

## Living in the UK

### Topic

The UK

### Learning outcomes

- listen for specific information
- Practise the learning strategies of brainstorming and note-taking
- Read for specific information
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### Age group and level

Aged 13-17 and Adult B1+

### Time

50 minutes + extension activities

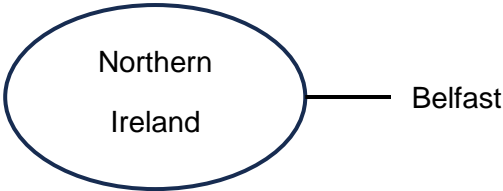
### Materials

- Cut ups and map from **Appendix 1** – 1 copy to stick on board (make the map as large as possible)
- Tape or Sticky Tac to stick map and cut ups on board and texts on the wall
- Video: <https://learnenglish.britishcouncil.org/general-english/video-series/word-street/wots-loch-ness/four-nations>
- UK country texts – 1 or 2 sets
- Vocabulary worksheet - if using for homework or extension: 1 per student
- Role-play cards – for extension: enough sets for each student to have a role

### Introduction

In this lesson, learners watch a video and read about the different countries of the UK. They practise reading for specific information, and guessing the meaning of words from the context, both important reading micro-skills. They practise listening for specific information, brainstorming and note-taking. There is an optional extension in the form of a role-play, in which groups of learners compete to persuade a professional couple to move to 'their' UK country.

**Procedure**

<b>1. Before the lesson</b>	<ul style="list-style-type: none"> <li>Stick the 4 reading texts around the wall. If you have a large class you may want to stick up 2 or 3 copies of each text. Make sure there is a clear route to the texts, so learners don't bump into each other when walking around.</li> </ul>
<b>2. Lead-in (10 mins)</b>	<ul style="list-style-type: none"> <li>Attach the map to the board or make a rough drawing of the UK and Ireland</li> <li>Hold up one cut out and say the place name out loud. E.g. England</li> <li>Ask learners to volunteer to stick the word on to the map.</li> <li>Repeat this until all the country names are on the map</li> <li>Ask the group to check and confirm the locations. Adjust any cut outs that are incorrect.</li> </ul>
<b>3. Brainstorming (15 minutes)</b>	<ul style="list-style-type: none"> <li>Draw an oval on the board and write Northern Ireland inside the oval. Use this to create a spider diagram. Elicit from learners what they know about Northern Ireland.                     <div style="text-align: center; margin: 10px 0;">  <pre>                     graph LR                     NI(Northern Ireland) --- Belfast                     </pre> </div> </li> <li>Put the learners into 3 groups. Tell each group they are going to repeat the same activity with another place in the UK. Assign England to one group, Scotland and Wales to another.                     <p><b>Note:</b> If you have a large class you can make 6 groups Assign each country to 2 groups. You can make more groups as long as the number is a multiple of 3.</p> </li> <li>Add 3 more ovals to the board and ask groups to add their ideas to share with the whole group.</li> </ul>

**4. While watching (10 minutes)**

- Tell learners they will be watching a video about the UK.
- Elicit or gloss the definitions of the following words: choir, legend, assembly, a symbol, debate

**Definitions**

Choir - a group of people who sing together.

Legend - a very old story

Assembly - a place where people gather for a common reason

A symbol - a picture or sign that holds special meaning

Debate - discuss different views on a subject

- Draw the following table on the board and ask learners to copy it. They should allow space for notes in each section.

England	Scotland
Wales	Northern Ireland

- Ask learners to make notes about each country of the UK.
- Put learners into pairs or small groups to share their notes before getting whole class feedback. See **Appendix 2** for the transcript.

**5. Reading quest (15 minutes)**

- Put learners into groups of 4 if possible. If there is one small group assign 2 countries to one student.
- Tell learners they are going to do a reading quest to find out more about the UK countries which is a quiz where they search for the answers.
- Point out the texts on the wall. Give each student a reading quest worksheet face down, so they can't see the questions.
- Assign a UK country to each learner in a group: England, Scotland, Wales, Northern Ireland.

- Tell the learners they can only read about their assigned country. Explain that the worksheet has some questions about their assigned country. They must answer as many questions as they can in 5 minutes.

**Note:** They should each find 4 answers

- Make sure they've located their text before they stand up. They can only turn over the worksheet when they stand up.
- Monitor and double check their routes between their desk and their text is clear.
- When they have completed as many answers as possible they can sit in their group again.
- Once the groups are together they should share what they learnt, so all group members have the answers to the questions.
- Check answers with the whole group. See **Appendix 3** for the answers.

You can expand this section by 10-15 minutes by asking the groups to share anything interesting they learnt about the UK country they read about. Groups can then decide which UK country they'd like to visit.

## 6. Language OPTIONAL

Extension or homework

- Ask learners to match the definitions with the words from the text.
- Then they select the correct word to complete the sentences. Make sure they know they may have to change the form

### Answers – part 1

1) someone who is very famous and people think represents a particular idea	d) icon
2) difficult to define or see clearly	c) indistinct
3) a set of questions that you ask many people	g) survey
4) a way of thinking about things	e) mindset
5) to deliberately avoid a person, place or activity	b) shun
6) very impressive or beautiful	f) stunning
7) very successful	a) thriving

	<p><b>Answers – part 2</b></p> <ol style="list-style-type: none"> <li>1. thriving</li> <li>2. idol</li> <li>3. is shunning</li> <li>4. stunning</li> <li>5. survey</li> <li>6. mindset</li> <li>7. indistinct</li> </ol> <ul style="list-style-type: none"> <li>• Elicit answers from the whole class</li> </ul>
<p><b>7. Extension or review: role play (30-40 minutes)</b></p> <p>OPTIONAL</p>	<ul style="list-style-type: none"> <li>• Put learners into 5 equal groups. Give each person in a group the same role face down. Additional students can be put into the Role 1 group</li> <li>• Tell groups they will be discussing and planning their role (questions or answers). They should try to use any information they learnt from the video and text for Roles 2-5.</li> <li>• Allow 5-10 minutes. Monitor to support. Ensure all learners participate and make notes.</li> <li>• Change the groups so that learners are in groups of 5 or 6 (in a group of 6 there will be 2 students with Role 1). Learners will now act out their role play; asking and answering the questions on their cards.</li> <li>• The learners with Role 1 should decide where they want to go</li> <li>• If you have time ask 1 or 2 groups to demonstrate their role play.</li> </ul> <p><b>Note:</b> if you have a large class you could create 10 groups and repeat the roles</p>
<p><b>8. References</b></p>	<ul style="list-style-type: none"> <li>• Spider diagram- <a href="https://www.mindmanager.com/en/features/spider-diagram/">https://www.mindmanager.com/en/features/spider-diagram/</a></li> </ul>

**Contributed by**

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**Appendix 1 – Cut ups**

<b>England</b>	<b>Scotland</b>
<b>Wales</b>	<b>Northern Ireland</b>



Image by Suzanne Mordue

## Appendix 2 – Transcript

Nick: This is London, and behind me are the Houses of Parliament. Parts of these buildings are more than nine hundred years old. This is where the laws of the UK are debated and created. The United Kingdom is actually made up of four different countries; England, Scotland, Wales and Northern Ireland. Each nation has its own culture and heritage.

The population of England is around fifty million people. The English are known for drinking tea, The Queen and talking about the weather. But what are we really like?

Priest: The English are a tolerant people.

Woman 1 : They're just enchanting.

Woman 2 : The English people are very nice.

Woman 3 : They're so polite and so friendly.

Nick: Scotland is in the North of Britain. Just over five million people live there. It's been part of the UK since 1707. Edinburgh is the capital city and home to the Scottish Parliament. The Parliament building is a work of art in itself!

Scotland has some unique customs: wearing tartan kilts, playing the bagpipes, and tossing the caber – a very large post. For over sixty years, The Edinburgh Festival has celebrated art, theatre, and culture.

Wales is on the western edge of Britain. It also used to be a separate country but has been part of the UK for over four hundred years. Nearly three million people live in Wales.

One of its symbols is a red dragon, found on the national flag. The Welsh Assembly is in the capital city, Cardiff. The Welsh are proud of their language, and twenty per cent of the people speak Cymraeg. Most signs are in English and Welsh. Singing is an important tradition in Wales. People working in coal mines in Wales originally formed male-only choirs. They are still popular today.

Old Welsh Man: Well I joined the choir because I met a couple of students – Welsh boys – they brought me here - love singing – I'm in the choir.

Young Welsh Man: The choir sings in Welsh, so you have to be willing to try and pronounce the language, but you definitely don't have to be Welsh to be a member of the choir.

Nick: Northern Ireland is also part of the United Kingdom. The country is home to just under two million people. The capital is Belfast and for many years, Northern Ireland was a place of conflict.

This beautiful country was considered a dangerous place to visit. The troubles lasted until recent years when the peace process brought both sides together. Now, both sides share power in the Northern Ireland assembly. The flag most often used for Northern Ireland shows the red hand - a symbol with a long history in this part of Ireland - and a crown which shows links to the rest of the UK.

The culture in Northern Ireland is rich in myth and legend. One story says that the rocks forming the Giant's Causeway were thrown there by an Irish giant during a fight with a Scottish giant. Irish dancing is popular in Northern and Southern Ireland and has been exported around the world.

Irish Dancer: Irish dancing is special because you have to have good posture, arms by your side and crossed feet. I love Irish dancing because it's great exercise and a lot of fun.

Nick: The four countries of the UK have different traditions. But those differences are also strengths and make the UK what it is today.

### Appendix 3 – Reading quest answers

1. Which UK country has bilingual road signs? **Wales**
2. Which industry is popular in Scotland? **Computer games**
3. In which UK country is there a town with one of the longest place names in the world? **Wales**
4. Which UK country is nostalgic? **England**
5. Which country has 790 islands and how many of these are inhabited? **Scotland, 130**
6. Which sport is very important in Welsh culture? **Rugby**
7. Which UK country has a border with another European country? **Northern Ireland**
8. Who is the patron Saint of England? **St George**
9. Where is J K Rowling from? **Scotland**
10. Which sea separates Northern Ireland from Scotland? **The Irish sea**
11. What are Eisteddfodau? And where would you see them? **Festivals in Wales**
12. Where are Snow Patrol from? **Northern Ireland**
13. Which UK country has the least distinct cultural identity? **England**
14. Where does one of the world's biggest arts festivals take place? **Edinburgh, Scotland**
15. Do English people have large houses? **No, they have small houses and gardens.**
16. What divides Northern Ireland? **Religion; Protestant and Catholics**