

'Linen is meaningful in Belfast': how an old industry is weaving the city a new identity

Level 3: Advanced

Article summary: This article explores the revival of the linen industry in the Northern Irish capital city of Belfast.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Word groups

Materials needed: One copy of the worksheet per student

Key:

1. bewitched by
2. star turn
3. mallets
4. aligned with
5. maritime disaster
6. revival
7. repurposed
8. aesthetic
9. the Troubles
10. anchoring
11. affinity
12. cobbled street
13. creasing
14. heritage
15. brisk trade

1. Warmer

- a. This activity aims to get students thinking about the types of fabric they typically wear and what their clothes are made from. It also asks them what they think the phrase *sustainable fashion* means (making and buying clothes that aren't harmful to the environment). You might like to explain to students the difference between made from and made of when talking about clothing and furniture. *Made from* means that the original material has been processed and made into something else, e.g. *Linen is made from flax*. *Made of* means that the material is essentially still the same and hasn't changed or been processed as much, e.g. *The table is made of wood*.

2. Key words

- a. Ask students to work individually to find the words in the article and then match them to the definitions. Remind them to read the sentences that come before or after the words in bold to help them work out the meaning of the words in context. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class. Check that students are pronouncing the key words correctly as they give you the answers. Ask students to tell you what the prefix *re-* means in the word *repurposed* (again).

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity in the correct form.

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3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage them to highlight the section of the article where they found the answers to the questions, and if possible, to use their own words in the answers. Remind them that even if they are not sure of an answer in a multiple-choice activity, they should always make a good guess.

Key:

1. b
2. c
3. b
4. c
5. b
6. a
7. b
8. a

4. Key language

- a. Students work individually to circle the odd word out and to then explain the reason for their answer. You might like to allow students to use a dictionary to check the differences in meaning between any of the words.

Key:

1. *nylon* – The others are all natural fabrics.
2. *texture* – The others all describe the brightness on a surface such as fabric.
3. *T-shirt* – The others are all formal items of clothing.
4. *polyester* – The others are all plants that produce natural fibres.
5. *repurposed* – The others all describe the process of carefully choosing and organising items for display.
6. *denim* – The others are all patterns.
7. *pillow* – The others are all items that you put on a bed and sleep underneath.
8. *stage* – The others are all words for the area where models walk at a fashion show.

5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

6. In your own words

- a. The aim of this task is to get students to think about how their cultural identity or heritage can be conveyed in a particular outfit. Give students time to work together to choose the outfit that they want to give their presentation on, and to sketch it or write a description of it.
- b. Students then present their outfits to the class. Encourage them to explain their choices and to answer any questions that their classmates may have. Students can vote on the outfit that they think best represents their cultural heritage.