LESSON PLAN *Adela Polacek (537704)*

The Human Animal (B1-B2 level) (45min)

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| **Time:** | **Activity:** | **Aims:** |
| 2 | Introduction:  Greeting / How are you today?  Introduction of the topic and the aim of the lesson – The Human Animal  (speaking activities, video + exercises, vocabulary, discussion) | Speaking (small talk) |
| 8 | **Gestures**  Teacher presents the following gestures (expressions in the worksheet/screen):  *1. shrug your shoulders*  *2. cross your fingers*  *3. tap the side of your head*  *4. give the thumbs up sign*  *5. hold your hands out, palms up*  *6. nod*  *7. shake your head*  *8. rub your thumb and first two fingers together*  Questions:  *What are gestures?*  *Can you show me some?*  *What do they mean?*  *Do they mean the same everywhere in the world?*  *Can you shake hands with your classmate?* | Understanding gestures  Vocabulary  Interaction  Physical engagement  Speaking |
| 20 | **Video – The Human Animal**  1. Read the introduction to the video in the worksheet/screen  (clarify vocabulary id needed)  2. Correct the following statements (worksheet / screen); explain  3. Pre-video activities: a) How many ways of shaking hands do you know?  b) How do you say “You are crazy!” with your hands?  4. Watch the video and note if you get more information about a handshake and the crazy sign.  5. Match the following gestures and countries.  6. Watch the video again and decide on the more suitable vocabulary according to what you hear. Use the dictionary if necessary.  (Ask students to write difficult words on the whiteboard.) | Reading  Understanding written text  Vocabulary |
| 5 | Pair discussion:  Remember travelling in a foreign country:  What did you find the same? / What surprised you?  (discuss with your colleague) | Speaking |
| 8 | Group work (groups of approx. 4):  1. Remember more gestures and facial expressions typical for particular countries, e.g. Japan, India, USA etc.  2. What are the typical gestures/facial expressions in the Czech Republic?  Feedback - each group presents one gesture from abroad and one typical Czech | Speaking  Presenting |
| 2 | Conclusion:  Evaluation of the lesson  HW (alternative) – find and share more gestures specific to particular countries. | Giving feedback |

Teaching aids: PC, Projector, Speakers, Whiteboard, Marker pen, Worksheet, Dictionary

[The Human Animal Video](https://emea01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdrive.google.com%2Ffile%2Fd%2F1fgcPJEcJPBGmetJB7kGBTXUAx5lpZpk0%2Fview%3Fusp%3Ddrive_web&data=05%7C01%7C%7Cffa304c4b2724e31d54008dbf5754033%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C638373656176202264%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=lA8mykI93iF3pbgT6hfSJUlpR112bfFcayf7pCaLMDM%3D&reserved=0) (Ctrl + click to follow the link)

**The Human Animal – Detailed lesson description**

Time: 45min Level: B1 – B2

Aim: At the end of the lesson, students will be able to understand that there are differences in the way people communicate, use the language and gestures around the world.

They will have the necessary vocabulary to describe such gestures and explain the differences.

They will be able to engage in a conversation on this topic in an international environment.

They will obtain better understanding of different cultures, which creates more tolerance and acceptance in general.

While travelling in the future, they will be more open and sensitive to various behaviour based on a different culture.

After the initial greeting and introduction of the topic, the teacher engages students into interaction showing various gestures and letting students guess. At all times the teacher encourages the students to come up with their own gestures and their meanings. The teacher asks various questions evoking that gestures may be different or mean different messages around the world. To close this activity, the teacher asks students to shake hands.

Before watching the video, teacher asks students to read the quick summary and correct the statements in pairs. This activity should ensure students have an idea of what they are about to watch as well as the basic vocabulary to understand. Last activity before playing the video is a question about different ways of shaking hands and showing “You are crazy”, which also prepares for the topic of the video.

Teacher gives the final instructions about what to focus on and the video begins. (Timing 3 min 29s).

After the first viewing, the teacher quickly summarizes that there are indeed more ways of those two gestures and students complete the exercise to match a country and the type of gesture.

Before the second viewing, the teacher gives instructions on what to focus on. Students are asked to listen rather than watch and follow the sentencing in the next exercise. They should circle what they hear. After the video they are asked to explain/translate the challenging vocabulary. They are encouraged in the use of the dictionary. New words are written on the whiteboard.

Students are asked to discuss in pairs the situation when they were travelling abroad and what they found surprising and what was the same.

Students are then joined into bigger groups of approximately 4 and they are asked to a) discuss more gestures and facial expression typical for specific countries and b) list typical gestures in the Czech Republic. Each group then presents one of each gesture.

To conclude to lesson, students are asked to feed back on the use of the information as well as the activities. They are encouraged to share how they can possibly use this information in real life. Alternative homework can be assigned in the form of finding and sharing more gestures typical for particular countries.

**Exercise key**:

Shaking hands, You are crazy! (1d, 2c, 3a, 4b; Rome – c, England – a,d, Japan – b)

Vocabulary: 1 drew, gesticulating, 2 engross me, 3 expression, posture, 4 variations, 5 egalitarian, 6 fine-tuned to, context

**Resources:**

Eales, F., & Oakes, S. (2017). *Speakout upper intermediate students’ book*. Harlow Pearson Education Limited.

‌Bonhams : Animal MagicSurrealist painter, zoologist and broadcaster, Desmond Morris has always challenged received notions of art. Lucinda Bredin meets a polymath. (n.d.). Www.bonhams.com. Retrieved December 5, 2023, from https://www.bonhams.com/press\_release/28203/

‌Foundation, B. (2017, February 16). *Burgess Memories: Desmond Morris*. The International Anthony Burgess

Foundation. https://www.anthonyburgess.org/burgess-memories/burgess-memories-desmond-morris/

‌**The Human Animal – WORKSHEET**

A person holding a monkey

Description automatically generated

Correct the following statements:

1. Desmond Morries observed human behaviour even though he is

a birdwatcher.

1. He created a classification system for words people use with animals.
2. His project took him over sixty years and he travelled to many countries to complete it.
3. The programme looks at sign language.

***The Human Animal - Video***

Desmond Morris is widely known for his study of human behaviour, customs and rituals, a “man-watcher” in the same way as some people are birdwatchers. Originally as zoologist, Morris decided to observe and classify human behaviour in much the same way as he would observe animals - in his words “to do for actions what dictionary makers had done for words”. His project of cataloguing human gesticulation and movement took him to over 60 countries and engrossed him for many years. In this BBC programme, Morris focuses fascinating customs connected with greeting and on the meaning of different gestures.

*What are gestures?*

*Can you show some?*

*What do they mean?*

*Do they mean the same everywhere in the world?*

*Can you shake hands with your classmate?*

Which gestures do you know? Show your classmate.

*1. shrug your shoulders*

*2. cross your fingers*

*3. tap the side of your head*

*4. give the thumbs up sign*

*5. hold your hands out, palms up*

*6. nod*

*7. shake your head*

*8. rub your thumb and first two fingers together*

*a) How many ways of shaking hands do you know?*

*b) How do you say “You are crazy!” with your hands?*

Match the types of gestures to the countries:

**Shaking hands: Saying “You are crazy!”:**

*1 Masai elders*  a) shake and kiss hands *Rome* a) twist finger round and round

*2 Mali, West Africa* b) continue until a deal is struck *England*  b) circle finger anticlockwise

*3 Morocco* c) briefly touch the forearm *Japan* c) put fingers together and tap the forehead

*4 Kurdish farmers* d) give a quick palm touch d) tap the side of head with finger

Watch the video again and underline the correct alternative:

1. I ***drew/directed*** his attention to the fact that over the other side of the road there were two men who were ***gesturing/gesticulating*** in a particular way.

2. … a major new project, one that was to ***keep my interest/engross me*** for many years to come …

3. I began making huge charts naming every facial ***gesture/expression*** every gesticulation every movement every ***position/posture.***

4. Even the simplest human action such as the handshake has countless ***differences/variations.***

5. The essential feature of handshaking is that it's an ***equal/egalitarian*** act.

6. They're all ***exactly right for/fine-tuned to*** the precise **context/situation** in which they occur