

Milan's bicycling bookseller takes on the online giants

Level: Advanced – Teacher's Notes

Article summary: A former bookshop owner keeps his business alive, and fights online booksellers, by providing a personalized delivery service to his customers.

Time: 90 minutes

Skills: Reading, Speaking, Writing

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

1. Warmer

- a. To introduce the topic of books and how people get them, first ask students to think about the books they have read over the past year and tick all the different ways they got them. If they got them in a way not listed, ask them to write that next to *other*. For example, maybe they got them from a market.
- b. They share their answers with a partner and provide a little bit more information. Ask for class feedback before moving onto task 2.

2. Key words

- a. Students read the words in the box and match them to the definitions below. Tell them to scan the article and underline the words as they find them. This will help them check their answers as well as see how the words are used in context.

Key:

1. *knight-errant*
2. *affectionately*
3. *protagonist*
4. *wares*
5. *boon*
6. *significant*
7. *unviable*
8. *initiatives*
9. *pondered*
10. *venture*
11. *ordinarily*

12. *curated*
13. *sector*
14. *solidarity*

- 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 other contexts.

Key:

1. *significant*
2. *boon*
3. *pondered*
4. *affectionately*
5. *sector*
6. *venture*
7. *protagonist*

3. Comprehension check

Students choose the best option (a, b or c) to answer each question correctly according to the information in the article.

Key:

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

4. Using key language

- a. Students first match the words on the left and right to make phrases from the article. Then they should find and underline them in the article and read them again in context paying particular attention to the words that come before and after each phrase.

Key:

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

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- b. Students should try to explain to each other what the phrases mean. If they are unsure of any of the meanings, make sure they find example sentences from dictionaries and online before they write their own sentences in task c.
- c. Students write six personalized sentences, one for each phrase. Ask them to make the sentences relevant to their own lives if possible as this will make it easier for them to remember the new language and use it correctly in the future.

5. Discussion

Students discuss the questions that are directly related to the topic of the article.

6. In your own words

- a. Students first share with each other what book or books they are reading now and/or have read recently.
- b. Ask them to write a short review of a book they have read, preferably one that awakened interest in other students when they mentioned it. They then share their reviews with the rest of the class. They can be corrected beforehand, where necessary.