

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

### Level 1: Elementary

**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:** The simple past (irregular verbs)

**Materials needed:** One copy of the worksheet per student

**Key:**

1. crease
2. damage
3. decades
4. destroyed
5. industry
6. items
7. mills
8. runs
9. support
10. weaving

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

### 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. 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*.

**Key:**

1. destroyed
2. decades
3. support
4. mills
5. items
6. creases
7. industry
8. weaving
9. runs
10. damage

### 2. Key words

- a. Ask students to work individually to find the words in the article (one is in the title) 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.

### 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. a
5. a

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#### 4. Key language

- a. Students work individually to complete the table with simple past form of the irregular verbs. Check answers, asking students to spell the words out to you so you can check spelling.

**Key:**

1. *bought*
2. *came*
3. *met*
4. *ran*
5. *said*
6. *told*

- b. Students now complete the sentences with the verbs from the table in the correct form. Remind them to look for time expressions to help them decide whether they need to use the simple present or the simple past form.

**Key:**

1. *told*
2. *met*
3. *ran*
4. *buy*
5. *come*
6. *said*

#### 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.