

'A shell of the place it used to be': the importance of libraries – and their fragile future

Level 3: Advanced

Article summary: This article discusses the importance of libraries and their future.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

1. Warmer

- a. Write the word "Library" on the board. Ask students to call out words or phrases they associate with libraries (e.g., books, quiet, study, community). Have students work in pairs and write as many words as possible in 2 minutes on the word cloud in their worksheets. Elicit answers from students and write their responses on the board to complete the word cloud.

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups.

Key:

- | | |
|------|-------|
| 1. e | 9. h |
| 2. l | 10. i |
| 3. c | 11. d |
| 4. o | 12. a |
| 5. f | 13. m |
| 6. g | 14. j |
| 7. n | 15. b |
| 8. k | |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in context.

Key:

- | | |
|--------------------|------------------|
| 1. touted | 6. stack |
| 2. sentimental | 7. inquiry |
| 3. blurred | 8. budgets |
| 4. harassed | 9. short-sighted |
| 5. non-judgemental | 10. inherently |

3. Comprehension check

- a. Ask students to work individually to decide who said each statement and write the corresponding name next to them. Encourage students to highlight the evidence in the text. Once finished, give them a few minutes to check in pairs before checking answers with the whole class.

Key (suggested answers):

1. LC
2. MT
3. JP
4. SR
5. MT
6. GT
7. JP
8. LC

4. Key language

- a. Students work in pairs again to complete the phrasal verbs in some sentences from the article with the correct particles. If students find this too difficult, you may want to give them a wordpool with the particles they need.

Key:

1. across
2. into
3. out
4. out
5. through
6. through

- b. Ask students to work in pairs and match each phrasal verb in task a with its corresponding meaning. Once finished, you may ask students to write their own gapped sentences using these phrasal verbs and exchange them with other groups to continue practising and see them in different contexts.

Key:

1. c
2. a
3. f
4. b
5. e
6. d

'A shell of the place it used to be': the importance of libraries – and their fragile future

Level 3: Advanced

5. Discussion

- a. Students discuss the statements and provide reasons for their opinions, referring to their own experiences whenever possible.

6. In your own words

- a. Ask students to work in groups and do some online research on the libraries available in their local area and the services they offer.
- b. Give students time to prepare a presentation to share their findings with the group, highlighting the advantages of visiting these libraries and any problems they have found.
- c. Encourage students to listen to their classmates' ideas and propose ways to improve these libraries.
- d. Once all groups have presented their findings and possible solutions / improvements have been discussed, ask students to write a proposal for the local council presenting a summary of their findings and offering suggestions to help local libraries regain popularity.