

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

Level 2: Intermediate

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 their own experience with museums.

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. *passion*
2. *persuaded*
3. *donations*
4. *artefacts*
5. *exhibited*
6. *neglect*
7. *decade*
8. *inspire*
9. *antiseptic cream*
10. *accessed*
11. *mementoes*
12. *house*
13. *championing*
14. *funding*
15. *hit*

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

Key:

1. *funding*
2. *persuaded*
3. *championing*
4. *exhibited*
5. *passion*
6. *antiseptic cream*
7. *house*
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12. *donations*
13. *hit*
14. *neglect*
15. *mementoes*

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.

Key:

1. *b*
2. *b*
3. *c*
4. *a*
5. *b*
6. *c*

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 up*, *pick on*, *pick off*, etc.

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Key:

1. *pick out*
2. *carrying out*
3. *flooded in*
4. *brought about*
5. *dedicated to*

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

Key:

1. *flooded in*
2. *brought about*
3. *flooded in*
4. *carrying out*
5. *dedicated to*
6. *pick out*

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.