

## Northern Ireland

### Topic

Northern Ireland

### Learning outcomes

- Develop all four communication skills
- Revise language of describing places
- Practice writing and answering comprehension questions

### Age group and level

Aged 13-17 and Adult B1+

### Time

90 minutes +. This can be done over 2 lessons

### Materials

Appendix 1 cut ups – 1 or 2 sets to put up on the walls  
Blank paper – enough for pairs to have two small sheets  
Reading texts – enough so that each person has an A, B or C text.  
Worksheet

#### Optional:

Link to Titanic in Belfast video: <https://education.nationalgeographic.org/resource/ship-belfast-built/>  
Transcript for video (Play time 1.38 min) – 1 per student

### Introduction

This lesson gives students the opportunity to find out more about Northern Ireland. It is one of a collection of four Destination UK lesson plans that look at the countries that make up the UK. Students will have the chance to read about Northern Ireland and find out a little about its people and culture.

This could be done as one long lesson. There are suggestions how to divide the plan into two lessons. All four skills are covered.

### Procedure

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

**Lesson 1 (50 minutes + optional extension)**

<b>1. Before the lesson</b>	<ul style="list-style-type: none"> <li>Put the cut ups (Appendix 1) around the wall. Check that there is space in the classroom for learners to walk around. If you have a large class you may want to stick up 2 sets of cut ups.</li> </ul>
<b>2. Lead-in (10-15 mins)</b>	<p>This is a wall walk activity</p> <ul style="list-style-type: none"> <li>Either display <b>slide 2</b> or put the questions on the board:             <ol style="list-style-type: none"> <li>What is 'The UK' short for?</li> <li>Which countries make up Great Britain?</li> <li>Which country is part of the UK but not part of Great Britain?</li> <li>What are the capital cities of the countries that make up the UK?</li> <li>Which countries make up the British Isles?</li> </ol> </li> <li>Put learners into pairs or small groups.</li> <li>Tell them that the answers to the questions are on the walls. Point out the cut ups.</li> <li>Explain they have 5 minutes to find the answers and to write down the letter. They must work together with their partner. As soon as they have all answers they must sit down.</li> <li>Elicit the answers or display <b>slide 3</b>.</li> </ul> <p>Note: If your learners are younger you may want to set some ground rules, such as no running, shouting, etc.</p> <p><b>Answers:</b></p> <p>1b; 2a; 3e; 4c; 5d</p>
<b>3. True/ False (10 minutes)</b>	<ul style="list-style-type: none"> <li>Put learners into pairs. Give each pair 2 pieces of paper.</li> <li>Tell them to write a large T on one paper and a large F on the other.</li> <li>Explain that these represent True and False. You will read out some statements and they will take turns to hold up the appropriate card.</li> <li>You could award points if your learners would like more of a game element.</li> <li>Statements to read out:             <ol style="list-style-type: none"> <li>You can drive F)</li> </ol> </li> </ul>

	<p>2) The famous ship 'Titanic' was built in Belfast.(T)          3) Northern Ireland and the Republic of Ireland have the same currency.(F)          4) Most people in Northern Ireland speak English. (T)          5) The capital city of Northern Ireland is Dublin. (F)</p> <p><b>Additional notes</b></p> <p>1) You have to cross the Irish Sea. You can get a car ferry to Northern Ireland from Scotland.</p> <p>3) Ireland uses the Euro but Northern Ireland uses the pound.          5) The capital of Northern Ireland is Belfast. Dublin is the capital of Ireland.</p>
<p><b>4) Listening and learner training (25 minutes)</b></p> <p>OPTIONAL</p>	<ul style="list-style-type: none"> <li>• If you have Internet access you could play this National Geographic clip about Titanic and Belfast:  <a href="https://education.nationalgeographic.org/resource/ship-belfast-built/">https://education.nationalgeographic.org/resource/ship-belfast-built/</a></li> <li>• Ask learners to find out the connections the woman talks about between the Titanic and Belfast. You may need to show the video more than once.</li> </ul> <p><b>Suggested answers:</b></p> <p>Titanic was built in Belfast. People in Belfast remember Titanic every year and building it is an achievement they are proud of. Her grandfather worked on the ship. She has set up a Titanic society in Belfast. The ship spent 3 years in Belfast but only lasted 13 days after it left Belfast.</p> <ul style="list-style-type: none"> <li>• Give out the transcript (removing the teacher note). Ask learners to read and listen once more.</li> <li>• Then ask learners to discuss the pairs the meaning of the words in bold. Encourage them to read the words in context to help them to work out the meaning. Elicit answers</li> </ul> <p><b>Answers:</b></p> <p><b>Greater world scene</b> – internationally  <b>Input</b> – work, money or energy that is used to make something work  <b>Inanimate object</b> – something that is not living</p>

	<p><b>Commemorate</b> – remember. Usually used when ‘celebrate’ is inappropriate because it’s not a happy event</p>
<p><b>5) Reading (25 minutes)</b></p>	<p>This activity gives learners a strong motivation to read all 3 texts.</p> <ul style="list-style-type: none"> <li>• Divide the class into 3 groups of equal size. If you have a large class make 6 or 9 groups.</li> <li>• Give all learners in group 1 Text A, all learners in group 2 Text B and all learners in group 3 Text C. Repeat this process if you’ve created 6 or 9 groups. Initially put the papers face down.</li> <li>• Tell learners that they will be reading a short text. Then they write two questions about the reading to test another group. Allow 5 minutes for reading and 5 minutes for question writing. They can discuss which questions to write in their group, but they do not all need to write the same question. They must know the answer to their own 2 questions.</li> <li>• Give Text A to group 2, Text B to group 3 and Text C to group 1. Each learner should have a new text. They answer question 1.</li> <li>• Again, move the texts, so Text A goes to group 3, Text B goes to group 1 and Text C goes to group 2. The learners read their new text and answers question 2</li> <li>• Finally, the texts are returned to the original group to review, and check the answers</li> <li>• Ask groups if there are any incorrect answers to clear up.</li> <li>• Get feedback on the task before moving on (did they enjoy it? Would they like to test each other again?)</li> </ul>

**Lesson 2 (40 minutes with optional elements )**

<p><b>6) Language (15 minutes)</b></p> <p>OPTIONAL</p>	<p>This should be a fun activity so don’t worry too much about your learners’ pronunciation of the words or expressions</p> <ul style="list-style-type: none"> <li>• Check your learners know the meaning of colloquialisms  <b>Definition:</b> an informal word or expression that is usually only used in speech. It can be distinct to a certain place.</li> <li>• Display <b>slide 4</b> or give out the worksheet and ask learners to look at Task 1. Quickly test learners on the meanings of the words and expressions (to allow learners to hear the pronunciation of the words).</li> </ul>
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	<ul style="list-style-type: none"> <li>• Ask learners to work in pairs and write or practice a dialogue using the colloquial language.</li> <li>• Select a couple of pairs to demonstrate their dialogue to the whole class</li> </ul>
<b>7) Discussion (15 minutes)</b>	<ul style="list-style-type: none"> <li>• Ask learners to look at Task 2 on their worksheet or <b>Slide 5</b>. If possible find a photograph of an Ulster Fry online to share with your learners.</li> <li>• Gloss any unknown vocabulary from the list of ingredients</li> </ul> <p><b>Note:</b> Black pudding contains blood, whereas white pudding doesn't and is more like a regular sausage.</p> <p>Put learners into pairs to discuss the questions.</p>
<b>8) Writing (25 minutes)</b>	<ul style="list-style-type: none"> <li>• Give a full recipe for Ulster fry to your learners (see link below). Ask them to underline the important verbs for cooking.</li> <li>• Then ask learners to work in pairs and write a recipe for a popular local dish that they'd share with any Northern Irish people they met.</li> <li>• Put two pairs together and ask pairs to share their recipes orally</li> <li>• Get whole class feedback on the dishes they selected and why?</li> </ul>
<b>9) Extension ideas</b>	<ol style="list-style-type: none"> <li>1) You could use LearnEnglish materials (see links below) to extend the topic</li> <li>2) You could also ask learners to create posters in groups detailing the culture of their own country. They could use the Northern Ireland texts as a model, using the same headings: <ul style="list-style-type: none"> <li>— Where is it?</li> <li>— Religion and Identity</li> <li>— Language</li> <li>— Politics</li> <li>— Stereotypes</li> </ul> </li> </ol>
<b>10) References and additional materials</b>	Northern Irish music and nightlife: <a href="https://www.belfastlive.co.uk/whats-on/music-nightlife-news/">https://www.belfastlive.co.uk/whats-on/music-nightlife-news/</a>

Teaching materials (including videos about Northern Ireland for extending the topic:

<https://learnenglish.britishcouncil.org/general-english/video-series/word-street/wots-northern-ireland/northern-ireland-scene-1>

<https://learnenglish.britishcouncil.org/general-english/video-series/word-street/wots-northern-ireland/northern-ireland-scene-2>

**Tip:** If you or your students want to find out more about Northern Ireland have a look at this site: <http://www.discovernorthernireland.com/> – Northern Ireland tourist board.

The Ulster Fry recipe: <https://www.lavenderandlovage.com/recipe/the-ulster-fry-traditional-irish-breakfast>

### Contributed by

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## APPENDIX 1 – Cut ups ✂

a) Wales, Scotland and England.

b) The United Kingdom of Great Britain and Northern Ireland.

c) Cardiff, Edinburgh, London and Belfast.

d) The United Kingdom and the Republic of Ireland.

e) Northern Ireland

## APPENDIX 2 – Transcript

The world know (sic) about this ship. Anywhere you go, any language, Titanic it means something, but they don't know that she was built in Belfast.

We built her. She was longer here for longer than anywhere else...for three years. It was only on the **greater world scene** for 13 days. From the 2<sup>nd</sup> of April when she left Belfast, to her sinking on the 15<sup>th</sup>. And I wanted to stand up and say I'm proud of the **input** that my great grandfather put into it. So, I set up a Titanic Society in Belfast because what happened to Titanic was a disaster. She was not.

Whilst we never forget that fifteen hundred people died in the sinking, we cannot blame an **inanimate object**. So, Belfast always **commemorates** the disaster on the 15<sup>th</sup> of April but uniquely Belfast can celebrate certain elements of the story. Which nobody else can.

We want the world to know that we built Titanic.



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**Teacher Note:** The speaker makes a grammar error when she first starts speaking (marked with sic). If your learners notice this explain that when speaking all native speakers can make basic errors, but these are usually different from the errors made by people speaking a second language. Also, some colloquial language does not strictly adhere to grammar rules.