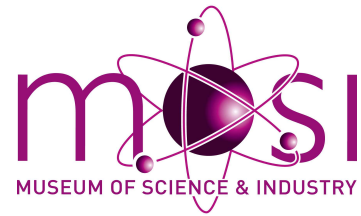


Resources for ESOL tutors and learners

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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.

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 question and answer 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. www.traveline.org.uk or www.gmpete.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

The Museum has extensive signage throughout the site explaining where 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.

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.

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 can elicit/ teach 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.

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 can 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 Air and Space. 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

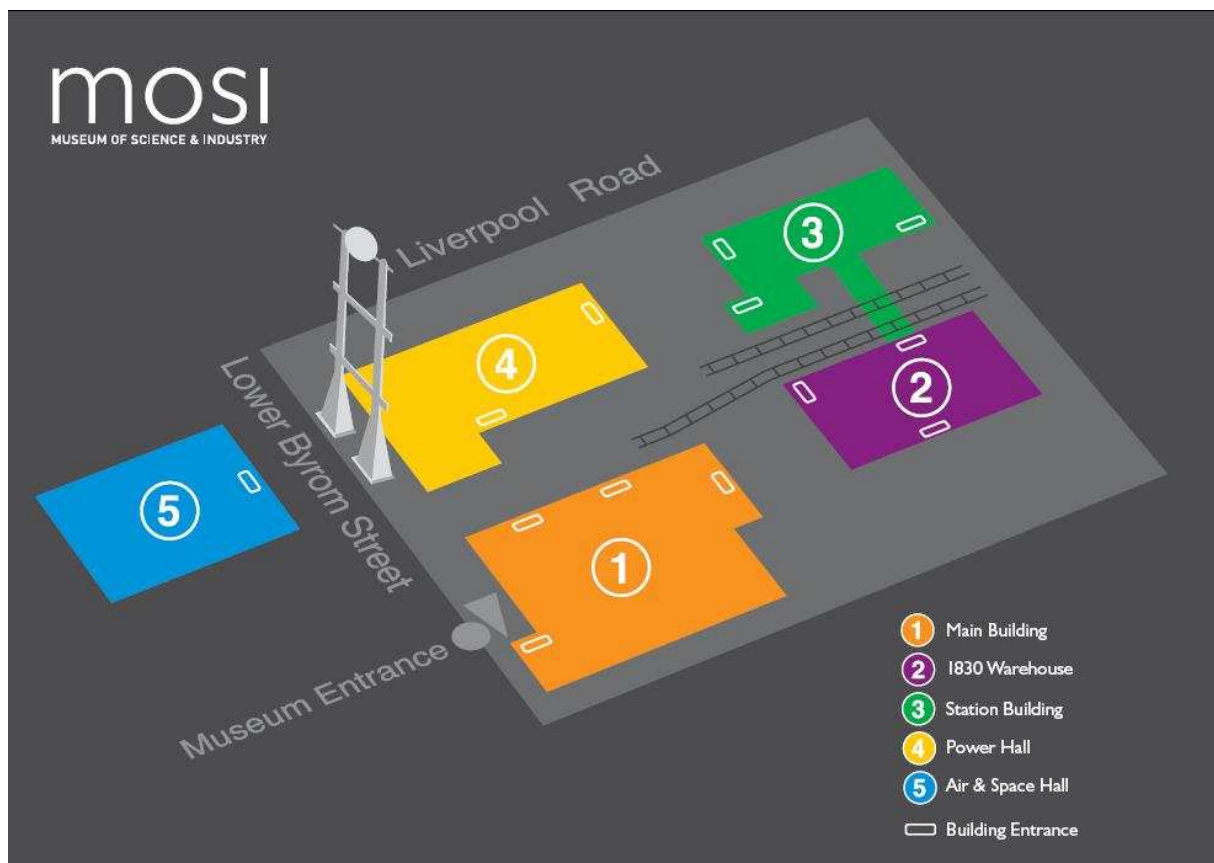
Our Xperiment gallery is ideal for non-paper based learning as it has over 30 interactive exhibits. To help your learners focus and get the most out of this gallery there is a gallery guide available called Xperiment with ESOL. It is a short explanation of how four exhibits could be used with ESOL learners.

In the Learning 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.

To help you find your way around the Museum, please use the map below



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 Learning department explaining what they thought of the Museum, perhaps suggesting some ideas for improvement.

b) Wordsearches

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

c) Make a poster or PowerPoint 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.

d) 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.

e) 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.

Worksheet Title	Outline of content	Relevant galleries and events
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.	Engines at Work demonstration. Power Hall.
How engines work	Match the beginnings and ends of sentences and use sequencing words to describe how an engine works.	Engines at Work demonstration. Power Hall.
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.