

Notes for EFL teachers

These notes are designed to accompany the EFL worksheet available on the Education section of the Museum's website.

These notes are designed to:

- give teachers/guides a way of planning the visit to the Museum
- suggest ideas of the best way that the resources in the Museum can help in using the worksheet and keep the students interested.
- give ideas for pre - and post-visit activities for your group.

NB The worksheet for this visit is very different to the others in the series. The focus of the visit is on finding out how successful the Museum is as a tourist attraction. The students are asked to come up with questions to discover which bits are successful and which parts can be improved.

Before the visit

You should try to get as much information about the Museum before you get there. You should look at the **Travel and Tourism Fact Pack** available on the website before you arrive, it contains information about the Museum that could be useful for this project. If you can't obtain materials about this museum then use promotional materials about any museum in order to start the discussion in advance of the visit about what makes a good museum.

Background to the visit

The Museum is on the site of the world's first passenger railway. There are five large buildings which are packed with different galleries and exhibits. The main areas are as follows.

Main building (1)

Visit the Textiles Gallery on the ground floor and explore how different fabrics are made. Experience the sight and sound of historic working cotton mill machinery which is demonstrated daily. On the first floor we have the Manchester Science gallery which explores the life and work of Manchester's eminent scientists. The second floor is home to Xperiment our interactive science centre, here students can get to grips with science facts through the many interactive exhibits.

Power Hall (4)

Generating power for mills, factories and workshops is one of the themes of the Power Hall. In the gallery you can see the largest collection of working steam mill engines in the world.

Air & Space Hall (5)

From aviation history to space travel, you can marvel at fabulous flying machines and find out about space - fact and fiction.

There are also exhibits in the **1830 Warehouse (2)** and the **Station Building (3)** but we guarantee there will be enough for your students to see and do in buildings 1, 4 and 5.

Pre-visit activities

In small groups get your students to brainstorm as many aspects of museums as they can. If they run out of ideas there are further 'prompt words' on the worksheet itself. Write the ideas on the board and then get students to group things into areas e.g. practical improvements, visual improvements, facilities for different types of visitors etc.

Decide if the class is going to all focus on the same aspects or work in groups on different areas. This depends on how much time you have during your visit and how big your group is - the shorter the time the better it is to keep students together. However if it is a large group it may be practical to split them into 3 groups with each group rotating between the different buildings. Do they concentrate on the same topics or focus on different areas so that the class has a broader perspective as a whole?

The 'pyramid' discussion procedure can prove a new way to think up questions for the groups to ask at the Museum. First each student (or in pairs if they have low-level English) comes up with a list of 10 questions. Then they pair up and between them they edit their questions to come up with the best 10 questions between them. Next they get together with a larger group and decide on 10 questions. This continues until you have a definitive list of 10 questions that the whole class has decided in agreement.

Post-visit activities

The students are asked as part of the worksheet to come up with a new exhibition and to recommend some improvements. After the visit then, they have to analyse all of the information they have collected. They can continue to work in the same groups or pool information together.

If you have used the pyramid question technique these 10 questions can form the basic headings for the report. They can either write out the answers they have been in the first or third person i.e. reported speech. They should also use all the promotional and other materials they gathered to see if there are areas within them that relate to the 10 original questions. You can concentrate on how language is used to attract visitors - what key words are re-used? Make sure they have looked through everything before they make the final report. This should be in the form of a presentation or a mixture of both presented and written material. They should be encouraged to use 'props' (i.e. leaflets, posters) for the presentation.

Other information

This is a great site for this kind of interactive Museum experience and staff are friendly and willing to answer any questions and offer opinions. This should not be seen as a waste of time but as a valuable opportunity to develop and use an analytical and appraising vocabulary.