Media keeps the idea of **UFOs** in the **headlines**, even if the reports of people who claim to see flying objects have significantly reduced in past years. Believing in aliens visiting our planet has become part of many cultures; however, scientists do not support that assumption. They say it is interesting to explore the idea of extraterrestrial life, but we must evaluate those ideas and proof. Some scholars compare UFOs and aliens to religious beliefs that show how humans deal with unexplainable experiences.

<https://bit.ly/3jzr1sh> | <https://bit.ly/32NWUY2>



Image of supposed UFO, New Jersey, 1952

We have asked some people about UFOs Let's see what they say.

Have you ever seen any strange object in the sky? What would you do if you saw one?

Well, it is difficult to say but I think that if I saw a UFO, I would try to take a picture immediately so my friends would believe me!

Luisa, Argentina



As a truck driver I have seen many things in my life, but If I saw a strange flying object in the sky, I wouldn't say anything because nobody would believe me.

Rabda, India



There have been many reports in my country about UFOs. But if I saw some lights in the sky, I wouldn't believe it at first sight.

Jimmy, USA

Vocabulary

UFO. a flying object in the sky that some people believe could be a spaceship from another planet

headlines. the major news stories reported in newspapers, magazines, or television news programs

What would you do if you saw a strange flying object in the sky?
Complete:

If I saw a UFO, I _____

Oral Communication

Is time travel possible?

Time Travel



Grammar Note

Second conditional

It is used to talk about hypothetical situations in the present or future. The situations can be possible in some time, very unlikely, or impossible.

If I could travel in time,
I would go to the time
of the dinosaurs.

If clause: If + S + verb
past tense

Main Clause: S + would /
could / may / might + Verb
base form

Listen to an interview about time machines in fiction and what scientists say about them. Then answer the questions below.

1. Does Dr. Chang think time travel is possible in the future?

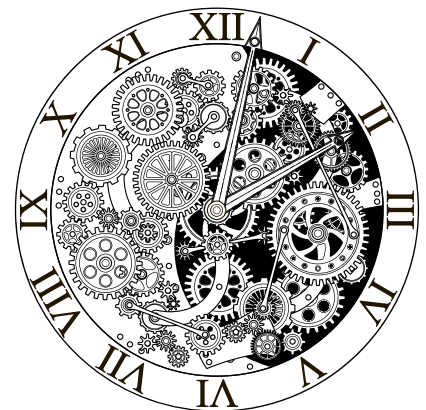
2. Why may time travel be dangerous for humans?

3. Why does Jack think time travel would be incredible?



- In groups of three students ask each other about time travel.
- If you could travel in time, what would you do? Where would you go? Who would you meet?

Write down the most interesting answers. Use the second conditional and complete sentences.



Reading

How do we know what is true?



Tip

Before sharing information on social media, check the date, place, and investigate the source. You can look for more information if you are not sure about the news.

Vocabulary

deliberately. in a way that is meant, intended, or planned.

turn out. to develop in a particular way, or to have a particular result

harmful. causing or capable of causing damage or harm

fury. violent anger

reliable. able to be believed: likely to be true or correct

fake. meant to look real or genuine but not real or genuine

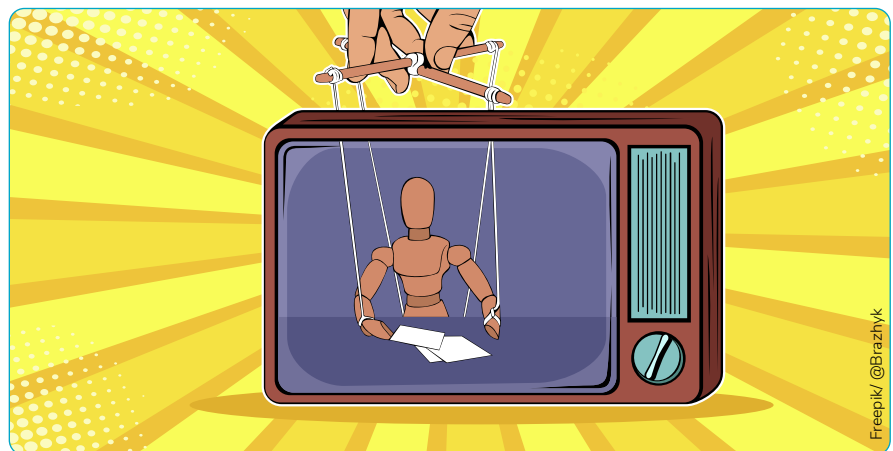
damage. problems that are caused by a mistake, wrong action, etc.; bad or harmful effects on a situation, a person's reputation, etc

Fake News

In a world where anyone can say anything at any time and for free, some people believe that anything said on the web is true. Fake news are stories created to **deliberately** misinform people. The more a piece of information is repeated and “liked”, the more people think it is true. It is common to find news on social networks that cause fear in many people and **turn out** to be false. Also, free access to almost an infinite amount of information without any filter has caused many people to believe any article on the internet.

How dangerous can it be? It seems to be very **harmful** because that kind of news can cause **fury**. Societies were used to getting news from **reliable** sources such as newspapers or TV news; now the internet holds lots of information without any regulation. In order to recognize **fake** news, it is extremely important to develop critical thinking in children and teenagers, even in adults. Believing and spreading fake news might cause great **damage**.

<https://bit.ly/39DiMqB>



The power behind media



Think about the idea of fake news and answer the following questions. Then discuss your answers as a class.

1. What would happen if fake information affected really important decisions in a country?

2. What would you do if you noticed fake news in your school?

3. What can you do in order to teach people in your community to identify fake news?

Writing

Do you like helping your friends in hard times?

Your Friend Needs Help!

One of your friends writes you an email to explain a problem he has and wants to know what you think. Read the email below and answer in 80-100 words giving your advice using the second conditional at least three times in your recommendations.

Hi,

I'm writing you an email instead of calling you because I have a serious dilemma and I don't want anyone to hear me. I failed my last math test. It was an important test and everyone's parents have to sign it. Part of me wants to change the grade by hand from 3 to 8, but I am scared my parents will notice. Or I can tell my teacher I forgot to ask my parents to sign it. Or should I just tell the truth? I really don't know what to do. What would you do in my situation?

Thanks in advance,

Adrian

Grammar Note

We use **were** in the second conditional with the verb **to be**, no matter what the subject is.

If I **were** my friend, I would accept that boy's invitation.

If she **were** nicer, we would talk to her.

Vocabulary

dilemma. a situation in which you have to make a difficult choice

[illegible]

Language Through the Arts

How do you make a difficult decision?

Tip

You can choose:

A party where alcohol is served to underage people.

Some of your friends are offering dangerous substances.

Talking to unknown people on the street.

Accepting gifts from someone without knowing their real intentions.

You can also propose your own case according to your reality.

Tough Situations

Role-Play

Objective: To represent a real situation in which a person or a group does something wrong or dangerous. What would you do?

Value: Self-regulation and decision making



Teenagers in a party

Notes

Follow the steps to create and perform your own role-play.

1. Choose a situation with a group of classmates.
2. Create a role-play to represent the situation and the danger of acting a certain way. Each participant should have at least 7 lines. Write the script in your notebook.
3. Perform your role-play in front of the class.
4. As a class, talk about possible risks of making the wrong decision.
5. Ask your classmates what they would do in that situation.
6. In your notebooks, write your own sentence for each role play about what you would do.

Example: If I were asked to take something from a store without paying, I would tell the person that it is wrong.

Achievement Level - Reading

Individual activity

1— Conspiracy Theories

According to the Merriam-Webster dictionary, a conspiracy theory explains an event or set of circumstances as the result of a secret plot by usually powerful people that can have hidden agendas or are evil. Conspiracy theories have always existed; many books have been published and movies have been filmed inspired by some of these theories. Many of them were even taken as historical documents that changed the way people saw past events and their causes. Recently, many YouTubers have appeared with theories that explain some phenomenon without any scientific support. The problem is that kids and teenagers believe them and take those claims as truths. Some arguments that support false theories have some facts that attract teenagers. Other support for conspiracy theories is that a couple of them turned out to be true some time ago. It is important to teach children and adolescents to check and investigate any information they find on the internet and draw conclusions by themselves.

Write **True (T)** or **False (F)**. If the statement is false, correct it.

1. Conspiracy theories explain reality.

☐

2. Conspiracy theories did not exist twenty years ago.

☐

3. People believed some books represented real history.

☐

4. Conspiracy theories have scientific support.

☐

5. A good way to stop children and adolescents from believing everything they see is to teach them to investigate.

☐

Individual activity

1. Karen thinks she is very smart.
2. Karen is not happy with her looks.
3. Karen is not very popular at school.
4. She thinks she is not thin enough.

If Karen were more confident, _____.

If Karen asked her classmates what they thought of her, _____.

If I were Karen, _____.

Self-evaluation

Self-evaluation	I check ✓ the box that most applies to me			
Topics	I do it very well	I do it somewhat well	I can improve	I can't do it without help
Use past progressive or continuous				
Using past modals for speculation				
Use second conditional for hypothetical situations				



Project 2

Grammar Note

To give advice, you can either use a modal verb like **should** (as a recommendation) or the **imperative form** of the verb.

You **should** pay attention to what is happening around you.

Get your news from reliable sources.

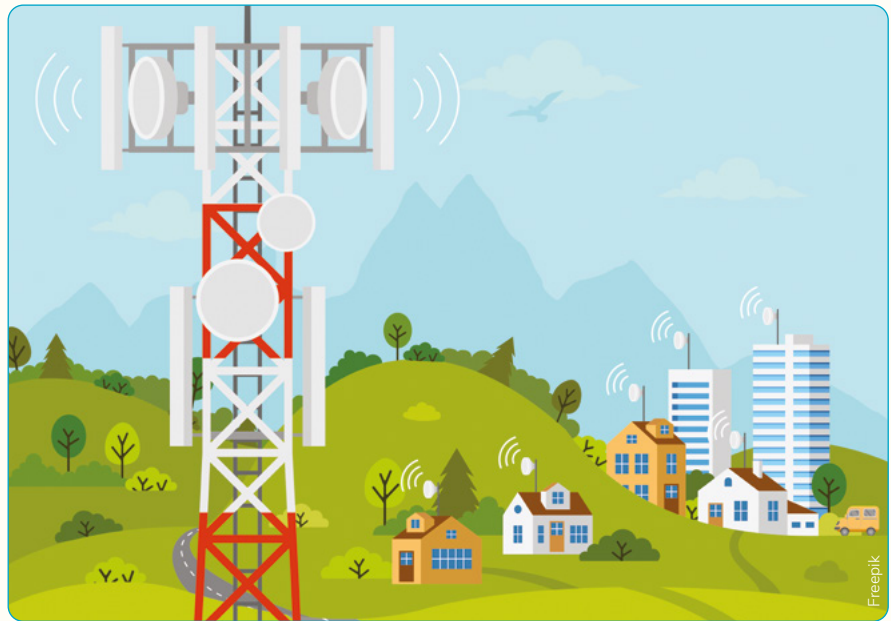
Instructions:

Get in groups of 3-4 students and start working on your project.

1. Create a short survey to find out where some people of your community get their news.
2. Explain what fake news is.
3. Talk about the possible negative effects in the family, community, etc.
4. Teach them how to avoid spreading false information.

Fake News Awareness in My Community

Objective: Share useful information about fake news and its effects on your school, community, or family.



Fake news can be spread really fast

You might want to do some research about cases of fake news in the country and its effects.

- Find some useful information to share with the audience.
- Tell them how to recognize false from true and recommend some reliable sources.
- Decide what visual aid you will use to present your information (PowerPoint, flyers, posters, etc.)
- Prepare the material, organize the work with your classmates, work on the visual.
- How did it go? Write some conclusions about the project. Did people know about the difference between fake and real?

