

LESSON H

Pre-lesson Student worksheet



BBC

CULTURE

Graffiti: street art or vandalism?

Bristol: UK capital of street art

If you want to see art, it's normal to go to an art exhibition in a gallery. There you'll find paintings, landscapes and sketches. But wouldn't it be more fun to see these works in the street? Well, there's a city in the UK whose biggest tourist attraction is street art: Bristol!

There are historical reasons for this fame. The city was badly bombed in World War II, leaving large areas that were empty and required new buildings. Many of these new constructions were put up in a hurry and the buildings quickly became abandoned. The concrete walls were perfect canvases for street art. Today you can find art everywhere – on bridges, in alleys and on the main streets in the city centre. The whole place seems like a giant outdoor gallery!

If you're able to stay for a while, book onto one of Bristol's popular street art walking tours. Experts will tell you about the artists who have decorated the city's streets. The most famous of them is Banksy, with his stencilled graffiti designs. He is celebrated all over the world for his funny and, at times, controversial murals but nobody knows his real identity. Most of his early work was removed by the local council but there is one famous work that survives. It shows a man hanging from a painted window on the side of a large wall.

Of course, some people call Banksy's creations street art and others call it graffiti. What's the difference? Well, the debate is open. Some people say that graffiti is destructive and political, while street art is constructive and creative. But others say that the only difference is that graffiti includes letters – people's 'tags' or special signatures. Whatever you think, a lot of these works are now worth large sums of money at auctions. Is that a good thing or are people just paying for acts of vandalism?



GLOSSARY

abandoned (adj) if a building is abandoned, no one lives in it

canvas (n) a surface on which an artist paints

stencilled (adj) painted using a piece of metal, plastic, etc. into which shapes have been cut

controversial (adj) causing disagreement or discussion

mural (n) wall painting

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EXPLORE

1 In pairs, discuss the questions.

- 1 What can you see in the photo? What do you think is the message?
- 2 Is it graffiti or street art? Why? What do you think is the difference?
- 3 Do you think street art can be worth money? Why? / Why not?
- 4 Is there a lot of graffiti/street art where you live? Is it often removed?

2 Read the article and choose the correct option.

- 1 The writer believes that it's *normal* / *unusual* to see art in the street.
- 2 Street art became popular in Bristol because there were many *abandoned buildings* / *street artists* there.
- 3 *Not many* / *A lot of* people know about the city's art tours.
- 4 Banksy's art *is* / *isn't* well-known.
- 5 There is *not much* / *a lot of* Banksy's art on the streets of Bristol today.
- 6 People *agree* / *disagree* about the difference between graffiti and street art.

EXPLORE MORE

3 In pairs, discuss the questions.

- 1 Is there any interesting graffiti or street art where you live?
- 2 What would you prefer to look at – street art or graffiti? Why?

LESSON H

Pre-lesson task, Teacher's notes



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Answers

1. Students' own answers.
[Interpretation of the piece here.](#)
2. Students' own answers
3. Students' own answers
4. Students' own answers

1. Unusual
2. Abandoned buildings
3. A lot of
4. Is
5. Not much
6. Disagree

1. Students' own answers
2. Students' own answers

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Teacher's notes



Key info

Duration:	15 minutes
Objectives:	<ul style="list-style-type: none"> Learn at least 10 new words to talk about graffiti Learn about a famous graffiti artist Ask and answer questions about graffiti with other schools
Resources:	<i>Wider World 4</i> - 'Graffiti in Bristol' BBC video
	<ul style="list-style-type: none"> Pre-lesson student's worksheet (optional, but supports Ss with the vocabulary and ideas in the lesson) Student's worksheet (1 per student) - distribute before the lesson Worksheets A & B - have both prepared, but distribute <u>one</u> of these worksheets to students <u>when instructed to</u> by the trainer A Pen or a pencil - make sure students have them at hand
Post lesson	Video showing graffiti or street art in your town (optional)
Big Live Lessons	<i>BIG Live Lessons</i> follow the same lesson structure as <i>Live Classes</i> , however some activities have been amended to fit the lesson format. See below for more details.

Lesson procedure

Warm-up

Duration	Description	Class teacher's role
5 mins	T introduces himself and schools say <i>hello</i> one by one	Encourage class to say <i>hello</i> into microphone
	T checks pupils have worksheet and a pen	Monitor pair work
	T explains lesson objectives and other instructions	Clarify any misunderstandings

Presentation & Practice

Duration	Description	Class teacher's role
15 mins	Ss look at four pictures and discuss in pairs, then volunteers come to the microphone to give their opinions	Monitor, have a student ready to come to microphone
	Student's Worksheet - Task 1. Ss predict what the characters will say about graffiti - on their worksheets	Support with language, monitor
	T asks for volunteers to predict what characters say. Ss come to microphone	Have student ready to come to microphone
	BBC video. Watch video to check what characters say	Watch video with Ss, monitor
	Student's Worksheet - Task 2. Ss fill in speech bubbles with vocabulary from the box to complete what the characters said.	Monitor
	T asks for volunteers for Ss to come to microphone to confirm what the characters said. T confirms answers to Task 2.	Have student ready to come to the microphone.

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Teacher's notes



Production

Duration	Description	Class teacher's role
35 mins	Student's Worksheet – Task 3. Breakout rooms. Ranking task with another school to put five pieces of graffiti in order from favourite to least favourite. Use functional language to come to agreement.	Have Ss participating in collaborative task with other school. Clear up any misunderstandings. Encourage Ss to use functional language provided in their discussion.
	Students Worksheet – Task 4. Information gap activity. Students from different schools are split into groups A and B. They should read and memorise their text assigned and look at questions they have to ask the school about the other text.	Distribute either text A or text B to your students as instructed by the trainer. Ensure students read the text and that they try to memorise the details.
	Student's Worksheet – Task 4. Breakout rooms. Ss ask the other school questions about their text (the questions are on the worksheet) and write down what they learn on the worksheet.	Help Ss ask and answer questions. Prompt and allow Ss another look at their text as necessary.
	Back together. T asks for the answers to both sets of questions	Have Ss ready to come to microphone
	Student's Worksheet – Task 5. Breakout rooms. Ask other school questions about graffiti in their area and note down what they say	Monitor, have a student ready to answer question into microphone
	Back together. T asks Ss what they learned about the other school	Have students ready to share what they learned in microphone

Wrap up

Duration	Description	Class teacher's role
5 mins	Revisit lesson objectives. Have we achieved them?	Monitor
	Video challenge – T explains post-lesson task and shows demo video	Monitor, clarify any misunderstandings
	Schools say goodbye one at a time into the microphone	Encourage Ss to say goodbye

Lesson glossary

Graffiti

A tag

Stencil

Mural

A mess

Paint over

Get ride

Degrades the neighbourhood

Piece / form of art

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Teacher's notes



Follow up/Homework

Duration	Description	Class teacher's role
N/A	<p>Students prepare a video showing one or more pieces of graffiti or street art in their town.</p> <p>The video can be uploaded to the Live Classes Facebook group (for more information see below) so students learn about tech habits in other countries.</p> <p>The video can be made individually, in groups or as a class.</p> <p>To include in the video:</p> <ul style="list-style-type: none">• Show the pieces of graffiti• Explain why you think it was painted and what it means (eg, is it political, does it have a deep message?)• Say whether you like it or not and why• Say anything else you feel relevant about the graffiti <p>Useful pointers:</p> <ul style="list-style-type: none">• Ss will find planning / writing a script for their video useful• The video could be carried out as an interview• The more students in the video, the better. Let's get everyone involved! Feel free to make more than one video per class.• Speak clearly and smile! Students are going to show their hometown to the world!• Example video here	Support students in the creation of their class video / recording and uploading the videos.

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Teacher's notes



Post-Class Activity Script and Glossary

Script

Part 1

Michael: Hello, this is Michael Brand reporting from the church in Miraflores de la Sierra. As you can see, there's quite a lot of graffiti and it's of a socio-political nature. This says 'Feminists Forever'.

Michael: Madam, what do you think of this graffiti?

Bea: I think graffiti is a way of expressing yourself, like an old-fashioned twitter. Also, I do agree with the cause.

Michael: Thank you very much. This is Michael Brand reporting from Miraflores de la Sierra.

Part 2

Michael: Hello, Michael Brand again from the local primary school in Miraflores de la Sierra. Here you can see some beautiful street art, some lovely murals. These were painted by the students at the school. We've got something from the Little Prince, this one means 'Peace starts with a smile,' this one 'Educating the child of today, we won't need to punish the adult of tomorrow,' and this one means 'Life is not about waiting for the storm to pass, but learning to dance in the rain.'

Michael: Hello, young man, what's your name?

Samuel: Samuel

Michael: And, er, do you go to this school?

Samuel: Yeah

Michael: And, er, what do you think of these murals?

Samuel: I like them a lot because they are funny and they're colourful.

Michael: Ok, thank you Samuel. Goodbye.

Samuel: Goodbye.

Michael: Hello, young lady, what's your name?

Lúa: Lúa

Michael: Hello Lúa, which one do you like?

Lúa: This one

Michael: This one? Why do you like this one?

Lúa: It got...it got a girls

Michael: Because it's got some girls? Ok, thank you Lúa.

Michael: That brings our report to an end. You've seen the graffiti in Miraflores, now let's hear about the graffiti in your town.

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Teacher's notes



Pearson and BBC Live Classes Facebook community

Join Live Classes project group on Facebook and encourage your students to do the same.

The *Live Classes* project does not end after the lesson, it actually begins here! **Join our closed Facebook group** to give yourself and your students a great opportunity to interact in the global community with your friends from other parts of the world. **The group is available to Live Classes participants only.** It is moderated by our well-experienced team to make sure it generates plenty of opportunities to use the English language outside the class, following the group rules and conditions. **To join the group, search for 'Pearson and BBC Live Classes' on Facebook.**

General teacher guidelines

Classroom setting

Arrange your class in such a way your students all sit in front of the screen, either together as a group or at their desks. Make sure they will be able to stand/sit down, when needed, work in pairs or come closer to the microphone.

You can also ask one of your "tech-students" to support you as there will be times when he needs to click something.

Microphone

We want to hear what your students have to say and the other students around the world do too! Therefore, there are times in the lesson where students can share their thoughts using the microphone (laptops have one built-in, for a desktop you may need to get an external one), either as a whole class (saying hello, goodbye, shouting a one-word answer) or individually (giving a longer answer, sharing their thoughts).

The trainer will have schools' microphones muted but will unmute them at different times in the lesson one at a time (see lesson plan) - please encourage your students to take part and have individual students ready to share their thoughts using the microphone.

Monitoring understanding

The trainer will grade his language and explain instructions carefully, but he can't monitor the understanding of all pupils - therefore, feel free to clarify / explain / use students' L1 whenever you feel necessary.

Breakout rooms

During the lesson you will be groups with a different group(s) to discuss the task together. Once you get to the room you need to:

- you may need to unmute the microphone (click an icon in the bottom left corner)
- support your students in discussing the task
- monitor the activity, taking turns
- clarify/repeat what the other school said if it is unclear for your students

BIG LIVE LESSONS

BIG Live Lessons are based on the above lesson structure. Some activities have been amended to fit the lesson format.

Teachers are asked to:

- share **Student worksheet** in a digital format with the students before the lesson
- attend a *BIG Live Lesson* with their students to follow up on the lesson and monitor students' performance

Students are asked to

- have their worksheets ready – printed out or available in a digital format
- have a piece of paper, a pen and a pencil