

ESL LESSON PLAN: Animals in Art, Literature, and Myth

Class:	American English for the Tourism Industry, Week 6 (AETI_6)	
Date:	DD.MM.YYYY	
Goals:	<p>Conduct a scenario exercise based on local archeological artifacts, then divert discussion more broadly to animals in literature and proverbs to</p> <ul style="list-style-type: none"> (1) ground students with the familiar while introducing vocabulary, (2) build confidence through a subtle teaching-the-teacher angle, and (3) lead them to envision themselves using English in practical and professional ways (particularly students in tourism). <p><i>See approaches: TPR, CLL, CBA.¹</i></p>	
Activities & Objectives:	<p>ACTIVITIES OVERVIEW</p> <ul style="list-style-type: none"> ➤ Students identify animals represented on an illustrated sculptural figure. ➤ The instructor reads from <i>Animal Farm</i> while students list animals mentioned in the passage in a small-group exercise. ➤ Students discuss differences in like animals. 	<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> ➤ Build on vocabularies regarding animals, art, and literature. ➤ Develop skill in active listening and distinguishing key information from noncritical information. ➤ Develop fluency through discussions of small differences and alternating communicative modes.
Materials:	<ul style="list-style-type: none"> ➤ Copies of Artemis handout and one oversized copy to hang. ➤ Four copies of <i>Animal Farm</i> or excerpt printouts. ➤ Cards from AETI_6, “Talking about Animals and Differences”: https://www.youtube.com/watch?v=OecOy45MBME . 	

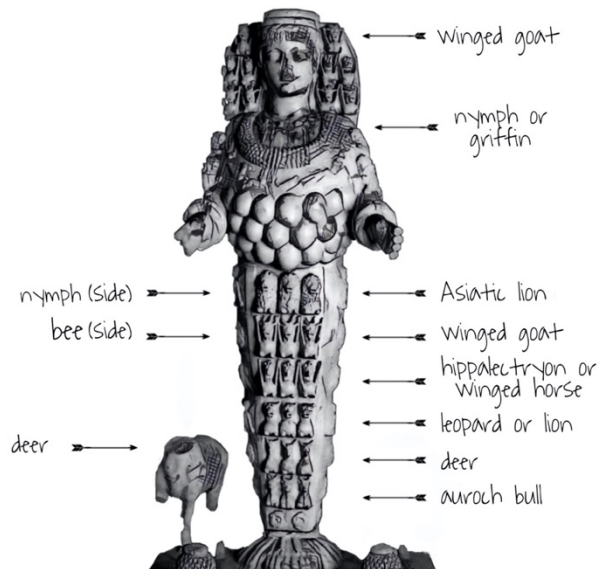
¹ Total physical response (TPR) exercise, competency-based-approach (CBA) quiz, and community-language-learning (CLL) simulation.

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<p>Activity 1 Beautiful Artemis [12:00]</p>	<p>Put students in pairs. Ask them to discuss and label the animals on “Beautiful Animals” in Turkish and in English.</p>	<p>If budget and time allows for a field trip, repeat the exercise at the museum in Selçuk..</p>
<p>Activity 2 [08:00]</p>	<p>Have them write five questions about the sculpture (in regard to animals represented on the figure).</p>	<p>Prepare copies of the diagram for your students.</p>
<p>Activity 3 [30:00]</p>	<p>Roleplay a tour guide (with questions) and a tourist (with answers) in front of the oversized image for three age groups: children, adults, and elders.</p>	<p>Assign students a number and the role they will play in front of class.</p>
<p>Conclusion [10:00]</p>	<p>Review objectives, tying how the skills learned will help in both practical ways and in terms of long-term aspirations or character development.</p> <p>Assign homework, pass out graded work or handouts, and collect classwork/homework.</p> <p>Say something encouraging and recommend visiting for office hours to practice active recall.</p>	<p>See manual for active recall sessions.</p> <p>Note that in some cases there is no clear correct answer for the animals. The point is to practice the presentation of information.</p>

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<p>Preparation:</p>	<ul style="list-style-type: none"> ➤ Print handouts and cards. ➤ Shop for prizes if it's feasible. ➤ Review Artemis handout with answers (below). ➤ Be prepared to talk about hybrid mythological animals like nymphs and griffins, as well as species extinction (for example, the Auroch bull is extinct). ➤ Adjust lesson for either a role-play exercise to practice for the field trip to the Ephesus Archeological Museum or for just the simulated experience.
<p>Announcements:</p>	<p>[Notes for roll book, cultural holiday reminders, concerning reasons for lateness, reminders for follow-ups and notifications.]</p> <p>[Reminders or context about building on past work or preparing for upcoming events, lessons, etc.]</p>
<p>Introduction: [00:00]</p>	<p>[Customize verbal introduction to your agenda and inclusion or exclusion of activities; address changing student dynamics or expectations, Q&A about recent homework, etc.]</p>



The sculptural figure "Beautiful Artemis" in the Ephesus Archeological Museum.

