

REAL WORLD

Resources for teachers

TOPIC: Culture & Multiculture

Level: B1

- 1. Introduction**
- 2. Getting into it**
- 3. Keywords**
- 4. Working in detail**
- 5. Follow-up**
- 6. Assessment**

1. Introduction

Show picture of young people from different cultures (e.g. the Real World Cover) and elicit the idea of *multiculture*. Multiculture means ‘many cultures’.

Write the word ‘*CULTURE*’ on the board.

Ask the students to work in groups of three and write their definition of ‘culture’.

Then ask a speaker from each group to read their definitions aloud while you write them on the board. Concentrate on key words and concepts to form a mind map or spider- graph.

Discussion.

Give the student a definition of ‘culture’.

Culture is a way of life – an accepted set of social norms and a recognised system of beliefs.
Culture is also a shared memory: the history, stories, traditions and experiences of a people or group of peoples.

(Time: 15 – 20 minutes)

2. Getting into it

- a) Ask the students to list the countries where English is spoken.

Say you will start from Great Britain before moving on to the other countries.

Raise their awareness of Great Britain with the following worksheet.

(Time: 5 minutes)

3. Keywords

Choose either the words from your students definitions or the keywords given on each page of **Real World**. Explain or paraphrase difficult words.

You may want to do a matching exercise with English keywords and L1 translations.
Here are the keywords from page 8, Great Britain

1. flags
2. language
3. names
4. place
5. roots
6. union

(Time: 8-10 minutes)

4. **Working in detail** (*building-up the idea of multicultural society*)

a) How much do you know about the British Isles?

Ask the students to work in groups of 4. Give each group a blank map of the British Isles.
Ask them to name the countries in the British Isles and draw the borders between them.

- England
- Republic of Ireland
- Northern Ireland
- Scotland
- Wales

Ask them to name the capital cities and place them on the map.

- Belfast
- Cardiff
- Dublin
- Edinburgh
- London

Check with the map on page 8 of Real World

(Time: 5 minutes)

b) Language

Elicit from the students the relevance of ‘communication’ in a multicultural society , therefore the importance of *language* .

Tell them English and Gaelic are two official languages in GB. Write on the board.

English	Gaelic
Good morning!	Bore da!
Hello!	Dweud!

Give the students this Language worksheet.

If they are curious about the Welsh language they can search words in the on-line dictionary:
<http://www.geiriadur.net/>

(Time: 5 minutes)

c) *A Bit of Each*

Divide the class in 4 groups: A, B, C and D.
Give each group a different country to work on.

- Group A: England.
Give them the England worksheet.
- Group B: Wales.
Give them the Wales worksheet.
- Group C: Scotland.
Give them the Scotland worksheet.
- Group D: Ireland.
Give them the Ireland worksheet.

(Time: 15 minutes)

Ask a speaker from each group to tell the other groups what they have discovered about their countries.

d) *Multicultural Britain*

Give the students the Multicultural Britain worksheet.

(Time: 8 - 10 minutes)

5. Follow-up

Ask the students to think about their own culture.

Ask the students to work in pairs and give them the Culture Follow-up worksheet.

(Time: 5 - 10 minutes)

6. Assessment

Recap the idea of culture , introduced at the beginning of the lesson. Get the students to suggest words and ideas. You should come up with words such as:

- **identity**
- **language**

- **roots**
- **politics**
- **education**
- **lifestyles**
- **hobbies.**

Check the Follow-up worksheet. Now get the students to compile their individual one for their portfolio.