

From Joyce's death mask to Bono's sunglasses: a look around the Little Museum of Dublin's grand curiosities

Level 3: Advanced

Article summary: This article describes the Little Museum of Dublin, how it started and what the writer particularly enjoys about it.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Phrasal verbs

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students thinking about the museums that they have visited and the importance of museums to the cultural life of a place.

2. Key words

- a. Ask students to work individually or in pairs to find the words in the wordpool in the article and then write the words next to the definitions. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class. Explain to students the difference in pronunciation between the noun *house* (/haus/) and the verb *house* (/haʊz/).

Key:

1. wreck
2. mementoes
3. mantelpiece
4. provenance
5. dereliction
6. portals
7. first edition
8. championing
9. artefacts
10. take hold
11. rocketed
12. torpedoed
13. have taken up residence

14. eccentric
15. curated
16. igniting
17. transcends
18. sea change
19. incarnations
20. handlebars

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

Key:

1. handlebars
2. dereliction
3. mantelpiece
4. incarnations
5. rocketed
6. igniting
7. have taken up residence
8. artefacts
9. provenance
10. eccentric
11. curated
12. wreck
13. transcends / transcended
14. mementoes
15. sea change
16. championing
17. torpedoed
18. first edition
19. take hold
20. portals

3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage students to mark the section of the article where they found the answers to the questions.

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

4. Key language

- a. Students work individually to write the definitions for the phrasal verbs next to the correct definition. To extend the activity, ask students to work in pairs to list as many phrasal verbs as possible that they know with the verb *pick* and to give definitions, e.g. *pick at*, *pick up*, *pick on*, *pick off*, etc.

Key:

1. *pick out*
2. *armed with*
3. *flooded in*
4. *coupled with*
5. *dedicated to*
6. *trawl through*

- b. Ask students to work individually or in pairs to complete the sentences with the phrasal verbs from the previous activity in the correct form. To extend the activity, ask students to work in pairs to write sentences of their own using the phrasal verbs.

Key:

1. *trawl through*
2. *Coupled with*
3. *flooded in*
4. *pick out*
5. *dedicated to*
6. *Armed with*

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 produce an essay on an item that they would give to a local museum. Explain that this could be an item that they own themselves or an item that has a particular cultural or historical relevance to the area.
- b. Give students time to share their essays with their classmates. Students can then vote on the item and essay that they like best.