

HOPE FOR TOMORROW

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(Adapted from Fernández, Valcarce, Valls, Sobrino & Chiclana, 2022)

Text: *Pandora's Box*. In H. Amery (Adptr), J. Tyler (Ed.), L. Edwards (Ill.) (1999). *Greek Myths for Young Children*, pp. 9-11. Usborne Publishing Ltd, London Page.

Age: 12-14

Level of proficiency: Elementary

Objectives:

- a) to get EFL Ss to understand the myth;
- b) to help EFL learners identify chunks;
- c) to practise the target chunks through intensive guided activities;
- d) to consolidate knowledge of the selected chunks through generative productive practice.

Target FSs:

ONCE UPON A TIME - KEEP (it) SAFE - THOUGHT ABOUT (it) - MADE UP (her) MIND - HAD HOPE

Teacher's resources:

- a) Powerpoint Presentation (animated)
- b) a student's handout (one per student)
- c) Appendix A with cards for the information gap activity (crossword puzzle) in Step 21
at <https://bibliotecadelenguas.uncoma.edu.ar/exhibits/show/from-the-drums/nivelmedio>
- d) and audiofile with the recording for the myth at
(<https://bibliotecadelenguas.uncoma.edu.ar/files/original/980a930cab08ded4c069436dbe7280f9.mp3>)

TEACHER'S NOTES

Background Information:

Greek mythology starts at the beginning of the world. The Gods of Olympus, who lived on the top of Mount Olympus in Greece, rose to power by defeating the Titans in the War of the Titans. They were Cronus and Rhea's children. Zeus /'zu:s/ was one of them. He became the king of gods on Mount Olympus when he defeated all Giants with the help of his demi-god son, the hero Hercules. He looked like a human, but he was immortal and

prettier and stronger than humans. He controlled the celestial phenomena and defined the laws that govern people. People respected and feared him at the same time. He looked after families and protected them from evil. Epimetheus (/ɛpɪˈmiːθiəs/) and Prometheus (/prəˈmiːθi.əs/) were Titan gods; they were descendants of the first Olympian gods, who were overthrown by Zeus. Prometheus was a wise Titan, but his brother, Epimetheus was a fool. Zeus gave them the task of populating the earth with human beings and animals.

Pandora was a clay woman who was created by Zeus in order to punish humans. She was clever, kind, and very beautiful.

Adapted from <https://study.com/academy/lesson/mount-olympus-in-greek-mythology.html>

A myth tells the story of a particular hero, usually a god or superhuman being or an event. It usually explains the mysteries of nature or the universe with no true basis. Myths exist in every culture, but the best known ones are part of Greek and Roman mythology.

Adapted from <https://literaryterms.net/myth/>

Step 1

Tell Ss that they are going to read a myth called *Pandora's Box*. Ask Ss if they have any knowledge about Greece, its geographical location, any deities in Ancient Greece, and myths about them. Display Slide # 2 in the PowerPoint presentation with the map of Ancient Greece. Prompt answers to draw their attention to the purpose of myths. Use the information provided in the background information section above to create a context for this introductory activity. Discuss with Ss any previous knowledge they may have about the names and words next to the map.

Step 2

In Slide # 3 in the PowerPoint presentation, highlight the names and pictures of the characters of the myth, and go over the descriptions together with Ss to check comprehension. Ask Ss to match the characters in this myth with their descriptions in **HANDOUT ACTIVITY 1**. Encourage Ss to support their choices while checking this exercise, using evidence from the images.

Answer key:

A) 2; B) 4; C) 1; D) 3

Step 3

Display Slide # 4 in the PowerPoint presentation and get Ss to re-read the descriptions in **HANDOUT ACTIVITY 1A** and decide whether the sentences in **HANDOUT ACTIVITY 1B** are True or False. Go over the options in the slide with the Ss to check comprehension before they complete this activity. They should write the right version. While checking this activity, encourage SS to support their answers by using information from the descriptions.

Answer key:

- A) False. **Prometheus** created fire.
- B) True
- C) False. Zeus is **a god**.
- D) False. **Pandora** is a special woman and a very curious person.

Step 4

In Slide # 5 in the PowerPoint presentation exploit the picture in **HANDOUT ACTIVITY 2A**. Ask Ss questions like: *What can you see in the picture? What part of the house is it? Is it day or night? Whose house is it? Is it Prometheus' or Pandora's house?* Draw Ss' attention to the phrases on top of the picture and have them write them in the corresponding box. After checking, have Ss speculate why these elements are important in the story.

Answer Key:

- A) in the corner of the house B) the lid C) a box

Step 5

Display Slides # 6 in the PowerPoint presentation. Explain to Ss that they are going to predict some aspects of the story in **HANDOUT ACTIVITY 2B**. Get different Ss to read out the questions and their possible answers. Check Ss' understanding of the options by resorting to learners' L1 if necessary. Tell them to choose their own options individually. Ask them to share their answers in pairs. They will come back to their answers in **HANDOUT ACTIVITY 3A**.

Answer key:

Students' own answers.

Step 6

In Slide # 7 in the PowerPoint presentation, show the image of the book in **HANDOUT ACTIVITY 2C** for Ss to anticipate how these elements could be related to the story in the myth.

Answer key:

Students' own answers.

Step 7

Have Ss take a look at the images in **HANDOUT ACTIVITY 3A** (Slide # 8 in the PowerPoint presentation). Let them know that the pictures represent some events in the story. Elicit the meaning of the words and phrases above the pictures in Ss' L1. Draw Ss' attention to the past of verbs like give, is/are, open, make, and get. You could write these verbs on the board and ask them to find the past form in the table. Help them understand that this myth is a story and therefore it is told in the past. You could ask them to recall how stories began when they were little children and focus on the past tense in Spanish (*Había una vez...*). Ask them to predict who does which action from the characters they already know appear. Get them to check their predictions from the previous exercises (**HANDOUT ACTIVITIES 2B AND 2C**) by looking at the pictures in this table. Slide # 9 presents the correct answers for **HANDOUT ACTIVITIES 2B AND 2C**. Postpone the correct answers for who does which activity until after listening to and reading the text.

Answer key:

- A) 1., B) 3., C) 2., D) 2., E) 2.

Step 8

Prompt Ss to attempt a possible order of the events in **HANDOUT ACTIVITY 3B** (Slide # 10 in the PowerPoint presentation). To complete the table in **HANDOUT ACTIVITY 3B**, let Ss guess why the numbers take those letters after them; explain these are numbers which establish the order of things (in this case, events). If necessary, teach them the complete words. Ask them to write the letter of the events next to the right ordinal number (1st, 2nd, etc.). This table with the order of events and the doers of the actions will be checked in **HANDOUT ACTIVITY 4B**.

Step 9

Tell Ss that they will first listen to the story (Slide # 11 in the PowerPoint presentation) and try to identify words they recognise. Get them to write a cross when they hear a word they are familiar with or they can understand (**HANDOUT ACTIVITY 4A**). After playing the recording, have learners recall the words they have identified and write them on the board. They might want to listen to it once again.

Step 10

Have Ss take a quick look at the story in **HANDOUT ACTIVITY 4B** (Slide # 12 in the PowerPoint presentation). Elicit what they can observe in the pictures to predict the meanings of those events and actions. Ask them to read the story while they listen to it again. Ask them to check their predictions about the order of events in **HANDOUT ACTIVITY 3B**. Use Slide # 13 in the PowerPoint presentation to check this exercise (Be careful! Slide #13 also offers information as to Step 12). Play the recording a third/fourth time with pauses (while Ss read) to get them to check their answers to the predictions as to the order of events. Ask Ss about doubts as regards meanings in the text and encourage them to find sentences in the text for which there are no images.

Answer key:

1) G; 2) I; 3) B; 4) F; 5) E; 6) A; 7) C; 8) D; 9) H.

Once the correct order has been established, get them to practice the pronunciation of these phrases by reading them out and then guessing which letter you are reading out. Repeat this procedure until you feel they can recognise the sound of the phrases quite well.

Step 11

Take this chance to explore the issue of past tenses further: tell them that the suffix -ed shows the past for regular verbs. With this knowledge ask them to identify as many past tense forms as possible (in **HANDOUT ACTIVITY 3B** there was only one regular verb). Remind them of the irregular verbs in that task and encourage them to find others.

Remind Ss that the song did not contain this verb tense; get them to remember which tense was typical of the promises in "Count on me" (the future/ will). Draw the following table on the board and get them to work in groups and complete it with the verbs/actions in the text (and the line number where they appear, if possible):

Answer key:

Regular verbs (-ed)	Irregular verbs (3B)	Was (past of 'is')	Were (past of 'are')
Created - called -wanted - begged - opened - lifted- tried	Got - made - sent - gave - thought - came - had -said	6 instances	3 instances

Step 12

Have learners go through the story again on page 4 in their handout and find who performed each of the actions in **HANDOUT ACTIVITY 3B**. Use Slide #13 again in the PowerPoint presentation to check this activity. This task should offer the chance to explore the understanding of the first part of the myth: Zeus' anger and its reason; the purpose of Pandora (and her marriage); the plan that Zeus had crafted (Pandora's box was part of a scheme). Some questions have been added below to help you draw Ss' attention to certain parts.

Answer key:

- A) PANDORA opened the box.
- B) ZEUS gave the box to Pandora and Epimetheus. (Why? Was it a real present?)
- C) HORRIBLE THINGS came out of the box. (Is this the only thing that was in the box? Draw Ss' attention to 'lo último que se pierde es la esperanza' in Spanish and get Ss to relate this to the myth)
- D) PEOPLE would never despair. (Why not? What does this mean? Relate this to what 'hope' implies)
- E) EPIMETHEUS put the box in the corner of the house.
- F) THE BOX was locked (this is a case of passive voice, so draw Ss' attention to the doer of the action by asking Ss questions like *Who locked the box?*)
- G) ZEUS got angry. (Why? What did he do about this anger?)
- H) PEOPLE had hope.
- I) ZEUS made a special woman. (Get Ss to wonder why Zeus did this- there was a hidden intention, and not necessarily a good one - draw their attention to the issue with the fire in the text).

Step 13

Display Slide # 14 in the PowerPoint presentation. Get Ss to listen to the recording again and correct the ideas in **HANDOUT ACTIVITY 5**. Prompt them to re-read the myth if necessary. Encourage them to support their answers.

Answer key:

- A) Epimetheus is Prometheus' **brother**/ Epimetheus is Pandora's husband.
- B) **Zeus** made a special woman.
- C) **Epimetheus** married Pandora.
- D) **Zeus** gave Pandora the box.
- E) **Zeus** told Pandora: "Don't open the box!"
- F) **Pandora** opened the box.
- G) **Horrible** things came out of the box.
- H) **People** had hope.

Step 14

Draw Ss' attention to **HANDOUT ACTIVITY 6**. Ask them to read the question: *What came out of the box?* and check their comprehension. Revise with them the pronunciation and meanings of the six options by eliciting the Spanish version of each. Ask Ss to circle the ones they remember reading in the myth. Use Slide # 15 in the

PowerPoint presentation to check their answers. Get Ss to define and exemplify what these abstract nouns mean to them and why they are called 'horrible things' in the myth. To check, ask them to turn to the text on page 4, find the section where the box was opened (lines 16 and 17) and decide on which of those images are actually mentioned.

Answer key:

Anger, poverty, sickness, death and hope came out from the box . 'Ghosts' are not mentioned explicitly.

Step 15

Draw Ss' attention to **HANDOUT ACTIVITY 7**. Ask Ss to read the question and check their comprehension: they need to find out what "it" refers to in each of the 3 sentences taken from this myth. Get them first to find each of the sentences in the text on page 4 (check line numbers: A) 9; B) 12 and 13; C) 16). Ask them to read these sentences attentively, bearing in mind that all four instances refer to the same object, and tick the right picture. Use Slide # 16 in the PowerPoint presentation to check their answers. Encourage them to support their choices. Help them practice the pronunciation of these phrases (especially 'thought about it' and 'keep it safe').

Answer key: In all of them 'it' refers to B) the box

Step 16

Draw Ss' attention to **HANDOUT ACTIVITY 8** (Slide # 17 in the PowerPoint presentation). Ask them to read the phrases in **bold** and to choose the correct picture. To check this exercise, encourage them to refer to the images in the text on page 4 and support their answers. Check the answers with Slide # 17, call out each of the phrases in the task. In order to practise the pronunciation of the target phrases, play the memory game: call out the letters A-F randomly and motivate them to call out the phrase in bold. Ask them to repeat each of the phrases chorally.

Answer key:

A) 1; B) 2; C) 2; D) 2; E) 1; F) 2; G) 1

Step 17

Have Ss go through the text of the myth again and write the phrases in bold under each picture in **HANDOUT ACTIVITY 9A**. Use Slide # 18 in the PowerPoint presentation to check their answers. After checking the English versions, encourage them to express the meaning they can interpret from the images in their L1. Get Ss to repeat these phrases so that they can learn their pronunciation. Play a **memory game** with these phrases: first you call out the phrases and they call out the corresponding letter; after a few rounds, start calling out the letters and getting them to pronounce the phrases (in small groups or as a whole class). The game could also involve calling out the Spanish version and getting Ss to call out the correct English phrase. Later, when the equivalent L1 phrases appear on the slide, get learners to decide which translation corresponds to which phrase (**HANDOUT ACTIVITY 9B**). The key will appear in the order of the phrases in English.

Answer key:

- A) thought about it / pensaba en ella; B) had hope/ tenían esperanza; C) once upon a time/ había una vez; D) made up her mind/ se decidió; E) keep it safe/ mantenela a salvo. Extra phrase in L1: 4. seré la luz que te guíe

Step 18

Draw Ss' attention to **HANDOUT ACTIVITY 10** (Slide # 19 in the PowerPoint presentation). Have them read the phrases in the box at the top and mentally link them to the pictures on the right and left of the sentences. Later, get them to read the incomplete statements (A) - G)) and choose a suitable phrase from the box to complete them. Prompt them to use the pictures on the side as a reference. Encourage them to support their answers and to say which the two extra phrases are.

Answer key:

- A) made up her mind
- B) once upon a time
- C) had hope
- D) help your friends in need
- E) keep it safe
- F) thought about it
- G) I'll be the light to guide you

Letters D and G are phrases from "Count on me".

Step 19

Display Slide # 20 in the PowerPoint presentation. Ask Ss to find five phrases from the myth in the snake in **HANDOUT ACTIVITY 11A**. Let them know that there are many more recycled phrases placed back to back and they will need to remember where each ends and the next one begins. Draw their attention to the pictures that will appear close to where the phrases are. Exemplify with the first one and help them realise where ONCE UPON A TIME begins and ends in the PowerPoint presentation. The coloured ones belong to "Pandora's Box", while the rest are from "Count on me". Once they have finished, let the balloons appear around the phrases from the myth. To check, call out colours, and get them to pronounce the phrase.

Answer key:

I'll never let go/ once/upon/a/time/ you can count on me/ had/hope/ thought/about/it/ I'll be the light to guide you/ made/up/her/mind/ find yourself lost in the dark/ keep/it/safe/ I'll be there

Step 20

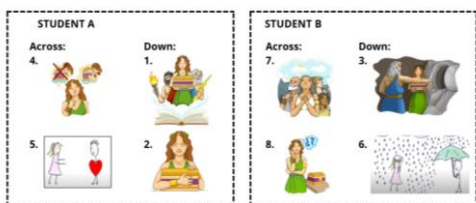
In the same slide, get Ss to complete **HANDOUT ACTIVITY 11B** and separate the different words that make up each of the target sequences with a slanting bar (/) - the separate versions appear all together in the slide). Practice their pronunciation once again. As a revision task, draw their attention to those that are not highlighted and tell you which phrases these are

Answer key:

I'll never let go/ you can count on me/ I'll be the light to guide you/find yourself lost in the dark).

Step 21

Display Slide # 21 in the PowerPoint presentation where Ss will complete **HANDOUT ACTIVITY 12**. Explain that in order to complete the crossword puzzle, they will work in pairs, because their friend will have information to help them know which phrase goes where. Draw their attention to the arrows DOWN and ACROSS, and show them how this works with clues for completing the crossword puzzle. They will need the phrases from the myth and some from “Count on me”. For this task, use the Cards in APPENDIX A (for Student A and Student B). To help them with this task, let a group (four) of Student As work together to recall each of the corresponding phrases for the pictures on their card; and do the same with groups of Student Bs. Once they are ready, get them to work in pairs (Student A and Student B). Let them know that they can use the previous activities in the handouts to complete them. Also, warn them that there are no spaces for boundaries between words. Get them to practice the pronunciation of ‘down’ and ‘across’ and the numbers, since pairs of Ss should sit opposite one another and not see the card the other one holds. Each student should be ready to tell their partner the sentences in the Answer key.



Answer Key:

Students A is given a card with

1DOWN: ONCE UPON A TIME; 2DOWN I'LL NEVER LET GO

4ACROSS: MADE UP HER MIND; 5ACROSS HELP OUR FRIENDS IN NEED

Student B is given a card with

3DOWN KEEP IT SAFE; 6DOWN COUNT ON ME

7ACROSS HAD HOPE; 8ACROSS THOUGHT ABOUT IT

Prompt Ss to use their pencils to circle and identify the constituents of each phrase. The answers will be displayed for each phrases in Slide # 21 in the PowerPoint presentation.

Step 22

In **HANDOUT ACTIVITY 13** get Ss to complete the beginning of the phrases represented in the images using the endings that are offered (letters). Draw their attention to the images that appear on the left of each beginning. They should help them complete the task. Show Slide # 22 in the PowerPoint presentation with the key.

Answer key: 1B, 2D, 3e, 4A; Extra end C

Step 23

Display Slide # 23 in the PowerPoint presentation. Tell Ss that they are going to read an abridged version of *Pandora's Box* with gaps in **HANDOUT ACTIVITY 14**. Ask them to read it and complete the missing phrases, considering the initial letters of the missing words. Warn them that there is one extra phrase that is not part of the original story. While checking this activity, encourage them to identify the phrase which belongs to the song.

Answer key:

- 1) once upon a time
- 2) keep it safe
- 3) thought about (it)

- 4) made up her mind
- 5) found herself lost in the dark
- 6) had hope

Extra phrase: 5 from “Count on me”. Draw Ss’ attention to the fact that there is a slight difference in 5) from the original phrase in the song. This is related to the past FIND - FOUND. Refer them back to the table of past tense forms in the myth in Step 11.

Step 24

In the same Slide # 23, draw Ss’ attention to the highlighted actions (in yellow), which will appear after the answers for the task, and for each yellow bubble, get learners to choose the correct image. Make sure the bubbles appear one at a time, and allow time for Ss to decide on the right image. Highlight the fact that these are all past forms of three regular verbs (create, marry, open) and an irregular one (give).

Answer key:

Created a special woman: D; Epimetheus married her: B; Zeus gave Pandora and Epimetheus a box: C; She opened the box: A.

Step 25

Get Ss to pair up. Display Slide # 24 in the PowerPoint presentation. Read out each of the questions (A - F) in **HANDOUT ACTIVITY 15** as they appear and get Ss to guess what they mean in Spanish. Motivate them to discuss each of the questions at length and back up their answers. Once you have gone through all the questions, encourage a whole-class discussion of them and allow for different pairs to offer their opinions for each of them. If necessary, Slide # 25 in the PowerPoint presentation presents the same questions in Ss’ L1.

Answer key:

Their own opinions.

Step 26

Tell Ss that they are going to play a game called *Charades (Dígalo con mímica)*, where no words are allowed. Divide the class into two big teams. Place two desks in front of the blackboard, one for Team A and one for Team B. Choose one S for each team and have them sit at one of the two desks. Explain to these Ss that you’re going to write a phrase from the myth and the song on the blackboard but they can’t peep and their partners can’t utter them. Assign (half) a minute for one of their partners to mime the phrase for each group so that the Ss at the front can guess the phrase. Award one point for the team whose S guesses first. If necessary, go through some of the same phrases again.

Selected phrases:

made up her mind - once upon a time - thought about it - had hope - I’ll be the light to guide you - keep it safe -
Find yourself lost in the dark -

Step 27

Display Slide # 26 in the PowerPoint presentation. Ask them to read the text in **HANDOUT ACTIVITY 16** carefully, identify the incorrect words in the phrases in bold and make their own corrections. They should be warned that one of the phrases is from the song. Encourage the reading out of the correct version during checking (but not the wrong ones).

Answer key:

- A) Once upon a time,
- B) keep it safe
- C) made up her mind

- D) count on me
- E) had hope
- F) thought about it

Step 28

Dictogloss (Wajnryb 1990): This technique consists of the dictation of a text at normal speaking speed while learners take notes. Before the dictation, if necessary, tell them that the text is a summary of the myth of Pandora's Box. The procedure's main goal – see PowerPoint presentation 1 for Capacitación, Slides #24-26 - is to get Ss to create a new text containing the same/similar information as the original one. The most important activity is not the dictation but the pooling of information and linguistic resources that takes place during the text reconstruction phase.

Procedure: The text is read out three or four times but learners are not given enough time to take dictation. In the first reading, Ss **cannot** take notes. Every time you read after that, pause at slanting bars (/) and quickly count to three before you read what follows. During readings 2 and 3, Ss take notes in their diaries – spontaneous production section (at the middle of the diary). Finish reading the text and repeat the reading of the whole text twice. Read the text a fourth time without pausing, allowing Ss to check their notes.

Get Ss into groups of three SS and ask them to use their notes to write, in their diaries, in the 'spontaneous production section', a new text that expresses the same meanings as the one you read. Make sure they include the names of their partners in the diary section. Allow them 15 to 20 minutes. Let Ss know that, if they need to use their mother tongue, they can, and if they don't know how to spell a word, you will help them. If possible, type each group's version and project them to decide which best conveys the ideas in the original text (this could take place in the following lesson). Remember that what is important in this task is the effort they make to pool together their knowledge of the chunks and what little language they have to convey the message. When everyone has finished, show Slide #27 in the PowerPoint presentation with the original text and invite Ss to compare their versions to the original.

Original text:

Once upon a time,// there were two brothers,// Prometheus and Epimetheus.// Zeus created Pandora// and Epimetheus married her//. Zeus gave Pandora and Epimetheus// a box. //He told them: //“**Keep it safe**.// Don't open it!”// Pandora was curious// about the box.// She **thought about it** //every day. //One night// Pandora couldn't sleep.// She **made up her mind** //and opened the box.// There was hate, cruelty, and poverty //in it. //But there was also hope //in the box. //People would suffer a lot //but they **had hope**.//

Step 29

Display Slide # 28 in the PowerPoint presentation. As a whole class, read the different prompts in **HANDOUT ACTIVITY 17**, making sure Ss understand what they are supposed to do. Get them to individually think about two or three of those prompts and think of an anecdote related to it. Encourage the use of as much English as possible, and let them know that L1 will be allowed, when necessary. Allow for a few minutes and offer help for words and phrases in English. Pair Ss up and get them each to tell each other one of their anecdotes for situation a). Follow

the same procedure with the remaining three situations. As a whole class, get all the groups/pairs to mention which anecdote they think was the best of the ones they heard.

Answer key: their own answers

Step 30

Get Ss to read the instructions in **HANDOUT ACTIVITY 18**, while you display Slide # 29 in the PowerPoint presentation. As a whole class, work through the questions on the left and show them how the answer to those questions will guide the writing of the story. They can work in pairs or individually. Help them choose a possible gift from the box on the right. Let them know that the pictures on the slide illustrate some of those objects. Draw their attention to the fact that a story is told in the past tense and that they already know how to express this tense in both regular and irregular verbs. Refer them back to the table with the past tense forms. Draw their attention to the verbs in the questions and their past forms. Invite them to use the events in the myth to help them tell their own story. Remind them to write it in their diaries, in the section where spontaneous production is recorded (in the middle section). Make sure they write the names of both students collaborating.

Step 31

Display Slide # 30 in the PowerPoint presentation. Group Ss in pairs. Explain to them that they will do a role-play in **HANDOUT ACTIVITY 19**. Go through the options with your Ss first. For Option A, Ss will imagine they're Pandora and Zeus. Explain to them that they will write and record the conversation they have after she opens the box. For Option B, Ss will imagine they are part of a talk show. One of them will be the talk-show host while the other one will be Pandora. Ask Ss to write the script of this conversation and then role play it. Motivate them to use the phrases in the myth and the song, or any other they have learnt so far. Encourage them to unfold their imagination and wear costumes if necessary.

References:

- Pandora's Box (1999). In H. Amery (Adptd), J. Tyler (Ed.), L. Edwards (Ill.). *Greek Myths for Young Children*, pp. 9-11. Usborne Publishing Ltd, London Page.
- Herzog, Matthew (28th May, 2023). *Mount Olympus in Greek Mythology*. Study.com. <https://study.com/academy/lesson/mount-olympus-in-greek-mythology.html>