



Arts and Culture

Aim: to prepare students to talk about culture in their country

Level: Upper intermediate / B2

Language: giving and responding to opinions; agreeing and disagreeing

Time: 30 - 45 minutes + 15 - 20 minutes for exam task

Materials: one copy of the worksheets and exam task per student

Activity 1 (a & b)

Note: The aim of this activity is to introduce the topic and get students to think about what is often seen as culture with a 'Big C' i.e. art, music, literature, etc.

1. Put the students in pairs or groups.
2. Ask the students to look at the five pictures and answer the question: *What types of culture do they represent?* Ask students to discuss in their pairs or groups any other types of culture that they can think of.
3. You could check possible answers at this stage (see below).

Suggested answers: 1. art (paintings, sculptures, artefacts); 2. food; 3. architecture; 4. sport; 5. music. Other examples of culture could include literature, the performing arts e.g. dance, drama, film, etc., games and festivals.

4. Next, ask the students to choose three of the pictures and describe or talk about each one.
5. Monitor and help where necessary.
6. You might want to put some prompts on the board, i.e. *What can you see in the picture? Are you interested in this? What else does the picture make you think about?* etc.
7. Finally, have a class discussion on the different types of culture.

Activity 2 (a & b)

Note: We often associate particular people or things with aspects of culture, e.g. Shakespeare with literature, the Beatles with music, the Eiffel Tower with architecture, etc.

1. Put students in pairs or groups.
2. Ask the students to look at the names of the different people and say where they are from and why they are famous.
3. Monitor and help where necessary. If students are struggling you could write the answers up on the board, but not in the correct order, and get them to do this as a matching activity.
4. You could check the answers at this stage (see below).

Suggested answers:

Wolfgang Amadeus Mozart

– Austria / Vienna & music

Nicole Kidman

– Australia & film / actress

Pablo Picasso

– Spain & art / painting

J.K. Rowling

– UK & literature

Michael Schumacher

– Germany & sport / motor racing

Shakira

– Colombia & music

Jamie Oliver

– UK & food / cookery

Luciano Pavarotti

– Italy & music / opera

5. Next, ask the students to discuss famous people from their country. Who do they think is the most famous and why?

Note: In a class where the students come from different countries, they can check to see if the other students have heard of the person they are thinking about.

6. Finally, have a class discussion. Again, do this in groups, but get the students to expand this activity by also discussing the various different types of culture, i.e. food, music, sports, etc.



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Practice exam question

Note: There are two parts to this section: an individual turn and then a pairwork discussion activity.

Depending on the number of students you have in the class, you could either take the role of examiner yourself or, especially in large classes, get the students to work in groups with one of them taking the role of the examiner.

For example, put the students in groups of three. For the individual activity:

- one student takes the role of 'candidate' and speaks
- one takes the role of 'interlocutor', asking questions and prompting the 'candidate'
- and one student takes the role of 'examiner' using the mark scheme

For the pairwork, two of the students speak to each other while the third student takes the role of examiner.

Suggested marking scheme

Total mark out of 20, with each criteria worth up to 5 marks.

Content – answering the question

- 5 answers the question and all the information included
- 4 answers the question but one or two things missing
- 3 answers the question but a number of things missing
- 2 tried to answer the question, but quite a lot missing
- 1 failed to answer the question

Range of vocabulary and grammar

- 5 used a wide range of vocabulary and grammar appropriate to the task
- 4 used a wide range of vocabulary and grammar but not always appropriate to the task
- 3 used a fairly wide range of vocabulary and grammar appropriate to the task
- 2 used a limited range of vocabulary and grammar
- 1 used a very limited range of vocabulary and grammar

Accuracy of language (i.e. pronunciation, functional language, etc.)

- 5 minimal errors, well-developed control of language
- 4 errors occur when attempting more complex language
- 3 a number of errors but they do not impede communication
- 2 a lot of errors, distract the reader, difficult understanding
- 1 frequent errors, difficult understanding

Fluency

- 5 speaks well with only natural pauses (i.e. to collect thoughts)
- 4 sometimes hesitates when trying to think of a word or what they want to say next
- 3 often pauses to think about what they want to say, but can use fairly complex language at times
- 2 struggles to put together full sentences and pauses frequently
- 1 only uses a few words and can't fully talk about the task



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Activity 1

a) Look at these pictures. They each represent a type of culture. What do they represent? Can you think of any other types of culture?



b) Describe three of the pictures.

1. _____
2. _____
3. _____

Activity 2

a) Where are these people from and what are they famous for?

Wolfgang Amadeus Mozart _____

Nicole Kidman _____

Pablo Picasso _____

J.K. Rowling _____

Michael Schumacher _____



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Shakira _____

Jamie Oliver _____

Luciano Pavarotti _____

b) Who do you think is the greatest person from your country? Why?

Worksheet

Activity 3

Some friends of your family are visiting you from another country and, at dinner, they ask you the question: *What is your country famous for? What would you tell them about? Why?*





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1 Individual activity



Practice Exam Question

- Compare and contrast the pictures.
- Discuss how music is an important part of culture.
- What other things do you think represent the culture of your country?

2 Paired activity

A group of English students are going to visit your school. You have been asked to plan a welcome event for them to give them a taste of your local culture.

Plan the evening, taking the following things into consideration:

1. Which aspects of local culture will you include in your plans for the evening, e.g. music, literature, dance, art or film?
2. Will you focus on traditional or modern culture, or a combination of both?
3. Will you organize an exhibition and displays for the visitors to see?
4. What food will you provide? Will you cook a full meal or just have snacks?
5. How long will the event last?
6. Where will the event be held?
7. What equipment will be needed?
8. How much will the event cost?

You should agree on three areas of culture to include in the event.