

Graffiti

Topic

Graffiti

Aims

- To learn lexis related to graffiti
- To practise reading skills
- To practise speaking skills

Age group

12- adult

Level

B1 / B2

Time

60 – 90 minutes

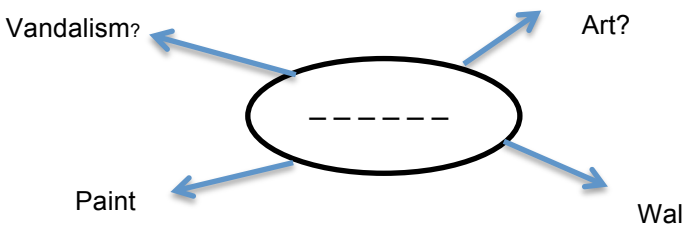
Materials

1. Graffiti student worksheet
2. Internet links: www.banksy.co.uk - Banksy's website and has pictures and information about him.
<http://www.theguardian.com/artanddesign/gallery/2009/jun/12/banksy-bristol-art-exhibition?picture=348798024> - Pictures from the Bristol City Museum exhibition.
<https://www.youtube.com/watch?v=Ag-iTSQnigY> - Channel 4 news report on Banksy in the West Bank.
<http://graffiticreator.net/> - Website which helps you to create your own graffiti.

Introduction

This lesson offers a variety of activities based on graffiti and the Banksy exhibition that took place in Bristol (summer 2009). Task 1 is a warm up activity which introduces the topic and gives the students chance to say what they know about graffiti. Task 2 is a quiz about graffiti for students to do in pairs. Task 3 is an article to read about Banksy and graffiti in the UK, followed by a comprehension exercise. In Task 4 students have a chance to discuss graffiti and related topics in more depth. Task 5 is a role play involving group work and pair work where Banksy is interviewed by a journalist.

Procedure

1. Introduce the topic – Mind map	<p>Before giving out the student worksheet, introduce the topic. Draw the following mind map on the board and ask students to tell you the missing word (graffiti). Give clues if necessary, e.g., 'It's a kind of painting on walls.' 'You usually see this in big cities.' 'It begins with 'G.'. Next ask students to tell you what they know (if anything) about graffiti.</p> <div style="text-align: center;">  <pre> graph TD A((-----)) --> B[Vandalism?] A --> C[Art?] A --> D[Wall] A --> E[Paint] </pre> </div>
2. Task 2 – Graffiti Quiz	<p>Hand out the quiz to the students. A higher level class can do the quiz in pairs. Set a time limit of five minutes then check answers as a class. With a lower level class do the quiz as a whole class activity, checking that students understand each question. Students can then choose the correct option in pairs, and then check the answers as a class.</p> <p>Answers: <i>1a, 2b, 3 all of them, 4c, 5c(the Berlin wall, dividing East and West Germany was demolished in 1989), 6b, 7c</i></p>
3. Task 3 – Art or Vandalism?	<p>Write the question 'Is the writer's attitude positive or negative attitude towards graffiti?'. Give the students a time limit of 2 minutes to read the text very quickly and answer the question (answer: positive). Then ask the students to read the text again more slowly (consulting the glossary where necessary) and then in pairs to make notes saying what the numbers, places and people refer to in the text. For a lower level class you could write the answers in jumbled order on the board (or show on an OHP/data projector if available to save class time) for the students to match. Pairs can compare with another pair before checking answers as a class.</p> <p>You could show some of Banksy's work, either photocopies or on a data projector if available. Ask the students to give each piece a mark out of 10 or think of an adjective to describe each piece. You can find examples of his work here- www.banksy.co.uk/ or at the links at the end of this lesson.</p>

	<p><i>Answers:</i></p> <p><i>Numbers</i></p> <p>2009 – The year of the ‘Banksy versus the Bristol Museum exhibition’.</p> <p>100 – The number works by Banksy at the Bristol Museum exhibition.</p> <p>1973 – The year Banksy was (probably) born.</p> <p>2 million – The money (in dollars) Brad Pitt paid for a Banksy painting.</p> <p>2003 – Banksy designed an album cover for Blur.</p> <p>four – The number of times Banksy has refused to do adverts for Nike.</p> <p>360 – The length of the graffiti wall in Dundee.</p> <p><i>Places and people</i></p> <p>Bristol – The location of the museum and Banksy’s hometown.</p> <p>Banksy – The world’s greatest graffiti artist.</p> <p>Palestine - Banksy painted on the Israeli West Bank Barrier.</p> <p>Israel – Banksy painted on the Israeli West Bank Barrier</p> <p>Brad Pitt – He bought a painting Banksy painting for 2 million dollars.</p> <p>Dundee – The longest legal graffiti wall in the UK is here.</p> <p>Mike Crilly – He organizes the legal graffiti wall in Dundee, Scotland.</p>
4. Task 4 – Discussion	<p>The first 7 questions are more suitable for a lower level class and the last 3 can be added for higher levels. Give students a few minutes to read the questions and make notes of their answers. Students discuss the questions in pairs. Ask some students to tell the class what their partner said about 1 or 2 questions.</p>
5. Task 5 – Role play	<p>This is a light-hearted role play where student A is Banksy and B an interviewing journalist. Divide the class into As and Bs. Bs can prepare their questions as a group (or in small groups), referring to the article in Task 3 for help. Prompt them to prepare questions about family, friends, school, work, his ‘message’, his money etc if necessary. The As need to use their imagination to prepare Banksy’s background (family, friends, school, work, his ‘message’, his money etc). Next, split the students off into AB pairs to do the role play. The students could write up their interviews in the same AB pairs as a follow up writing activity.</p>

Contributed by

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