Paintings

Topic

Famous paintings

Aims

- To help learners describe well-known paintings
- To develop learners' listening and writing skills
- To expand learners' vocabulary

Age group

Teens

Level

B2

Time

60 minutes

Materials

• Paintings student worksheet

Introduction

What are the best five paintings in the world? In this lesson students read about well-known paintings and look at art vocabulary. They listen to a dictation to complete a text describing a painting. Students then write a short description of a picture they have seen. Students finish by making their own 'top five' lists.

Procedure

1. Lead in: (5 – 10 minutes)	• Ask students if they know any famous paintings? What do they think is the most famous painting in the world? If you have online facilities you could show this short YouTube video of the top 10 most expensive paintings

	http://www.youtube.com/watch?v=IzA6z_ywG4o
2. Task 1: Famous paintings (10 – 15 minutes)	• Hand out **Task 1.** Students identify the artists in exercise A in pairs or as a class depending on your students' art history knowledge. • Tell the students that the pictures in exercise A are the best five paintings in the world according to a website found through Google. Ask if they have seen any of these paintings. In a gallery, on a poster, postcards…? Which do they like or dislike? • Students should be able to do exercise B without seeing the paintings. You can find all the paintings on Wikipedia to show in class if you like: http://en.wikipedia.org/wiki/Main_Page • Students do exercise C individually then compare answers in pairs. Use dictionaries, if available, to check answers. *Answers Task 1:* *A: 1 Leonardo da Vinci, 2 Edvard Munch, 3 Vincent Van Gogh, 4 Pablo Picasso, 5 Claude Monet* *B: 2 Mona Lisa, 3 Poppies in a Field, 4 The Scream, 5 Guernica* *C: 2 landscape, 3 Impressionists, 4 monochrome, 5 portrait, 6 cubist, 7 still life*
3. Task 2: Mystery painting (10 minutes)	• Hand out **Task 2.** Read the complete description to the class. Can the students say which painting from task one is described? (The Scream). Students listen again and complete the text with the correct words and phrases. If you want to show the painting in class you'll find it here: http://en.wikipedia.org/wiki/The_Scream *Answers Task 2:* *1 there is, 2 looks like, 3 background, 4 left-hand side, 5 there are, 6 seems to be*

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Tip: Do a quick grammar & vocabulary focus by asking students to explain the differences between:

foreground and *background* (at the front and back in the painting)

There is and *there are* (singular and plural / 'there is' is also used with uncountable nouns, e.g., there is some grass in the foreground)

Left-hand side and *right-hand side* (on the left and on the right)

Looks like and *seems to be* (very similar meanings but *looks like* is followed by a noun/noun phrase)

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4. Task 3: My top fives (15-30 minutes)

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- Ask students if they can remember the top five paintings. Use the top five paintings as a springboard to talk about other top 5s. Write *holiday destinations* on the board and ask for suggestions for the best, then second best, etc. holiday locations.

- Hand out **Task 3.** In pairs students make their own top five lists (they can invent a category for the final column, e.g., foods, sports people, politicians, actors). You could write your top five songs (or films etc.) on the board to demonstrate the activity. Put pairs into small groups to compare their lists.

- Ask a spokesperson from each group to tell the class how their lists were similar or different.

- As a follow-up the students could make 'top five' posters on one of the topics in Task 3 to display in the classroom.

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Contributed by

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