

# LESSON 4: LANGUAGE IN NORTHERN IRELAND

Activity 1: Ulster-Scots (15 minutes)

Activity 2: Irish (20 minutes)

Activity 3: Local lingo (20 minutes)

## INTRODUCTION

In this lesson children explore local dialects, phrases and the origins of words and names. The activities allow for exploration of both Ulster-Scots and Irish as languages. Children explore common phrases, the origins of their names and create a dialogue using local lingo.

*You can use this lesson as a stand-alone resource. Alternatively, it could be an extended piece of work or you could adapt the individual activities to link with other themes or topics and ability levels.*

LEARNING INTENTIONS	RESOURCES	KEY WORDS
Children learn to: <ul style="list-style-type: none"> <li>• understand the background to language in Northern Ireland;</li> <li>• become familiar with Ulster-Scots in Northern Ireland;</li> <li>• become aware of the use of Irish in Northern Ireland;</li> <li>• understand their own names and their origins; and</li> <li>• be aware of how different areas use different dialects.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Resource 1:</b> Ulster-Scots phrases</li> <li>• <b>Resource 2:</b> The origin of your name</li> <li>• <b>Resource 3:</b> Local lingo</li> <li>• <b>Resource 4:</b> Language in Northern Ireland presentation</li> </ul> <p>This <a href="#">Ulster-Scots quiz</a> available online</p>	Local lingo, dialect, colloquial, phrase, Ulster-Scots, Irish, Celts, dialogue, origin.

## CURRICULUM LINKS

### LANGUAGE AND LITERACY

#### Talking and Listening

- recognise and discuss features of spoken language, including formal and informal language, dialect and colloquial speech
- consider the language we speak and become aware of dialect.

### THE ARTS

#### Art and Design

- use a range of media, materials, tools and processes, such as drawing, painting or 3D construction, to create a piece of art about your name or coat of arms.

## THE WORLD AROUND US: HISTORY

### Place

- understand how our identity, way of life and culture has been shaped by influences from the local and wider community.

## PD&MU: STRAND 2

- Cultural Understanding – understand some of their own and others' cultural traditions.
- be aware of how we rely on each other.

## CROSS-CURRICULAR SKILLS

### Using ICT

- access and manage data and information
- create, develop, present and publish ideas and information using a range of digital media
- talk about, review and make improvements to work
- consider the sources and resources used
- manage and present stored work.

### Communication

- listen to and take part in discussions
- contribute comments, ask questions and respond to others' points of view
- adapt ways of speaking to audience and situation.

## THINKING SKILLS AND PERSONAL CAPABILITIES

### Being creative

- experiment with ideas and questions
- make new connections between ideas and information
- learn from and value other people's ideas.

### Working with others

- listen actively and share opinions
- develop routines of turn taking, sharing and co-operating.

## ACTIVITY 1: ULSTER-SCOTS

### USE RESOURCE 1: ULSTER-SCOTS PHRASES AND RESOURCE 4: LANGUAGE IN NORTHERN IRELAND PRESENTATION

#### TEACHER GUIDANCE: BACKGROUND – ULSTER-SCOTS

English is the most spoken language in Northern Ireland, but Irish is also significant as well as a language known as Ulster-Scots. With more people from other countries moving to Northern Ireland, languages such as Chinese, Urdu and Polish are becoming more common.

**Ulster Scots:** Approximately two percent of Northern Ireland's population of 1.8 million people speak Ulster-Scots. Most English speakers can understand the gist of Ulster-Scots when they hear it. However, Ulster-Scots is not considered a dialect of English. It is considered a separate language.

#### How did the Ulster-Scots language develop in Ireland?

Although population movement between the northeast of Ireland and the west of Scotland had been going on since pre-historic times, a concentrated migration of Lowland Scots to Ulster occurred mainly during the seventeenth and eighteenth centuries. Over time, the Scots spoken in Ulster and Lowland Scotland diverged.

- Discuss languages around the world or within your local area. Discuss the Ulster-Scots language in Northern Ireland. Do the children know any words? Complete some or all of this [Ulster-Scots quiz](#) as a whole class.
- Show slide 2 showing some of the most common words used in Ulster-Scots. Discuss these with the children. Are they familiar with these words? What words are used in their households?
  - Aye: yes
  - Blether: idle chat
  - Boak: vomit
  - Crabbit: grumpy
  - Eejit: idiot
  - Hallion: rascal
  - Oxter: armpit
  - Poke: ice cream cone
  - Quare: considerable
  - Wheesht: be quiet
- Show slide 3. Ask the children to complete **Resource 1**. A teacher's version is also supplied.

## ACTIVITY 2: IRISH

USE **RESOURCE 2: THE ORIGIN OF YOUR NAME** AND **RESOURCE 4: LANGUAGE IN NORTHERN IRELAND** PRESENTATION.

### TEACHER GUIDANCE: BACKGROUND – IRISH

The Celts came to Britain from Europe. They settled first in Ireland (anywhere between 2000–1200 BC) and spoke an early form of Irish referred to as Primitive Irish.

In Northern Ireland, Irish is now a minority language. According to the 2001 census, 10.4% of Northern Ireland's 1.8 million population had some knowledge of Irish. The main dialect spoken in Northern Ireland is known as Ulster Irish.

- Ask the children to think about names and words and where they come from and discuss this as a class.
- Show slide 4. Explain that we still use some words that originate from the Irish language. For example:
  - clocc meaning bell
  - brogue, from *bróg*, meaning shoe
  - Galore, from go *leor*, meaning plenty or a lot
  - Lough, from *loch*, meaning a lake or arm of the sea
- Discuss the fact that we speak our language without giving it much thought, but all words come from somewhere.
- Show slide 5. Discuss the origin of names, for example the surname Smith in Irish is Mac Gabhann meaning son of the smith.
- Show slide 6. Ask the children to think about the origin of their name or surname.

Encourage the children to research their own name and to consider its origin and complete Resource 2. Ancestry.co.uk has an article on the [history of Irish surnames](#) that may be useful for this activity.

Extend this activity by encouraging the children to create a piece of art about their names and their origins. They could move on to research their own coat of arms. These can be used to create a classroom display.

### ACTIVITY 3: LOCAL LINGO

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#### USE RESOURCE 3: LOCAL LINGO

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- Ask the class to discuss words we use regularly that are not considered good English.
- Next, ask if they can think of words that are used in their area that are not used elsewhere. What is their local lingo? (Recap on words discussed in Activity 1).
- Show slide 7. Encourage the children to complete **Resource 3** individually or in pairs. This will help them to become more familiar with some Northern Irish lingo.

Extend this activity by asking the children, in pairs or groups, to create a dialogue using phrases and lingo associated with Northern Ireland.



## RESOURCE 1: ULSTER-SCOTS PHRASES

Here are some common Ulster-Scots phrases. Can you guess what they mean?

ULSTER-SCOTS	TRANSLATION
Whit dae they caa ye?	
Whaur are ye frae?	
Whit about ye?	
Am up tae ma oxters.	
Nae bother.	
Ye dinnae luk at yersel.	
A hinnae baen at masel this fortnicht.	
Thon day wid founder ye.	
It'll be teemin that nicht a doot.	
Thon oul lad's a quare drooth.	

**RESOURCE 1: ULSTER-SCOTS PHRASES: TEACHER COPY**

Here are some common Ulster-Scots phrases. Can you guess what they mean?

ULSTER-SCOTS	TRANSLATION
Whit dae they caa ye?	What is your name?
Whaur are ye frae?	Where are you from?
Whit about ye?	How are you doing?
Am up tae ma oxters.	I am very busy.
Nae bother.	No problem.
Ye dinnae luk at yersel.	You don't look well.
A hinnae baen at masel this fortnicht.	I haven't been well for the last two weeks.
Thon day wid founder ye.	It is very cold today.
It'll be teemin that nicht a doot.	I think it will rain heavily tonight.
Thon oul lad's a quare drooth.	That old man likes to drink a lot.

**EXTENSION ACTIVITY**

Further tasks and lessons that you can use alongside this lesson, are available on the [CCEA](#) website, for example:

- [Ulster-Scots](#) posters including key words and numbers
- [Ulster-Scots](#) suite of [primary resources](#)

**RESOURCE 2: THE ORIGIN OF YOUR NAME**

Here are some common Ulster-Scots phrases. Can you guess what they mean?

MY NAME	
FIRST NAME:	SURNAME:
ORIGIN:	ORIGIN:



**RESOURCE 3: LOCAL LINGO**

Here are some common Ulster-Scots phrases. Can you guess what they mean?

ULSTER-SCOTS	TRANSLATION
The craic was mighty	
Bout ye? What bout ye?	
Yer man yer man down the road was telling me	
Foundered you'll get a foundering out there	
Wee that wee lad down the street take a wee bag of sweets there	
boggin Those clothes are boggin	
A hinnae baen at masel this fortnicht.	
Aye Aye, that's dead on	

- Can you think of other phrases we use here that other people may not understand?
- Write a dialogue between you and your friend, including some of the local language. Share your dialogue with another friend.

## RESOURCE 4: LANGUAGE IN NORTHERN IRELAND PRESENTATION

Screenshot of PP and link to site