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## **1. Pre-visit activities – some ideas to ensure that learners get the most out of their museum visit.**

### a) The visit and its objectives

Engage the learners in a group discussion about museums:

- What is a museum and what would you find inside? – displays, exhibits, shops, cafes etc.
- What will we do on our visit? – interact with the staff, choose individual galleries and do worksheets, have a cup of tea, find your way around the museum etc.
- Learn about what they will see, beforehand, through pictures, reading, discussion etc.
- How are people expected to behave in museums? – no eating on the galleries or touching the exhibits etc.
- Explain that the visit to the Museum will give them the opportunity to continue their learning in a safe environment outside the classroom.

You can find information about the Museum in the Visiting Us and Explore MOSI sections of the Museum's website, [www.mosi.org.uk](http://www.mosi.org.uk).

### b) Discussion of previous experience of museums

Group discussion

- Have you visited a museum before? Where? What was it called? What was in it?
- Did you enjoy it? Why?
- What are museums for?

### c) Planning the journey and getting information about the museum

This is an activity based on group work, reporting back and questions and answers sessions.

Learners choose the task they would like to do, and divide themselves into two groups according to their chosen task.

Regardless of task each group will:

- Collect information.
- Report back to the other group.
- Be ready to answer any questions for the other group.
- Prepare questions to ask the other groups about their topics.

## Group 1 Planning the journey

The group could find information on:

- Where the Museum is.
- Possible travel routes and price / length of journey / where to start the journey / the stations / lines / changes in stations, etc.

Learners could use a bus/Metrolink map, A to Z, museum leaflets, websites e.g. <http://www.traveline.org.uk/index.htm> or <http://www.gmpte.com> (go to journey planner).

## Group 2 Getting information about the museum

The group could find information on:

- Opening times
- Admission
- Eating areas
- Galleries
- Special exhibitions

Learners could use printed information about the Museum, telephone the museum (0161 832 2244) or look at the museum website: [www.mosi.org.uk](http://www.mosi.org.uk) .

The Museum has extensive signage throughout the Museum explaining where our facilities are located. It might be useful to do some orientation work before the visit so that the learners will feel more confident about visiting a new place. There is some information and worksheets available to download that will help with this.

### d) Museum vocabulary

It is not assumed that the learners will have enough language/ literacy to read all the information given about the exhibits in the museum. The visit is a good chance to extend vocabulary to include the sorts of words that are not so common in every day use. A list of vocabulary is enclosed.

#### i) General museum vocabulary:

This includes words such as **gallery, display case, objects, exhibits** etc.

Activities for teaching the vocabulary could include:

- Using a drawing/photograph/postcard of a gallery to elicit/teach the new vocabulary.
- Tutor writing the words on a card and students finding/matching cards.
- Students labelling the pictures.

#### ii) Vocabulary relating to the galleries

Here are some activities to help learners understand the meaning of individual words relating to the museum galleries.

- Tutor can show pictures or objects relating to the gallery.
- The learners can talk about the pictures/objects.
- The tutor eliciting/teaching new words relating to the gallery.
- Oral practice – activities in pairs or in whole groups:
  - True/false statements about the objects.
  - Questions only requiring yes/no as an answer
  - Describing an object without naming it – other students find or draw it.
- Literacy work: tutor writes key words on card
  - Students find/match the cards to the objects.
  - Students write descriptions of the objects. Other students find/draw the objects.
  - Students build a dictionary of new vocabulary with pictures.

d) Who wants to be a museum millionaire?

This is an interactive game based around the popular television game show. The learners are asked 15 questions about the museum and its collections. The game is designed to run on Microsoft PowerPoint ideally projected onto a whiteboard. (To copy the PowerPoint presentation onto your computer click on the link, the presentation will open in a new window, select File, then Save As to save to your computer. Some of the questions involve the tutor showing images to the learners, these have been provided on the answer PDF and should be printed out.

## **2. The visit – some suggestions for possible activities**

We highly recommend that you call our booking line (0161 833 0027) to advise us of your needs during your visit. We can also inform you of events that are happening around the museum that might be beneficial for your learners to experience.

a) Vocabulary worksheets and trails

The aims of the worksheets are both to encourage the use of and understanding of English in a new context, and to provide a focus for looking at individual items in some detail, as the wealth of exhibits could be overwhelming. Students could work in groups, pairs or individually.

There are vocabulary worksheets related to our Power Hall and Air and Space galleries. These worksheets can be downloaded. They involve labelling pictures focusing on names/materials and shape/colour. There are also 'What is it?' worksheets for both the Power Hall and the Air and Space Hall. These worksheets involve matching names of exhibits to clues describing their appearance.

There are three different trails to help learners explore different galleries. They correspond to three of the Museum's main themes; Energy, Science and Technology and Manchester. The **Explore MoSI** section of the Museum's web site contains written information about each of these themes.

The completed worksheets and trails will be very useful as a reminder for the learners of what they

saw during their visit as they could be used as stimuli for further discussion post visit.

b) Xperiment with ESOL and Gallery Guides

<b>Title of worksheet or trail</b>	<b>Content</b>	<b>Relevant galleries</b>
Manchester Trail	Manchester's history including major industries, famous Manchester scientists and big events.	Textiles Gallery, Manchester Science, Making of Manchester.
Energy Trail	Uses of energy/power for transport, industry and in the home.	Power hall, Gas Gallery, Electricity Gallery.
Science and Technology Trail	Scientific development in Manchester and Manchester's most famous scientists.	Manchester Science.
Power Hall Worksheets	Labelling photographs of objects and finding objects based on descriptions.	Power Hall
Air and Space Worksheets	Labelling photographs of objects and finding objects based on descriptions.	Air and Space Hall

Our Xperiment gallery is ideal for non-paper based learning as it has over 30 interactive exhibits. To help your learners focus and get the most out of this gallery there is a gallery guide available called **Xperiment with ESOL**. It is a short explanation of how four exhibits could be used with ESOL learners.

In the **Education** section of the Museum's website there are also **Gallery Guides for Teachers**. ESOL tutors may find these useful as a way of familiarising themselves with the Museum before they visit.

c) Independent exploration

If there is time the learners should be allowed to explore the museum independent of worksheets. If possible they could be given digital or Polaroid cameras so that they can take pictures of things that caught their interest.

**3. Post-visit – some suggestions for possible activities**

a) Learner evaluation 'How was your visit?'

The purpose of this form is to give the learners the opportunity to reflect on what they have seen and done at the museum. Their response will depend on their ability as they have the option to write in their own language or draw what they liked and disliked about the museum.

More advanced learners could write a letter to our education department explaining what they thought of the museum and perhaps suggesting some ideas for improvement.

b) Wordsearches

There is a wordsearch for each of the vocabulary worksheets, these might be useful if the learners require a little extra practise to remember the words. They could combine the wordsearch with some dictionary work so that they grasp the meaning as well as the vocabulary. Each wordsearch is numbered to match the vocabulary worksheets.

c) Make a poster or Power Point presentation

If possible bring along a digital camera and take pictures of things the learners liked and disliked. These pictures can then be used to make an exciting poster about the museum using lots of the new vocabulary they have learned. If your learners do this please send or email us some examples of their work so we can see what they think about our museum.

If you do not have access to a digital camera then you can use the pre-visit digital images and worksheets to make a poster or use them as inspiration for the learners to design and draw their own.

e) Reminiscence work

Learners could create their own mini museum by bringing in an object that is important to them that they have brought with them to this country and say why it is important.

f) Gapfills, comprehensions and writing frames

We have created a number of worksheets to enable learners to further their use of vocabulary and their knowledge about Museum topics. You can choose from the following worksheets currently available.

<b>Worksheet Title</b>	<b>Outline of content</b>	<b>Relevant galleries and events.</b>
Adjectives	Use adjectives to describe different elements of the Museum visit.	All.
Museum Visit Gapfill	Fill in prescribed words to complete a paragraph about a Museum visit.	All.
Past Tense Gapfill	Fill in the correct form of the past tense to describe a Museum visit.	All.
Engine Anagrams	Put the letters in the right order to make words for different engine parts.	Power Hall. Engines at Work demonstration.
How Engines Work	Match the beginning and ends of sentences and use sequencing words to describe how an engine works.	Power Hall. Engines at Work demonstration.
Scientist Writing Frame	Read the text about John Dalton, answer questions and then write about a scientist from another country.	Manchester Science. Engines at Work demonstration.
Textiles Comprehension	Answer questions about a piece of text written by Language learner Samah.	Textiles Gallery. Manchester Mills demonstration.