

What do you know about Northern Ireland?

Topic

Life and change in Northern Ireland

Aims

- To develop students' ability to take information from a difficult reading text
- To develop students' knowledge of Northern Ireland
- To practice asking and answering questions

Age group

Teens

Level

B1 +

Time

60-90 minutes

Materials

- What do you know about Northern Ireland? student worksheet

Introduction

This is a challenging text which combines reading with listening. There are also some internet research tasks for those with access to the internet. The text included in this lesson touches on some sensitive issues, so look at it carefully at first and decide whether it is suitable for your students.

Before you use this lesson, you might want to check up on some of the background to the troubles in Northern Ireland. You can find more information about this on these websites:

- http://www.bbc.co.uk/history/recent/troubles/the_troubles_article_02.shtml
- <https://www.britannica.com/event/The-Troubles-Northern-Ireland-history>

For some short video clips about The Troubles, see:

- <https://www.bbc.co.uk/bitesize/topics/z8d82hv/resources/1>

For more general information about Northern Ireland, see:

- https://en.wikipedia.org/wiki/Northern_Ireland

Procedure

1. Lead in	<ul style="list-style-type: none"> • Ask your students what they know about Northern Ireland. They might not know very much at all so be prepared to encourage them to guess. • If you have a projector in your classroom, go to this link on Flickrriver.com and show your students some images of Northern Ireland https://flickrriver.com/search/northern+ireland/ • Ask your students to make sentences about each image as they appear (You could make this competitive and give points for the best sentences. If it helps, put the students in teams to make their sentences) • After the students have seen 10-20 images, put them in small groups or pairs and ask them to discuss which images they liked best and why – get feedback. • Ask your students if they would like to visit Northern Ireland, and ask them to explain why/ why not?
2. Task 1: Listening and reading task	<ul style="list-style-type: none"> • Tell the students that they are going to hear Geraldine from Belfast in Northern Ireland talking about her home. • Give students the worksheet and tell them to look at Task 1. Geraldine will answer the questions on the worksheet. Ask them to match the questions with the answers on the sheet. • Once students have had time to read and match their answers, get them to listen to the interview and check their answers. • Get students to compare their answers after listening. Ask students if they found the accent difficult <i>Answers: 1. F, 2. E, 3. B, 4. D, 5. G, 6. A, 7. C</i>
3. Task 2: Vocabulary	<ul style="list-style-type: none"> • Ask students to look at the words in bold in the text. Ask them to try to guess what the phrases mean from the context in pairs. Set a time limit, and then check answers: Champ = food Everybody lost somebody = everybody had a friend or family member who was killed Everybody knew everybody = people were very friendly The troubles = the political problems Devastating = very bad Nobody others with anybody = people don't care about each other

4. Task 3: Reading	<ul style="list-style-type: none"> • Now ask the students to read and again and underline four memories in the text that make Geraldine happy. • When they have identified four things, compare what they have found in pairs. <i>Possible answers: Neighbours and friends in her community, her mother, the food, Saint Patrick's day.</i>
5. Task 4: Speaking	<ul style="list-style-type: none"> • Ask students to think of five questions they would like to ask Geraldine. Get the students to work in pairs and write the questions. • When the students have their five questions, pair them with a different partner. Ask one person in each pair to imagine they are Geraldine and imagine how she would answer the questions. Once they have interviewed them, the partners can swap roles.
6. Task 5 (optional): Research and follow up	<ul style="list-style-type: none"> • If your students have internet access, ask them to go look for images of the following things (they can use www.flickr.com or Google) <ul style="list-style-type: none"> • Saint Patrick's Day • Irish Stew • Belfast • Scallions • Ardoyne • Giant's Causeway • Dunluce Castle • Ask students to write a few sentences about each image. • Put students in pairs or small groups. Tell them that you want them to plan a 3 day holiday to Northern Ireland. They should write an itinerary of things that they would like to do and places that they would like to go to. They can also look at accommodation, transport etc. This could be extended into a mini-project where students present their trips to the rest of the class, and they can vote on the best holiday. They can use this website as a starting point: https://discovernorthernireland.com/

Contributed by

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