

## Topics: Museums by Adrian Tennant

**LEVEL:** Pre-Intermediate  
**AGE:** Teenagers / Adults  
**TIME NEEDED:** 90 minutes + project  
**LANGUAGE FOCUS:** Prepositions;  
 understanding vocabulary in context

### LEAD-IN

Put students in pairs. Ask them to look at the photos and discuss what they think each one shows. Elicit ideas and write these on the board.

**Key** \_\_\_\_\_  
 1. statue / sculpture (Michelangelo's David); 2. people looking at a picture in an art gallery; 3. Egyptian funerary mask (of Tutankhamun); 4. skeleton of a large animal (e.g. a whale)

Next, put students into small groups and ask them to discuss the three questions. Then open the discussion out to the whole class.

### READING 1: TITLES

Tell students that the headings are all from reviews written as blog posts. Ask students to work in small groups and discuss what each review might be about, based on the heading. Open the discussion out to the class and write some of the ideas on the board.

### READING 2: REVIEWS

Ask students to read through the reviews and match the titles to the correct reviews. After a few minutes, put students in pairs and get them to check their answers together. Finally, check the answers as a class.

**Key** \_\_\_\_\_  
 A. 4; B. 5; C. 1; D. 3; E. 2

Next, ask the students to answer the four comprehension questions. Again, get students to check their answers in pairs before checking as a class.

**Key** \_\_\_\_\_  
 1. A, D and E; 2. The US; 3. it is so small; 4. a big dinosaur skeleton

### WORKING WITH THE LANGUAGE

Ask students to try to complete the three sentences with the words in the box. Explain that there are two extra words. Tell them not to look back at the texts at this stage. Ask students to check their answers in pairs. Then, get the students to look back at the texts to check their answers.

**Key** \_\_\_\_\_  
 1. in; 2. by; 3. to

Next, ask students to form sentences of their own using the prepositions. Monitor and help where necessary. Ask for a few examples and write these on the board, correcting as appropriate. Collect the written sentences for marking.

### WORKING WITH VOCABULARY

#### Focus 1: Meaning

Ask students to look at the reviews and find words that match the definitions. Encourage them to work in pairs and discuss their ideas. If students get stuck, tell them that the words appear in the same order as in the reviews. Check the answers as a class.

**Key** \_\_\_\_\_  
 1. skeleton; 2. fantastic; 3. display; 4. stuff;  
 5. expectation(s); 6. highlight; 7. deliberate

### LISTENING

Ask students to listen to a young boy talking about one of the museums or art galleries. After playing the recording, get students to work in pairs and discuss which place, out of the five reviews in the Reading 2: Reviews exercise, he was talking about and if there were any differences between his view and that given in the review. Play the recording again, if necessary, and check the answers as a class.

**Key** \_\_\_\_\_  
 he thought it would be boring / there was no mention of preconceptions in the review; taken by mum / dad; didn't enjoy waiting for a sandwich / enjoyed every minute

**Topics: Museums  
by Adrian Tennant****Transcript:**

Wow! I went to the museum with my mum. When she told me where we were going I thought it would be boring but it was amazing! We walked in and there was a big skeleton of a dinosaur. There were some bits that weren't so good – like waiting to get a sandwich – but the exhibitions were awesome!

**SPEAKING**

Put students in small groups and ask them to discuss the questions together.

Afterwards, ask a few groups to report back on their discussion. You might want to open this out to the whole class.

**PROJECT**

Ask students to carry out the project for homework and ask for volunteers to give their presentations in the next lesson.

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LEAD-IN

a. Look at these photos. What does each one show?

1.



Image: Corbis

2.



Image: Corbis

3.



Image: Picta

4.

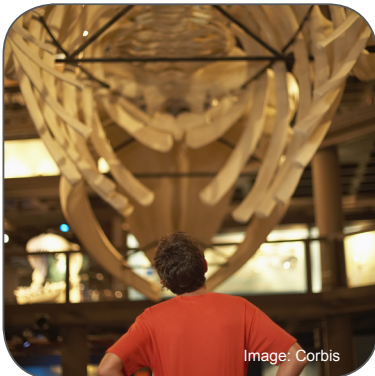


Image: Corbis

b. Discuss the questions below.

1. How often do you go to a museum or art gallery?
2. When was the last time you went?
3. What type of museum or art gallery was it?

READING 1: TITLES

Read the titles below. What kind of museum or art gallery do you think each one is about?

1. WAITING, WALKING AND A BIT OF CANVAS

2. YOU DON'T HAVE TO BE ABLE TO PAINT!

3. A Trip Back In Time

4. ANY SKELETONS IN YOUR CUPBOARD?

5. More Than Just A Sharp Fence!

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READING 2: REVIEWS

a. Read the online reviews of five different museums and art galleries. Match the titles from the previous exercise to each one.

A.  
When I told my wife I was taking our seven-year-old son Jake to a museum she said 'Good luck!' but it was great. We walked into the museum and the first thing he saw was a big skeleton of a dinosaur. He enjoyed every minute of the visit and asked me lots of questions. Fantastic.

B.  
What a strange museum! The only thing on display is barbed wire. Why would anyone be interested in the stuff you find on fences? Of course, the museum is in the US – where else would it be? But, I learnt some interesting facts. Did you know there are more than 2,000 types of barbed wire?

C.  
I went to the Louvre with great expectations but was quite disappointed. Everyone goes there to see the Mona Lisa, but it's so small! Also, I was amazed by the queues to get in – it took almost two hours and it was raining!

D.  
*What an amazing museum. It's like stepping back 1,000 years. The video and audio displays are fantastic and give you so much information. The highlight for my two young boys was coming face-to-face with a 'real' Viking – at least they thought he was real!*

E.  
Do you like good art? Well, this museum might just make you think again. It's dedicated to bad art! All the art here is terrible but that is deliberate. My kids loved it. They walked around saying "I could do better than that!"

b. Read the reviews again and answer the questions.

1. Which places were good for children?
2. In which country is the Museum of Barbed Wire?
3. What was reviewer C's opinion of the Mona Lisa?
4. What was the first thing Jake saw?

WORKING WITH THE LANGUAGE

Some verbs are always followed by the same preposition – these are known as 'dependent' prepositions.

a. Here are some examples from the reviews. Try to complete the sentences with a preposition from the box but don't look back at the texts. Be careful! There are two extra prepositions.

at      by      from      in      to

1. Why would anyone be interested \_\_\_\_ the stuff ...?
2. I was amazed \_\_\_\_ the queues ...
3. It's dedicated \_\_\_\_ bad art!

b. Make sentences of your own using the three prepositions used in the exercise above.

Blank writing area with horizontal lines for student responses.

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Find words and phrases in the reviews that match the definitions below.

1. the set of bones that supports a human or animal body
2. very good / great
3. in a particular place so that people can see it easily
4. objects or things
5. belief or hope that something will be good
6. the most exciting, impressive or interesting part of something
7. intended and not done by chance or accident

**LISTENING**

Listen to a boy talking about one of the museums or art galleries and answer the questions below.

1. Which museum is he talking about?
2. What are the differences between what he says and the review?

**SPEAKING**

Discuss the questions below in groups.

1. Which of these museums or art galleries would you like to visit? Why?
2. What's the most interesting museum or art gallery you have visited?
3. How much would you pay to go to an art gallery or a museum?

**PROJECT**

Write a review of a museum or art gallery that you have visited in the past.