

Lesson plan

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## Destination UK – Northern Ireland

### Topic

Northern Ireland

### Aims

- To review terminology for describing the UK
- To practise reading skills
- To practise question formation
- To learn some local expressions
- To practise speaking about food and culture

### Age group

12 - adult

### Level

B1 – B2

### Time

60 minutes

### Materials

1. Destination UK- Northern Ireland Student worksheet and Reading texts
2. Internet links: <http://learnenglish.britishcouncil.org/en/word-street/northern-ireland> - British Council LearnEnglish Word on the Street videos about a trip to Northern Ireland  
<http://www.discovernorthernireland.com/> - Northern Ireland tourist board  
[http://en.wikipedia.org/wiki/Full\\_breakfast#Ulster](http://en.wikipedia.org/wiki/Full_breakfast#Ulster) - Wikipedia page with images of an Ulster Fry

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[http://en.wikipedia.org/wiki/Terminology\\_of\\_the\\_British\\_Isles](http://en.wikipedia.org/wiki/Terminology_of_the_British_Isles) - Terminology of British Isles made easy.  
<http://nireland.britishcouncil.org/> - British Council's Northern Ireland page.

**Introduction**

This Essential UK lesson plan is part of a series of four entitled Destination UK. They look at the four countries that make up the United Kingdom. This one gives learners an insight into life in Northern Ireland. Task 1 is designed to help clarify the confusion that students often face between exactly what the difference is between Great Britain, the UK and the British Isles. Task 2 is a simple true or false activity and Task 3 is a reading about life in Northern Ireland. Task 4 looks at some local language and Task 5 is based on the national dish of the country, the Ulster Fry. Task 6 looks at some traditional jokes based on the famous 'Irishman, Englishman, Scotsman and Welshman' concept.

Thanks to Johnny Lavery for his help with this lesson plan.

**Procedure**

<b>1. Task 1 – GB, the UK, or British Isles? What's what?</b>	<p>Put students into pairs or small groups to match the questions and the answers. If you have maps, atlases or any visual material to help them that would be great. If not, draw a map on the board to help. Don't be surprised if your students don't know the answers, help as much as necessary. There's a really good diagram on Wikipedia, the on-line encyclopedia. It would really help students to see how the countries fit together. You could copy it onto the board. The link is:  <a href="http://en.wikipedia.org/wiki/Terminology_of_the_British_Isles">http://en.wikipedia.org/wiki/Terminology_of_the_British_Isles</a> -</p> <p><i>Answers: 1- b, 2- a, 3-e, 4- c, 5- d</i></p>
<b>2. Task 2 – True or False?</b>	<p>This is a simple true or false activity to find out what students may or may not know about the country.</p> <p><i>Answers: 1 – False, 2 – True, 3 – False (the Republic of Ireland use the Euro and Northern Ireland uses pounds) 4 – True (although there is a dialect called Ulster Scots) 5 – False. (Dublin is the capital city of the Republic of Ireland. Belfast is the capital city of Northern Ireland)</i></p>
<b>3. Task 3 – Reading task: The UK in focus.</b>	<p>Copy and cut up the texts on the separate worksheet. Divide your class into three groups, A, B and C and give each group a copy (or several if the groups are large) of the corresponding texts, text A to group A and so on. Ask the group to read their text and then write two questions about what they have read in the space at the bottom. When all groups have done this, rotate the texts around the three groups (do this in an orderly way, clockwise or anti-clockwise) and then instruct the new group to read the text and answer one of the questions at the bottom. Then, pass the texts again (in the original direction!) and the new group answers the remaining question. Finally pass the texts to the next group and now each group should have the text that they prepared the questions for. Ask the groups to correct the answers and give any feedback to their</p>

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	<p>classmates. The text is from:</p> <p><a href="http://www.britishcouncil.org/regional-northern_ireland">http://www.britishcouncil.org/regional-northern_ireland</a></p>
<b>4. Task 4 – Local Lingo</b>	<p>This is a task to show some of the typical words and phrases that are specific to Northern Ireland. Every region in the UK has their own special phrases and now may be a good time to teach the student some phrases from where you are from. To give some examples, as a Cornishwoman I would choose some like, ‘alright my bird?’ ‘What’s on?’ or ‘I’ll do it drekly’ (directly).</p> <p>You could use this task for students to tell you about words and phrases from different parts of their country or to explain some local language to you.</p>
<b>5. Task 5 – The Ulster Fry</b>	<p>The national dish of Northern Ireland is the Ulster Fry. It’s similar to a traditional breakfast fry-up, with a few differences. It is often described as a ‘heart attack on a plate’!</p> <p>Ask your student to look at the ingredients of the Ulster Fry. Teach unknown vocabulary by describing, drawing or translating the items. Then discuss the follow on questions. You could follow this up by asking students to write the ingredients for their ideal meal or a traditional dish they like</p>
<b>6. Task 6– There was an Englishman, an Irishman, a Welshman and a Scotsman..</b>	<p>Jokes about different the nationalities of the UK are a classic part of British culture. Everybody has heard some jokes that start, “There was an Englishman, an Irishman, a Welshman and a Scotsman....” The joke varies depending on where you are and where the joke teller is from! The joke can be on any of the nationalities!</p> <p>Either tell your students some of these jokes, (or ones of your own that are funnier) or give them out for students to read. See if they understand any of them and help when necessary. If your class don’t fall about laughing don’t worry – it may be that they’ve understood the English but just don’t find them funny!</p> <p>Lead on to asking your students to translate some jokes to tell you. I’ve left two blank spaces in the table for students to write their own jokes. When they have done that, they can tell their jokes to the group</p>

**Contributed by**

Jo Budden