



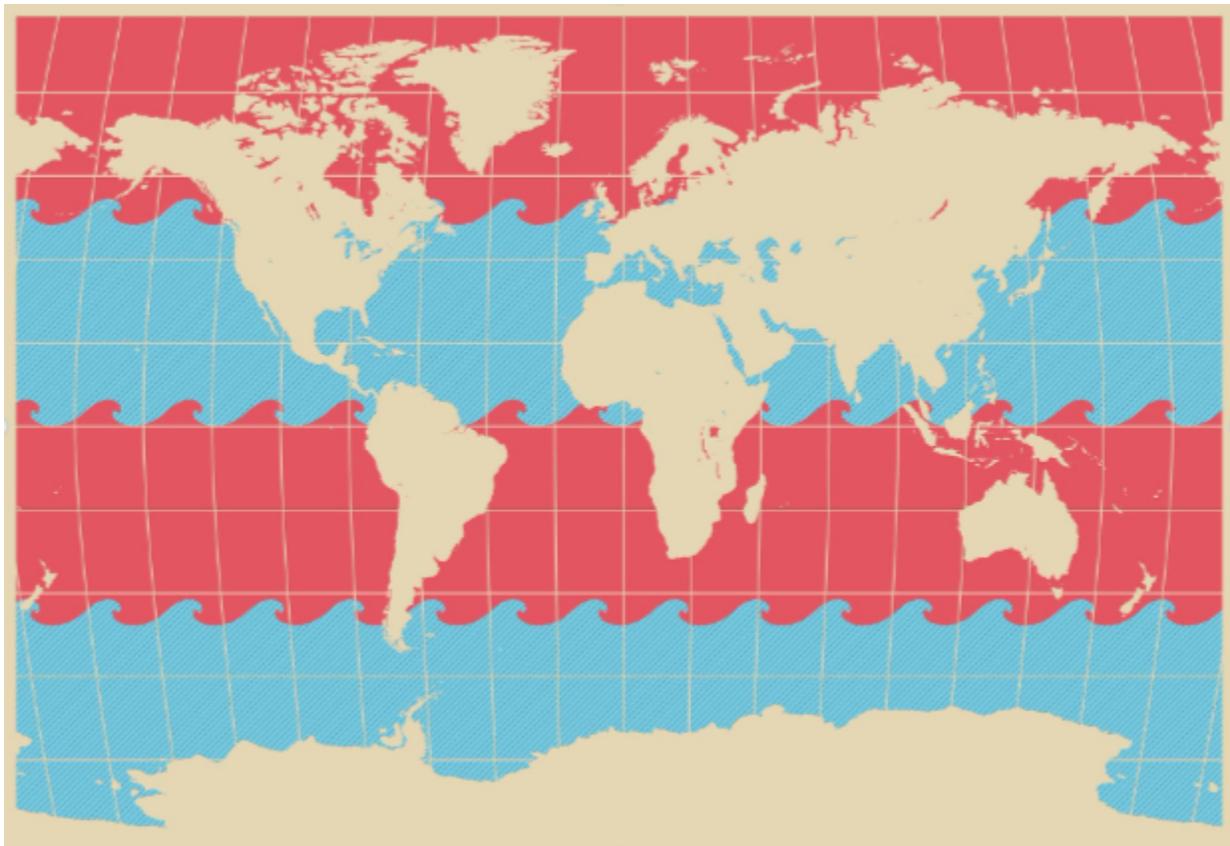
Name of the lesson: **English – getting to know different culture**

Prerequisites	- access to Microsoft PowerPoint and the internet
Aims	<p>The purpose of this lesson is to help students comprehend culture through examining cultures from around the world. Students will be shown images of other cultures so that they may begin to recognize the various characteristics of culture and learn how cultures contribute to a diverse and beautiful world heritage.</p> <p>Language Skill: Grammar, Listening, Reading, Speaking, Vocabulary, Writing</p> <p>Content Area: Social studies, geography, technology, English for specific purposes, English for academic purposes, life skills</p> <p>Learning outcomes: Students will be able to:</p> <ul style="list-style-type: none">- Define cultural heritage;- Describe touchable (tangible) and untouchable (intangible) cultural heritage;- Recognize that cultural heritage is complex and diverse by nature, and that all forms of human heritage reflect and celebrate this diversity;
Students' age	14 – 17 years
Steps	0 – 15 minutes – warm up activity – pieces of the world 15 – 45 minutes – main activity – cultures of the world
Time	45 minutes

PROCEDURAL INSTRUCTIONS

Warm Up Activity (0 – 15 minutes): Pieces of the World

- Divide students into groups of four or five.
- Give each group the same picture of the map of the world cut in pieces.
- All groups should have the picture in the same number of pieces.
- Tell students that when you give the sign, they have to start solving the puzzle. The group that solves the puzzle first wins.



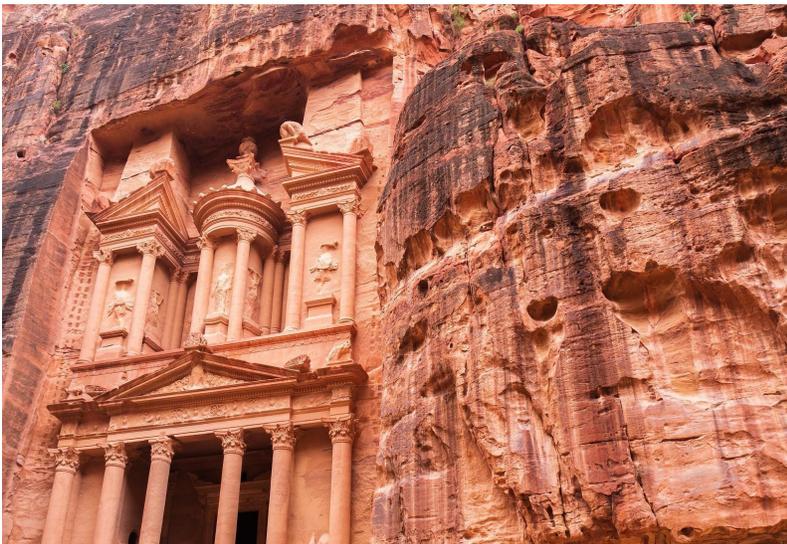
MAIN ACTIVITY (15 – 45 minutes)

- Begin by stating that culture is a difficult concept to define. In truth, no single definition of culture has been agreed upon. Cultural heritage, on the other hand, is clearly defined but interpreted in a variety of ways.

- Ask students to list the characteristics of culture and write their responses on the board. If necessary, assist them in developing some features. Explain to pupils the difference between tangible (visible and touchable) and intangible (not visible and touchable) human characteristics or features as they relate to culture and cultural heritage.
- Analyse aspects of culture and cultural heritage by projecting photos on the wall (if you don't have a projector, pass out paper copies of the photos).



<https://pixabay.com/photos/taj-mahal-india-agra-islamic-866692/>



<https://pixabay.com/photos/petra-jordan-monument-sand-stone-4945669/>



- Ask pupils to identify touchable and, if possible, untouchable cultural characteristics after seeing one photo. Then show a new photo and repeat the process. Assist pupils in coming up with the following ideas:
 - “ Touchable Cultural Elements: the arts, (paintings, sculptures, objects and artefacts that belong to the previous generations, rare books, etc.), buildings/architecture/ fortifications, bridges,
 - “ Untouchable Cultural Elements: beliefs; norms; rules; social standards; values.