

## Kaleidoscope - Belfast

### Topic

Belfast

### Learning outcomes

- Use critical thinking skills to predict what someone will say
- Practise discussing ideas with a partner
- Listen for detail, including plotting a route from a description.

### Age group and level

Aged 13-17 and Adult C1

### Time

70 minutes. This could be done over 2 lessons.

### Materials

Presentation

Worksheet

Map

Belfast video (on Teaching English website)

### Introduction

Kaleidoscope is a project that mixes video and original pieces of writing from well-known authors in three capital cities – Belfast, Cardiff and Edinburgh. The package consists of a piece of poetry or prose, which looks at the city from an insider's point of view. A simple movie accompanies the writing to help the language learner understand lexical or cultural items that require explanation.

The focus of this lesson is Belfast. It includes an original piece of writing by Eunice Yeates called Belfast shown in video form.. Learners start by discussing where they'd prefer to live before listening to the start

of the video. Then they predict the answers to questions answered by the narrator, before watching the whole video. Then they do some post watching comprehension activities with the option to draw a route described in the video on to a map. This lesson allows for collaborative learning and discussion.

## Procedure

<b>1. Lead-in (5 mins)</b>	<ul style="list-style-type: none"> <li>• Give out the worksheet (Task 1) or display <b>slide 2</b>. Ask learners if they know where Belfast is on the map.</li> <li>• If using the worksheet ask them to touch the location. If using the presentation you could nominate a confident learner to come forward and point to it. Ask the other learners to confirm if they are correct.</li> <li>• Display <b>slide 3</b> to make sure the location is clear.</li> </ul>
<b>2. Warmer (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Start a whole class discussion using the following prompts. These questions are also on <b>slide 4</b>.                     <ul style="list-style-type: none"> <li>— Do you ever wish you lived in a different place?</li> <li>— If you live in a city, do you ever wish you lived in the country? Why?</li> <li>— If you live in the country, do you ever wish you lived in the city? Why?</li> </ul> </li> </ul>
<b>3. Listening (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Ask the learners to listen to how Stephen answers the three questions they've just discussed. Play the video until 0.31. At this point do not display the video, only share the sound. This will help learners to hone their listening skills.</li> <li>• You may need to play it more than once. Elicit the answers</li> </ul> <p><b>Answers:</b> He lives in the city but wants to live in the countryside because he loves nature. He lives in a small house without a garden.</p>
<b>4. Before watching (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Tell learners they are going to watch a short clip of video connected to a piece of writing called Belfast. The video answers the questions on their worksheet Task 2 or <b>slide 5</b>.</li> <li>• Put learners into pairs. Ask learners to underline or make a note of any new vocabulary in the questions. Gloss the meaning and check the pronunciation is clear.</li> </ul>

	<p><b>Possible new vocabulary:</b> window boxes; tensions; community; tow path; bliss</p> <ul style="list-style-type: none"> <li>• Ask the pairs to use their imagination to answer the questions.</li> <li>• Elicit answers from some of the pairs. Explain that this is a useful strategy to use in any kind of listening exam</li> </ul> <p>This could be the end of lesson 1 – Learners will need their worksheet for the next lesson</p>
<p><b>5. While watching(15 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Learners check their predictions against the video. They may need to watch 2 times to get the answers</li> <li>• Allow learners to check their answers in pairs before eliciting whole class feedback. <b>Answers:</b></li> </ul> <ol style="list-style-type: none"> <li>1. He liked the countryside and wanted to bring some of it to his street</li> <li>2. She couldn't afford to</li> <li>3. A mean, terraced house - small and cramped, in a poor area of the city</li> <li>4. to escape the streets of his home, in search of wide open spaces</li> <li>5. Very pleased, but also embarrassed if anyone should notice his happiness</li> <li>6. It's the dividing point between west and east Belfast. There were a number of tension points between the sectarian Protestant and Catholic communities in Belfast, and for decades in the 20th century the two communities were at war with each other.</li> <li>7. It is the closest he gets to the countryside, where he can forget he is in the city</li> </ol> <ul style="list-style-type: none"> <li>• The answers are also on <b>slide 6</b></li> </ul>
<p><b>6. After watching (10 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Ask learners to look at Task 3 on their worksheet or display <b>slide 7</b>. Learners match the descriptions with the images. They should refer to their notes.</li> <li>• Learners check in pairs before eliciting whole class feedback.</li> </ul> <p><b>Answers:</b> a) Picture 4; b) Picture 3; c) Picture 1; d) Picture 2</p>
<p><b>7. Comprehension (10 minutes)</b></p> <p>OPTIONAL</p>	<ul style="list-style-type: none"> <li>• Display <b>slide 8</b> or ask learners to look at Task 4 and answer the questions in small groups</li> <li>• Elicit the answers</li> </ul> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1. He is being honest 'Grand' meaning 'Fine' but he is also deflecting attention as he doesn't want any enquiries into what he is doing</li> </ol>

	<p>2. Happy to be free in the park among the flowers and plants</p> <p>3. It was if he didn't have a right to be there: he was from the other side of the river, after all, but also no one else he knew from his community went there, it seems, so he must have felt isolated</p>
<p><b>8. Map (10 minutes)</b> OPTIONAL</p>	<ul style="list-style-type: none"><li>• Give out the map worksheet. Ask learners to listen to Stephen once more and mark his route on the map.</li><li>• Learners check their answer in pairs</li><li>• Display the answer on <b>slide 9</b> or ask a learner with the correct route to hold up their map.</li></ul>

**Contributed by**

Original activity by British Council, Belfast

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