

Discovering Australia through the Australian Museum

A Teachers' Resource Pack
for ESL and Adult Literacy students



Teacher Notes Student Activities

Prepared for the Australian Museum by Karen Bryant and Susan Feez,
NSW AMES

Updated September 2009 by Fran Munro

Produced by Learning Services, Australian Museum, November 2009



Contents

Introduction

Who should use this resource pack?	3
Why take students to the Australian Museum?	3
How can this resource pack help?	3
Bibliography	4

Section 1: Preparing for the Museum visit

Introduction	5
Teachers' Notes	6
Activity Sheets for students	15

Section 2: At the Museum

Introduction	25
Teachers' Notes	26
Activity Sheets for students	28

Section 3: Back in the classroom

Introduction	44
Outlines for units of work based on various text types	45

Introduction

Who should use this resource pack?

This resource pack is designed to assist teachers who want to incorporate a visit to the Australian Museum into a teaching program for:

- adult ESL students
- adult literacy and numeracy students
- secondary ESL students

Why take students to the Australian Museum?

It is very important that both the teacher and students are clear about why the class is visiting the Museum.

A visit to the Museum can fulfill some of the following course aims:

- to orient students to using public institutions in Australia
- to build student knowledge of Australia's natural environment
- to build student knowledge of Australia's cultural heritage
- to see public institutions as accessible community resources
- to practise authentic and meaningful spoken interaction outside the classroom
- to read and respond to English in a less familiar context outside the classroom

How can this resource pack help?

This resource pack aims to provide:

- an orientation to the Museum as a public institution
- a way of exploring the resources available in the Museum
- language learning activities which are based on the Museum exhibitions

Bibliography

The units of work provided in these materials are outlines only. For more detailed discussions on the language, approaches and methodologies applied in these materials, please refer to the following publications:

Callaghan, M. and Rothery, J. 1988. *Teaching factual writing: a genre based approach*. Metropolitan East Region, NSW Department of Education, Sydney.

Cornish, S. 1992. *Curriculum guidelines*. NSW AMES, Sydney.

Cornish, S. & Hood, S. 1995. *Troubled waters (Student Books 1 & 2 and Teachers' Book)*. NSW AMES, Sydney.

Disadvantaged Schools Program. 1990. *The Recount genre*. Metropolitan East Region, NSW Department of Education, Sydney.

Disadvantaged Schools Program. 1991. *Earthworms: Teaching factual writing in the early years of school*. Metropolitan East Region, NSW Department of Education, Sydney.

Disadvantaged Schools Program. 1992. *The action pack: Activities for teaching factual writing*. Metropolitan East Region, NSW Department of Education, Sydney.

Disadvantaged Schools Program. 1995. *English resource pack*. Metropolitan East Region, NSW Department of Education, Sydney.

Green, J. 1992. *Making the links*. AMES Victoria, Melbourne.

Hood, S., Solomon, N. & Burns, A. 1996. *Focus on reading: New edition*. NCELTR Macquarie University, Sydney.

Knapp, P. 1989. *The Report genre*. DSP Productions, Sydney.

Section 1

Preparing for the Museum visit

Introduction

The Activity Sheets in this Section:

- aim to prepare students for their visit to the Museum
- should be completed before the Museum visit

There are six Activity Sheets in this Section.

Activity Sheet 1: What is a museum?

Activity Sheet 2: What people do at museums

Activity Sheet 3: The Australian Museum

Activity Sheet 4: Reading and responding to instructions

Activity Sheet 5: Reading and writing facts and opinions

Activity Sheet 6: The map of the Australian Museum

Teachers' Notes for Section 1 begin on the next page. The Teachers' Notes provide suggestions on how to introduce and use the Section 1 Activity Sheets with students. The student Activity Sheets for Section 1 follow these Teachers' Notes.

NB *It is suggested that the Activity Sheets in this Section be completed before visiting the Museum. Activities may need to be modified or omitted to suit the needs of particular groups or the time available.*

The Australian Museum also provides an Education Services Teachers' Information Pack and a Schools' map showing the floor plan of the Museum. These provide useful information to introduce you to the Museum's exhibitions and facilities. **It is important to visit the Australian Museum prior to the excursion so that you can orient yourself to the Museum's layout and language demands.**

Teachers' Notes

Teachers' Notes for Activity Sheet 1 - What is a museum?

Group Work: Building the field

1. Discuss the following questions with your group

- Have you ever been to a museum?
- What type of museum was it?
- What did you see there?
- What are some other types of museums?
- Why do people go to museums?

2. Distribute Activity Sheet 1.

3. Write the word *museum* on the board.

ESL students can use a bi-lingual dictionary to find the word for museum in their first language which they can write on Activity Sheet 1. A photo of the museum can be found at:

<http://australianmuseum.net.au/image/Museum-Building-College-St/>

4. Elicit and introduce the vocabulary associated with museums and museum visits and write the words on the board.

For ESL students use these words for pronunciation activities.

5. Sort the words under the following headings on the board. For example:

The museum building	The museum foyer	Museum exhibitions	Things visitors do
<i>entrance</i>	<i>Admission desk</i>	<i>exhibition display</i>	<i>walk</i>
<i>steps</i>	<i>lockers</i>	<i>object</i>	<i>look</i>
<i>toilet</i>	<i>sign</i>	<i>model</i>	<i>read</i>
<i>corridor</i>	<i>noticeboard</i>	<i>label</i>	<i>touch</i>
<i>ramp</i>	<i>information</i>	<i>text panel</i>	<i>find</i>
<i>café</i>	<i>map</i>	<i>artefact</i>	<i>push</i>
<i>library</i>	<i>arrow</i>	<i>video screen</i>	<i>rest</i>
<i>collection</i>	<i>diner</i>	<i>CD-ROM</i>	<i>eat</i>
<i>visitors</i>	<i>atrium</i>	<i>animal specimen</i>	<i>talk</i>
<i>staff</i>	<i>wayfinding signs</i>	<i>diorama</i>	<i>search</i>

The museum building	The museum foyer	Museum exhibitions	Things visitors do
<i>levels</i> <i>lift</i>		<i>activity station,</i> <i>computer</i> <i>interactive</i>	<i>discover</i> <i>use</i> <i>ask</i> <i>think</i> <i>choose</i>

6. Ask the students to write words from the lists onto Activity Sheet 1.
7. Introduce the idea of different kinds of verbs, that is, physical actions, saying verbs and thinking verbs.

Ask the students to underline and circle these different categories of verbs in Column 4 on Activity Sheet 1.
8. Use the words in the columns for word recognition and spelling activities.
9. Ask the students what they think a museum is.

Write all suggestions on the board.
10. Jointly construct a definition of a museum using student contributions.

Ask the students to check the definition of a museum in an English language dictionary.

You may find the following definition of a museum useful.

A museum is a building or place for the keeping, exhibition, and study of objects of scientific, artistic, and historical interest. (Macquarie Dictionary)
11. Redraft the class definition if necessary and write the final draft on the board.

Have students write the final definition on Activity Sheet 1.

Teachers' Notes for Activity Sheet 2 - What people do at museums

1. Distribute Activity Sheet 2.
2. Give a short talk about the kinds of things museum visitors can do. You should:
 - use short straightforward sentences
 - use the vocabulary the students developed in Activity 1
 - speak at a pace slower than the usual pace of a fluent speaker

The talk should include some of the following information about what museum visitors do:

- leave their bags in the cloakroom
- buy tickets
- collect maps
- ask for assistance if they need it
- ask for directions
- use the museum facilities such as stairs, lifts, cafe and toilets
- read labels to find out what the exhibitions are about
- read signs and use a map to help them move around
- choose which exhibitions they want to visit
- ask questions and look for answers in the exhibitions
- plan a route through the museum
- change their plan if they discover something more interesting
- talk about what they find with other people
- use computer interactives
- press buttons on displays to see what happens
- talk to museum staff and volunteers
- show their children interesting things in the exhibitions
- rest and eat when they need to
- enjoy themselves.

Prepare lower level students by reading through the list of statements on Activity Sheet 2 before the talk.

For ESL students, teach *yes/no* and *wh-* questions and practise these before the talk.

3. Encourage the students to ask questions to complete Activity Sheet 2.

Teachers' Notes for Activity Sheet 3 - The Australian Museum

1. Put the following table on the board or an overhead transparency.

Australia's natural environment	Australia's cultural heritage
<i>kangaroo</i> <i>Sydney Harbour</i>	<i>boomerang</i> <i>Sydney Opera House</i>

This basic categorisation table of the Museum's exhibitions will be used throughout this resource to indicate what category of exhibition the students are viewing.

Ensure that students understand the significance of this table in using this resource.

2. Distribute Activity Sheet 3.
3. Ask the students what they know about Australia.

As each student gives you information, write it in the appropriate column as above. Ask the students to fill in the columns on Activity Sheet 3.

Jointly construct definitions of *natural environment* and *cultural heritage*.

Ask the students to write the definitions on Activity Sheet 3.

4. Ask the students if there are still things they want to find out about Australia.

Use ideas from the class to construct some questions about Australia on the board. Sort the questions under the two headings in the table above.

For ESL students, integrate this exercise with course work on the construction of *wh*- and *yes/no* interrogatives.

5. Ask the students to work in pairs to draft:

- two further questions about Australia's natural environment
- two further questions about Australia's cultural heritage

Ask the students to read out their questions and edit them as you write them onto the board to provide a final draft of the questions.

Ask the students to write the final draft of their questions onto Activity Sheet 3.

Point out to students that they *might* be able to find the answers to their questions at the Australian Museum because the Australian Museum has displays and exhibitions which tell visitors about Australia's natural environment and Australia's cultural heritage. If they don't find the answers in the exhibits, they can do more research in *Search & Discover* on Level 2 of the Museum. A visit by a class/group to *Search & Discover* needs to be arranged prior to the visit.

Teachers' Notes for Activity Sheet 4 - Reading instructions

1. Section 2 of this resource pack contains Activity Sheets which guide students through the Australian Museum. The activities give students instructions to follow.

(Alternatively, teachers could replace this worksheet and instead develop their own activities to teach the language of instructions, expressing facts and opinions, and descriptive noun groups. These activities could be contextualised to meet the learning needs of their own student group.)

Introduce the idea of instructions.

Talk about the contexts in which instructions occur and why they are used.

Illustrate with spoken and written instructions.

2. Distribute Activity Sheet 4.
3. Ask the students to complete the matching exercise on Activity Sheet 4.

This matching activity can be used to supplement classwork on the purpose and contexts of instructions.

It can be used for individual work, homework, group work or pair work.

4. Ask the students to work in pairs and locate instructions in the teaching centre, shopping centre etc.

Ask the students to report back to the whole class.

Pairs of students can collect instructions from a different context or from the same context.

5. Ask the students to complete the table about instructions in context.

This activity provides an opportunity for students to think about the different situations which generate instructions and the relationship between the person instructing and the person being instructed.

This activity should generate discussion as students may think of more than one situation for some instructions.

6. Present a grammar lesson which covers the following language features:

- material processes expressed by action verbs
- the structure of imperative clauses
- *do not*; plus the imperative verb form

Ask the students to underline action words in the instructions on Activity Sheet 4.

Integration into course design

- Where possible, combine these activities with other activities which further develop skills in reading instructions or which develop skills in listening to instructions, giving instructions or writing instructions at an appropriate level.
- Other similar activities can be found in:

Cornish, S. & Hood S. 1994. Troubled Waters 1: Student's book: A beginner English language course. NSW AMES, Sydney.

Cornish, S. & Hood S. 1994. Troubled Waters 2: Student's book: An intermediate English language course. NSW AMES, Sydney.

Teachers' Notes for Activity Sheet 5 - Reading and writing facts and opinions

1. At the Museum, students will be reading facts about the natural environment and cultural heritage.

Elicit from the students:

- some statements which are facts
- some statements which are not facts
- some statements which are opinions

Write the statements into a table on the board, for example:

Facts	Opinions
Canberra is the capital city of Australia. Koalas have fur.	Mr Rudd is a good Prime Minister. Apples are delicious.

2. Discuss with the students how we know if something is a fact, for example:

Something is a fact if:

- we can observe it
- it has been proved scientifically
- everyone agrees it is true, etc.

3. Show students that they can show something is their opinion by writing I think in front of a statement, for example, *I think Museums are interesting*
4. Grammar practice: Demonstrate how information is stored in noun groups.

Build a noun group based on something in the room.

Show how the noun group can expand to absorb more and more information.

Label the parts of the noun group as you build it.

Follow this procedure centred around a chair:

- Point to a chair in the classroom. *What's this?*
- Write: *chair*
- Ask the students - *Which chair - any chair at all or a particular chair?* to elicit article.
Write: *the chair*

- Ask different descriptive questions about the chair and keep adding this information into the noun group, for example:
What colour is it? / What size is it? / How old is it? etc.
Write, for example: *The large old white chair*
- Ask the students - *Do you like the chair?* to elicit an opinion/attitude word.
Write, for example: *The large ugly old white chair*
- Ask the students questions to elicit classifiers - *What type of chair is it? What's it made of?*
- Write, for example: *The large ugly old white plastic office chair*

(The above examples could be contextualised to the museum definition.)

5. Draw the attention of the students to the order of the words in the noun group. That is, the pointer always comes first and then number; attitude describers come before other describers, the classifier stays close to the name; extra information goes after the name.
6. Introduce extra activities to draw attention to the word order of describers, that is, size, age, colour, etc.
7. Ask the students to write the noun groups on Activity Sheet 5.
8. If necessary, teach ESL students the forms for comparatives and superlatives in English. This will increase their repertoire of describing words, for example, big, bigger than, the biggest; interesting, more interesting than, the most interesting, etc.
9. Ask the students to complete Activity Sheet 5.

Teachers' Notes for Activity Sheet 6 - Map of the Australian Museum

1. This activity will introduce the students to the floor plan of the Museum and allow them to become more familiar with the exhibitions and facilities located on the different levels within the Museum.
2. Activity Sheet 6 is designed for those students who still need considerable support when orienting themselves to unfamiliar institutional contexts. It includes exercises to practise skills in reading maps. It can be completed as either a listening or a reading activity.
3. Make a copy of the Australian Museum map for each student.
4. Make sure that the students keep their copies of the Museum map and that they bring this map to the Museum to help them complete their 'At the Museum' Activity Sheets.

A guide map of the Australian Museum showing exhibitions, cafes and facilities can be found on the Australian Museum website.
<http://australianmuseum.net.au/document/Australian-Museum-Guide-Map-English/>

Activity Sheets for students

Activity Sheet 1 - What is a museum?

1. **Write** the word ***museum***
 - in English
 - in another language
2. **Write** the words about museums in the columns below:

1 The museum building	2 The museum foyer	3 Museum exhibitions	4 Things visitors do
door	sign	label	walk

- Underline** the words in Column 4 which tell us what people **do**.
Circle the words in Column 4 which tell us what people **think** or **feel**.
- Write** the class definition of a museum on the lines below:

Activity Sheet 2 - What people do at museums

1. **Listen** to the speaker.
2. **Tick** the information below ***if the speaker says it is true.***
 - Museum visitors ask for help if they need it.
 - Museum visitors ask for directions.
 - Visitors play sport in museums.
 - Visitors play games in museums.
 - Museum visitors read signs and labels.
 - Museum visitors use a map.
 - Museum visitors use ladders.
 - Museum visitors talk about what they find with other people.
 - Museum visitors show their children interesting things in the exhibitions.
 - Visitors enjoy themselves at museums.
 - Visitors gamble at museums.
 - Visitors learn about Australia at the Australian Museum.
 - Visitors touch nothing in museums.
 - Museum visitors use computers.
 - The Australian Museum is open until midnight.
 - The Australian Museum is for university students only.
3. If you need to check any information, **ask** the speaker a question.

Some examples of questions to **ask** the speaker are:

Do visitors eat in museums?

What do visitors see at museums?

How do visitors find their way around museums?

Why do people go to museums?

Do museums have computers?

Student names: _____

Activity Sheet 3 - The Australian Museum

1. **Copy** the information about Australia from the board into the table.

Natural environment	Cultural heritage
kangaroo	boomerang

2. **Write** the definitions from the board:

The natural environment is _____

Cultural heritage is _____

3. Write your questions about Australia in the spaces below:

Natural Environment

Question 1 _____

Question 2 _____

Cultural Heritage

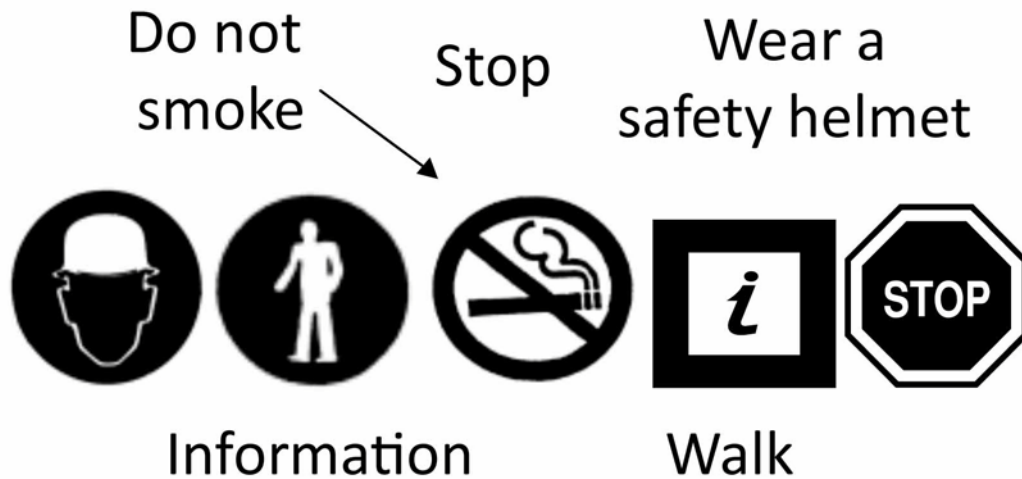
Question 1 _____

Question 2 _____

Student names: _____

Activity Sheet 4 - Reading instructions

Match the instructions to the pictures. The first one has been done for you.



Walk around your classroom, centre, school or local shopping centre.

Find as many written instructions as you can.

Write down **five instructions** that you see.

4. **Work** with another student.

Complete the table below. The first line has been done for you.

Instruction	Who would say this?	Where would they say this?
Open your workbooks please.	a teacher	speaking to the class
Take three times a day with food.		
Please fasten your seatbelts.		
Come on Australia! Beat them!		
Slip on a shirt, slop on some sunscreen and slap on a hat.		

5. The **first** word of a written instruction is **usually an action** word (verb).

Sometimes *the action word comes in the middle of the instruction.*

Read these instructions.

The **action** words are underlined.

- Open your books please.
- Bring your own food and drink.
- Take a big breath.
- Do not smoke in the foyer.
- Always look before you cross the road.

Underline the **action** word in each of these instructions.

- Go away!
- Close the door please.
- Press the button.
- Do not enter.
- Help!
- Always wear a hat in the sun.
- Never drink alcohol before you drive.

Activity Sheet 5 - Reading and writing facts and opinions

1. Write these sets of words as noun groups. The first one has been done for you.

*large
kitchen
the
table*

the large kitchen table

*interesting
many
ideas
new*

*shirt
my
favourite
blue
baggy
old*

*very
native
lots of
birds
noisy*

*Macintosh
and
with
CD ROM
computer
expensive*

2. **Tick the *facts*. Underline the *noun* groups. Circle the *describing* words.**

- The Earth is a planet.
- The Earth has land and sea.
- The sky is blue.
- Koalas are furry animals.
- Koalas do not have tails.
- Koalas are cuddly.
- Sydney is the largest city in Australia.
- Sydney is not the most interesting city in Australia.
- Mt Kosciusko is the highest mountain in Australia.

3. Write **noun groups** for each of these nouns. The first one has been done for you.

continent: largest and driest island continent in the world

animal:

bird

museum

4. **Finish** the sentences to **describe your street**. You can use the words from the following list.

old	quiet	street lighting
busy	a shop	clean
lots of trees	a park	dirty
public transport	multicultural	attractive
new	a public telephone	friendly

My street is

It is

My street isn't

My street has

It has

It doesn't have

The people in my street are

Are these **facts** or **opinions** about your street?

Write *I think* in front of your *opinions* about your street.

Student names: _____

Activity Sheet 6 - The map of the Australian Museum

The map of the Australian Museum helps you to find your way around the Museum. It also identifies Museum exhibitions and Museum facilities.

Australian Museum map

Look at your copy of the Museum map.

Answer the questions below.

1. The Australian Museum has three levels:

- Level 2
- Level 1
- Level G

What does the G mean? **Circle** the correct answer:

good gate ground

2. How do Museum visitors get from one level to another level?

Fill in the missing words.

Museum visitors use the _____ or the _____ to get from one level to another level.

3. On which level of the Australian Museum would you find the following exhibitions?

Write the level next to the name of the exhibition. The first one is done for you.

The Chapman Mineral Collection: Level 2

Indigenous Australians: _____

Birds and Insects: _____

Search and Discover: _____

Planet of Minerals: _____

Skeletons: _____

Australian Museum facilities

- 4.** On which level (or levels) of the Australian Museum would you find the following **facilities**?

Write the level(s) next to the name of the facility

College Street Diner

Café

Admissions Desk

Museum Shop

Theatrette

Toilets

Keep your copy of the Museum map as you will use it again when you visit the Museum.

Section 2

At the Museum

Introduction

The Activity Sheets in this Section aim to:

- provide guidance to the Museum exhibitions
- use the Museum exhibitions as:
 - sources for language and literacy learning
 - sources of cultural knowledge

There are five Activity Sheets in this Section:

Activity Sheet 1: Orientation to the Museum

Activity Sheet 2: The Skeletons exhibition

Activity Sheet 3: The Planet of Minerals exhibition

Activity Sheet 4: The Birds and Insects exhibition

Activity Sheet 5: End of the visit

The Teachers' Notes for Section 2 begin on the next page. The student Activity Sheets for Section 2 follow these Teachers' Notes.

NB *All students should complete:*

- *Activity Sheet 7 - which orients students to the Museum*
- *Activity Sheet 11 - which rounds off the visit to the Museum*

The students should work in groups of two or three to complete two additional Activity Sheets. These two additional Activity Sheets should be selected from Activity Sheets 8, 9 and 10 which contain activities based on different Museum exhibitions. The Activity Sheet selection can be made by either the:

- *teacher - so as to fit in with the overall course aims*
- *students - to enable them to follow their own interests*

Teachers' Notes

Teachers' Notes on preparing students for the Museum visit

1. Before the visit, assign the students to groups of three or four.

It is important to ensure that within each group there are students with the range of language skills required to complete the exercises.

Students will need to be able to:

- read the 'At the Museum' Activity Sheets and Museum material
- discuss the activities among themselves
- complete the 'At the Museum' Activity Sheets.

Ensure that the group will be able to work cooperatively and enjoy the visit in each other's company.

A visit to a museum is after all a social experience.

2. It is important to remember that there will be some students who do not travel to the city often, or who have never travelled to the city on their own before. If the class is meeting at the Museum, arrange where possible, for students to travel to the Museum with classmates who live near them and who will be using the same form of transport.
3. Ensure that the students are very clear about:
 - the time the excursion is to start
 - how they can arrange to catch up with the class if they are late
 - the time the excursion will be completed
 - what is expected of them before, during and at the completion of the excursion; for example, meeting places, whether the group is returning to the classroom or going straight home, etc
4. If necessary, go through the Activity Sheets in the classroom. The amount of preparation will depend on the language level of the students.
5. Ensure students take pens/pencils and other necessary equipment with them.
6. Gather in the Atrium of the Museum and give each pair/group:
 - set of 'At the Museum' Activity Sheets
 - a copy of the Museum map (use the Museum Map which was introduced and used in Activity Sheet 6)

Students could be divided into pairs or groups and allocated specific activities to complete for Activity sheets 8, 9, and 10. The information could then be shared between groups. This would reduce the learning load and time required. It would also provide opportunity for spoken exchanges of information.

7. Remind students to use the Atrium as a meeting point; and to return to this meeting point as they finish each Activity Sheet.
8. Make yourself available to the students as much as possible during their visit. Return regularly to the meeting point to re-orient students and to review their Activity Sheets.

Activity Sheets for students

Student names: _____

Activity Sheet 7 - Orientation to the Museum

Outside the Museum

1. **Stand** outside the main entrance to the Museum.

Look at the pink welcome sign.

Welcome *is written in English*.

In the table below, **write** the word for *welcome* in another language which you know.

Write the name of the *language*.

Word:	Language:
Welcome	English

2. **Read** the sign outside the Museum and **write** the information in the spaces below:

Days of the Week: _____ to _____

Hours: _____ to _____

Admission:

Adults: _____

Concessions: _____

Children: _____

Families: _____

In the Museum

3. **Go** into the Museum

Look at the map of the ground level of the museum

Mark your map with an **X** to show which entrance you used

4. **Walk** around the foyer and the atrium

Foyer: the first space within the museum between the entrance and the main part of the building

Atrium: the large internal space after the foyer

Draw a line and arrows on the map to show where you have walked.

5. **Find** the following things in the foyer and the Atrium and **mark** them on your map:

- College Street Diner
- Museum Shop
- Theatrette
- toilets
- stairs
- exit

6. **List** four other **things** you see in the foyer or Atrium of the Museum on the lines below:

1 _____ 2 _____

3 _____ 4 _____

Look at the Museum **staff**. What are their actions? **List** four things they are **doing**.

1 _____ 2 _____

3 _____ 4 _____

7. **Look** at the Museum visitors. What are their actions?

List four things they are **doing**.

1 _____ 2 _____

3 _____ 4 _____

8. **List** four things that you think **you** will do in the Museum.

1 _____ 2 _____

3 _____ 4 _____

9. **Look** at the signs that tell you where to find the different exhibitions (there is one near the lift).

Write down the level of the Museum that each of the following exhibitions are found on.

Exhibition:	Level:
Indigenous Australians	
Skeletons	
Planet of Minerals	
Surviving Australia	
Search and Discover	

Review

10. **Return** to the meeting point.

Review and discuss your Activity Sheet with your teacher.

11. Remember the questions you asked in class and wrote down on Activity Sheet 3. Two questions were about Australia's natural environment and two questions were about Australia's cultural heritage.

You **might** be able to find the answers to your questions at the Museum. As you go through the Museum, see if you can **find** the answers.

Your teacher will help you if you are having problems.

Activity Sheet 8 - The Skeletons exhibition

What the Museum used to be like

1. **Use** your map to find the **Skeletons** exhibition and then **go** to it.

Look at the wall on your right just inside the entrance to the exhibition.

Look through the small, narrow windows in the wall.

What can you see?

This shows an old style of museum display. Museum displays have changed a lot in recent times.

Find and **circle** ten words hidden in the puzzle below. These are the names of things in the old style display. One is done for you.

z	a	q	w	o	l	f	b	z	m
j	d	b	i	r	d	s	u	s	x
b	e	a	k	s	d	e	g	g	s
r	k	n	z	c	i	a	m	o	t
o	c	e	a	n	u	g	p	z	v
c	k	s	k	y	x	u	r	y	j
k	w	t	l	e	l	l	s	y	r
s	a	z	s	c	v	l	a	n	d
q	p	w	i	n	g	s	o	l	k
f	e	a	t	h	e	r	s	f	c

2. **Read** the information near the main entrance to the Skeletons exhibition. **Use** these letters to **fill in** the missing word : m, o, a, r, i, a, d.

This old style display is called a _____. It is more than 70 years old.

Organising information

3. There is a lot of information in the Australian Museum.

The lists below show you how the information in the Museum is organised.

Read all the words in each list.

Natural Environment

Minerals

Plants

Animals

Cultural Heritage

Indigenous Australians

European occupation in Australia

Modern Australia and its neighbours

Look at the displays in the ***Skeletons*** exhibition.

Are these displays mostly about our natural environment or our cultural heritage?

Are these displays about minerals, plants or animals?

Put a ***tick*** in the part of the table where information about skeletons fits.

Animals with skeletons

4. **Look** at the skeletons in the exhibition. **Find** two animal skeletons for each group in the table below.

Write the names of these animals under the correct heading in the table.

Mammals	Birds	Amphibians & Reptiles	Fishes

Skeleton facts

5. **Look** at the display where the skeleton is riding the bike. This display is about joints in the body.

One person from the group should **ride** the bike.

What joints do you use to ride a bike?

Tick the joints you use:

knee joints	elbow joints	neck joint
ankle joints	knuckle joints	hip joints
wrist joints	toe joints	
shoulder joints	jaw joint	

6. **Look** at the display about monotremes and marsupials in the Mammals section.

Read the information and **complete** the sentences below.

Like marsupials, monotremes have pouch ._____

Kangaroos have crushing and _____ molars, and a gap in the _____

tooth-row near the _____ of the jaws.

7. **Find** the display about the common dolphin. What three things does a *skeleton* do for an animal?

1 _____ 2 _____ 3 _____

8. **Find** the display about bird skeletons. **Read** the information and **complete** the following sentence.

Bird skeletons may weigh less than their _____

9. Find the display about crocodiles. Read the information and complete the following sentences.

Crocodiles have raised eye sockets and nasal openings on top of their _____

The back is protected by _____
embedded in the skin.

10. **Find** the *Domestic Bliss* display. **Use** the words in the list to **complete** the following sentences.

shorter than

longer than

smaller than

The backbone of the dog is _____ the backbone of the human.

The human's skull is _____ the mouse skull.

The rat tail bone is _____ the tail bone of the canary.

The jaw bone of the dog is _____ the jaw bone of the human.

Review

11. **Return** to the meeting point and **review and discuss** your Activity Sheet with your teacher.

Activity Sheet 9 - The Planet of Minerals exhibition

1. **Find** the *Planet of Minerals* exhibition on your Museum map.

Go there.

Organising information

2. There is a lot of information in the Australian Museum.

The lists below show you how the information in the Museum is organised.

Read all the words in each list.

Natural Environment

Minerals

Plants

Animals

Cultural Heritage

Indigenous Australians

European occupation in Australia

Look around at the displays about minerals.

Are these displays mostly about our natural environment or our cultural heritage?

Are these displays about minerals, plants or animals?

Put a *tick* in the part of the table where information about minerals fits.

3. **Find** the Mineral Wheel.

Use the button to find out what elements are contained in the following minerals. **Write** your answers in the table below. Then **write** two words to describe each mineral's appearance.

Mineral	Elements	Appearance
Quartz		
Pyrite		

4. **Find** the 'Gold Rush in Australia' display.

Read the information about the discovery of gold in Australia.

Complete the two facts below:

Gold was discovered in _____ .

By 1903 gold was mined in every _____ .

5. **Find** a thunder egg.

Write describing words about the thunder egg in the table.

Feature	Describing words
colour	
shape	
size	

6. **Go** to the display on Broken Hill. **Read** the information and **answer** these questions:

What is another name for Broken Hill?

What three minerals are mined in Broken Hill?

1 _____ 2 _____ 3 _____

7. **Go** to the display on uranium mining. **Read** the information and **complete** these two definitions:

Uranium is _____

Uranium ore is _____

Write two uses which we make of uranium:

1 _____ 2 _____

Review

Return to the meeting point and **review and discuss** your Activity Sheet with your teacher.

Activity Sheet 10 - The Birds and Insects exhibition

1. **Find** the *Birds and Insects* exhibition on your map.

Go there.

Organising information

2. There is a lot of information in the Australian Museum.

The lists below show you how the information in the Museum is organised.

Read all the words in each list.

Natural Environment

Minerals

Plants

Animals

Cultural Heritage

Indigenous Australians

European occupation in Australia

Modern Australia and its neighbours

Look at the displays about birds and insects.

Are these displays mostly about our natural environment or our cultural heritage?

Are these displays about minerals, plants or animals?

Put a *tick* in the part of the table where information about birds and insects fits.

Birds

3. **Find** the display on the characteristics of birds. **Read** the information and **complete** the paragraph below by filling in the missing words.

A bird is a warm-blooded, back-boned _____ that has a _____ and _____. All birds lay _____.

Birds are the only animals that have _____.

4. **Find** the following birds and **write** two facts about each.

Emu: Fact 1 _____

Fact 2 _____

Wedgetailed eagle: Fact 1 _____

Fact 2 _____

Bird	Facts
Emu	
Wedge tailed eagle (opposite Insect Case 13)	

Insects and other terrestrial invertebrates

terrestrial: lives in or on the land

invertebrates: animals without backbones

5. **Find** the display on cicadas (Insect Case 14). **Read** the information. **Tick** the correct facts in the list below.
- ☐ Cicadas are the quietest insects.
 - ☐ Cicadas shed their skin.
 - ☐ We do not know how long they stay underground.
 - ☐ Cicadas are the noisiest insects.
 - ☐ Cicadas keep their skin.
 - ☐ We know how long they stay underground

6. **Find** the display on funnel web spiders (*Insect* case 41). **Read** the information.

Are the following statements about funnel web spiders *true* or *false*? Circle T or F.

These spiders have caused 100 deaths over the past 60 years. T F

There are 53 species of funnel web spiders. T F

The females are more venomous than the males. T F

Funnel web spiders feed at night. T F

Complete this first aid treatment for a funnel web spider bite by **writing** the correct words in the spaces.

Rapidly apply a constrictive _____ around the bitten limb and _____ both the limb and the victim _____

7. **Name** two insects which are pests in our houses.

(You will find them in *Insect* Cases 30 and 31.)

1 _____ 2 _____

8. **Write** an *opinion* about each of the animals below.

Cockroaches _____

Cicadas _____

funnel web spiders _____

Review

9. **Return** to the meeting point and **review and discuss** your Activity Sheet with your teacher.

Student names: _____

Activity Sheet 11 - End of the visit

Your questions

1. Remember the questions which you wrote down in class.

Did you find the answers to the questions?

If you did find some answers, write them below.

Natural Environment

Question 1 answer: _____

Question 2 answer: _____

Cultural Heritage

Question 1 answer: _____

Question 2 answer: _____

If you wanted to find more information about these questions, where could you go?

Tick the places where you could go for more information.

Search & Discover at the Australian Museum

a zoo

a library

an aquarium

another museum

Now you have finished your visit to the Australian Museum.

When you go back to class your teacher will ask you to do some follow-up work.

Think about bringing your family to the Museum.

Section 3

Back in the classroom

Introduction

The Units of work in this Section:

- build on the 'Preparing for the Museum visit' activities and the
- 'At the Museum' activities that the learners have completed
- enable students to use their experiences from their Museum visit and work with a range of text types.

There are six Unit outlines in this Section:

Unit 1: Writing a description

Unit 2: Delivering a spoken recount

Unit 3: Writing a recount

Unit 4: Reading a narrative

Unit 5: Writing a report

Unit 6: Writing an opinion text

The units of work chosen for language learning activities after the Museum visit will depend on:

- the curriculum framework
- the focus of the course
- learner language levels
- learner needs.

The units of work are based on the teaching/learning cycle which implements the genre approach to language learning. The diagrammatical representation of the teaching/learning cycle was first developed by Callaghan and Rothery (1988:39). The teaching/learning cycle used here is the one developed for adult ESL by Green (1992) and adapted by Cornish (1992:17).

Outlines for units of work based on various text types

Unit 1 - Writing a description

Text Structure	Model Text
Statement of Topic	The Australian Museum The Australian Museum is a large old building with sandstone walls. It has many exhibitions about Australia's natural environment and cultural heritage.
Description	The Museum has a skeleton exhibition. It also has a mineral exhibition with lots of valuable minerals on display. On the second level, there is the Surviving Australia exhibition. This exhibition has real animal specimens. It also has models, photographs and displays

Language features

- noun groups - including articles, adjectives, classifying words and nouns
- simple being clauses - including there is and there are
- simple having clauses
- conjunction - and

Unit of work: Writing a description

1. Building the context

- a. Discuss the purpose of descriptions with the class.
Ask why we write descriptions, that is, to describe the way things are.
Stress that the description will be about what the Museum is and what it has, NOT what the class did there.
- b. Brainstorm Australian Museum vocabulary learned so far, sorting the words into three categories:
 - describing the building and facilities (sandstone, glass, stairs, etc.)
 - describing the exhibitions (models, pictures, diagrams, specimens, etc.)
 - describing feelings/opinions about the Museum (interesting, tiring, etc.)

Learners can use their Section 1 and Section 2 Activity Sheets to remind themselves of the vocabulary.

- c. Ask questions which elicit descriptions, for example:

Where did we go?

What did we see?

What did it look like?

What was it made of?

How big was it?

What colour was it?

Write single clause descriptions to answer these questions on the board.

- d. Discuss who will be reading the description, such as family members, other students, visitors to an open day, or someone who knows nothing about the Museum.

Discuss how this will affect the language.

- e. Ask how a written description might be different from a spoken description.

Tape teacher and/or learners describing the Museum in spoken language and talk about how a written description is the same and how it is different.

Discuss how the learners might present their texts, for example, as letters, posters, an in-class display with illustrations, or as part of a student newsletter.

2. Modelling/deconstructing the text

Staging

- a. Provide activities such as the following:
 - learners identify the description of the Museum from a set of texts about the Museum
 - learners compare two or three descriptions of different things
- b. Draw the learners' attentions to the statement of the topic in the model text and show how it predicts the rest of the text.
- c. Label the stages of one or more description.

Language Features

- a. Point out key language features of the model text.

Have learners use coloured highlighters to identify these features on the model and on other descriptions.
- b. Provide activities such as the following:
 - cloze of model text with *being* and *having* verbs deleted
 - jumbled noun group activities based on museum vocabulary
 - an activity to practise the pronouns *it* and *they*
- c. Model the structure of *being* and *having* clauses and provide practise activities.
- d. Model and provide practise activities in linking simple clauses with *and*.

3. Joint construction of the text

- a. Act as a scribe and prompt while class jointly creates a written description of the Australian Museum. Use an overhead transparency or whiteboard.
- b. Model editing and proof-reading techniques.

4. Independent construction of the text

- a. Using their knowledge of purpose, text structure and language features, learners write a description of the Australian Museum.

Throughout the drafting process, learners consult with the teacher and peers. Drafts are edited, reworked and proof-read as required.
- b. Critically evaluate with learners, the success of the texts and suggest areas for further work.

5. Linking related texts

- a. Learners write descriptions within other areas of the curriculum.
- b. Learners write other text types about the Australian Museum.

Unit 2 - Delivering a spoken recount

Text Structure	Model Text <i>(sample only)</i>
Abstract	I had an interesting time yesterday morning.
Orientation	I went to the Australian Museum with my class - you know - down there in College Street?
Record of events	<p>Well we all trooped down there. I was a bit worried that some of the students might get lost, but everyone arrived alright and in we went. Luckily they had concession tickets for students.</p> <p>First we all got together in the big Atrium area, this huge big space with sandstone walls you see, and then the students all went off in all directions with their Activity Sheets. I walked around all the exhibitions with them. It was exhausting ... but we saw so many things in the displays.</p>
Reorientation	Finally some students went to the cafe and I joined them. Did I enjoy that coffee and cake!
Coda	<p>At the end we had time to go through the Activity Sheets.</p> <p>The students did some wonderful work so it was a great success.</p>

Language features

- noun groups - including articles, adjectives, classifying words and nouns
- past simple action verbs
- circumstances of time and place
- personal pronouns
- words for personal response - *I liked, interesting, I think ... etc.*
- time markers - *first, then, and then, finally*

Unit of work: Delivering a spoken recount

1. Building the context

- a. Discuss the purpose of recounts with the class, that is, to retell past events.

Ask why and when we tell others about the things which have happened to us, that is, to inform and entertain.

- b. Review Australian Museum vocabulary, sorting the words into three categories:
 - names of the building, its parts, its facilities and the exhibitions
 - words for expressing a personal response to the Museum
 - action words

Learners use their 'Preparing for the Museum visit' Activity Sheets to remind themselves of the vocabulary.

Provide pronunciation practise as required.

- c. Ask questions which elicit a recount, for example:

Where did we go?

Who did we see there?

What did we do first?

What did we do next?

How did we feel about what happened?

What happened in the end?

Model single clauses to answer these questions.

- d. Use these clauses to practise and drill stress and intonation patterns as required.

Discuss how to sequence them.

- e. Discuss who will be listening to the recount, such as family members, other students or teachers, or someone who has never been to the Museum.

Ask how this will affect what we say and how we say it.

- f. Discuss the nature of spoken language and the special features it has. Suggest times and places where a spoken recount might be used, for example, in a casual conversation.

2. Modelling/deconstructing the text

Staging

- a. Tape record, or if possible videotape, your own recount of the visit. Talk as if you are recounting the experience to a friend or colleague. Ensure that the structures are straightforward, while keeping the spontaneous characteristics of spoken language.

- b. Use the tape to identify with the learners the steps you went through to achieve the purpose of the text.
- c. Prepare language masters of the stages of the spoken recount and ask learners to sequence the stages.

Language Features

Assist learners to identify key language features.

Provide them with the opportunity to practise these in drills or language games.

For example, learners could deliver the recount as a round-robin with each learner telling each event in succession, using different time markers to link the events together.

3. Joint construction of the text

- a. Role play another recount about the Museum while the class observes.
Provide learners with a checklist of features to listen for.
Initiate a class discussion based on the checklist.
Do NOT write down the recounts. Remind learners that spoken language does not use whole sentences in the same way written language does.
Assist learners to deliver each stage of the recount in a spontaneous way.
- b. In groups, learners develop and practise spoken recounts.
Groups select a representative to deliver a recount.
The class uses the checklist to evaluate and discuss the performances.

4. Independent construction of the text

- a. Using their knowledge of purpose, text structure and language features, learners individually deliver recounts of their visit to the Australian Museum.
- b. Record these recounts on audio or video tape where possible.

Critically evaluate with the learners the success of their texts and suggest areas for further work.

- c. Provide opportunities for repeat performances as required.
- d. Simulate authentic situations in which the recounts can be delivered, for example, a coffee morning with another class to tell them about the excursion.

5. Linking related texts

- a. Provide opportunities for learners to deliver spoken recounts about a range of personal experiences.
- b. Link to the unit of work on written recounts.
- c. Link to work on casual conversation.

Unit 3 - Writing a recount

Text Structure	Model Text
Title	The Australian Museum
Orientation	Last Tuesday I went to the Australian Museum with my class.
Record of events	<p>First we all met outside the Museum in College Street. We went inside and paid the admission. Then everyone met again at the meeting place in the Atrium.</p> <p>At the meeting place we gathered in groups and looked at our Activity Sheets. When our group was ready, we began the 'At the Museum' activities.</p> <p>First we went to the <i>Skeletons</i> exhibition. We looked through some small windows at a diorama. We saw an old display about sea birds on Lord Howe Island. Then we walked around the <i>Skeletons</i> exhibition. I don't like skeletons but I did learn some useful facts about them.</p> <p>After that we went upstairs to the <i>Planet of Minerals</i> exhibition. We walked through a mine and inside a vault which was filled with precious stones. We looked at mineral samples and read about quartz, gold and gems.</p> <p>Next we saw the <i>Search and Discover</i> exhibition. I liked this exhibition the most. I learnt a lot about fascinating Australian plants and animals. I also learnt about some Australian habitats and saw a variety of animal and shell specimens. The animal specimens were interesting but they made me sad.</p>
Reorientation	After nearly two hours the whole class met again in the Atrium. We discussed our Activity Sheets before we went back to the centre. Everyone talked about the exhibitions in the train.
Coda	We all agreed that it had been a fascinating visit. Now I want to take my children to the Australian Museum.

Language features

- focus on individual participants
- personal pronouns
- words for personal response - I liked ..., interesting, I think ...
- time markers -first, then, and then, finally
- noun groups - including articles, adjectives, classifying words and nouns
- past simple action verbs
- circumstances of time and place

Unit of work: Writing a recount

1. Building the context

- a. Discuss the purpose of recounts with the class, that is, to retell past events.

Ask why and when we tell others about the things which have happened to us, that is, to inform and entertain.

Ask the class to predict the steps we go through to achieve this purpose. Recall spoken recounts if relevant.

- b. Review Australian Museum vocabulary, sorting the words into three categories:
 - names of the building, its parts, its facilities and the
 - exhibitions
 - words for expressing a personal response to the Museum
 - action words

Learners use their 'Preparing for the Museum visit' and 'At the Museum' Activity Sheets, as well as any material collected at the Museum, to remind themselves of the vocabulary.

Include spelling activities as required.

- c. Ask questions which elicit a recount, for example:

Where did we go?

Who did we see there?

What did we do first?

What did we do next?

How did we feel about what happened?

What happened in the end?

Write single clauses to answer these questions.

Discuss how to sequence them in time.

- d. Discuss who will be reading the recount, such as family members, other students or teachers, or someone who has never been to the Museum.

Ask how this will affect what we write.

- e. Discuss how the finished recount might look and how it might be presented, for example, in a newsletter, in a class book, in a personal letter or postcard.

2. Modelling/deconstructing the text

Staging

- a. Introduce the model text.

Identify the stages with the learners.

Compare the model with other recounts.

b. Name the stages of the text.

Draw learners' attentions to the function of each stage:

- Orientation: sets the scene, answers the questions *when? where? who? what?*
- Record of events: records what happened as sequenced in time
- Reorientation: rounds off the text, links it with the beginning
- Coda: comments about the whole experience

c. Provide activities such as the following:

- learners identify the Museum recount from a set of texts about the Museum
- learners compare two or three recounts of different events
- learners re-assemble a recount which has been cut into stages
- learners label the stages of the model text
- learners summarise the events in point form
- learners construct a timeline of the events
- build reading skills and strategies as required

Text organisation

Cut the model text into paragraphs. Then cut off the topic sentence of each paragraph. Ask learners to match each topic sentence to the rest of the paragraph.

Point out:

- each paragraph usually has only one kind of information
- the topic sentence signals the kind of information to come in the paragraph
- how to start a new paragraph

Language features

a. Point out key language features of the model text.

Have learners use coloured highlighters to identify these features in the model and in other recounts.

b. Provide activities to drill and practise the form of simple past tense verbs, noting irregular forms of common verbs.

c. Provide activities such as the following:

- sequencing of jumbled events into a cohesive recount, adding given time markers as required
- cloze of model text with action verbs deleted so learners have to insert action words and add correct past time markers
- jumbled noun group activities based on Museum vocabulary
- clozes of model text and other recounts in which the personal pronouns are deleted and have to be replaced
- activities to sort verbs/processes - action, thinking/feeling, saying, being/having

- d. Model the structure of simple clauses, drawing attention to the three components of the clause (participants, processes and circumstances) and provide practise activities.
- e. Model and provide practise activities in linking simple clauses with and, time conjunctions and other conjunctions as required.

3. Joint construction of the text

- a. Act as a scribe and prompt while class jointly creates a written recount of the visit to the Australian Museum. Use an overhead transparency or whiteboard.
- b. Model editing and proof-reading techniques.
- c. Provide group work activities in recount writing for further practise as required.

4. Independent construction of the text

- a. Using their knowledge of purpose, text structure and language features, learners write a recount of the visit to the Australian Museum.

Throughout the drafting process, learners consult with teacher and peers. Drafts are edited, reworked and proof-read as required.

- b. Critically evaluate the success of the texts with learners and suggest areas for further work.

5. Linking related texts

- a. Learners write recounts within other areas of the curriculum.
- b. Learners write other text types about the Australian Museum.

Unit 4 – Reading a narrative

Text Structure	Model Text
Title	A Museum Adventure
Orientation	<p>Near the end of my holidays last year I was bored. It had rained every day. It was cold and wet at the beach and the city streets were cold, wet and windy. I had seen the latest movie three times.</p> <p>‘There’s nothing to do’, I grumbled to my friend.</p> <p>‘Have you ever been to the Australian Museum?’ she asked. The Museum didn’t sound very interesting but I was desperate.</p> <p>The next day I slept in until midday, had lunch and caught the train to the city. I looked at the shops for a while and then decided to walk across the park to the Museum. It was quite late in the afternoon when I arrived but I went in the entrance and paid the money at the Admissions desk.</p>

Complication/ Evaluation	<p>This Museum was crammed with lots of stuff which made me a little nervous. I saw hundreds of skeletons and stuffed dead animals. I saw dead insects pinned to boards and a model of <i>Giganotosaurus</i> with rows of gigantic teeth. I went inside a spooky cave and later into a dark room with little lights on the ceiling. It was filled with computers which seemed to have minds of their own. I walked up a ramp and into a timewarp. Baby dinosaurs were hatching out of eggs below me just like in <i>Jurassic Park</i>. In the next room I found some prehistoric humans who were burying a dead person. Up on the ceiling a leopard was devouring an ape man. Nearby a sabre-toothed tiger was chasing a group of ape-like people. There was a gorilla in a glass case. There were models of people's insides and strange contraptions with curly pipes. It was as weird as <i>The X-Files</i> but at least it wasn't boring.</p> <p>I was standing in front of a video screen watching a film about mammals. I don't know how long I had been there when suddenly I noticed that everything was really quiet - too quiet. I ran to the entrance but it was too late. It was locked. Next there was a crash of thunder, lightning flashed through the windows and all the lights went out. My heart stopped. I could hear myself breathing hard. I was trapped in total darkness with skeletons and monsters which glared each time the lightning flashed.</p> <p>'Pull yourself together and think', I told myself. I felt my way around until I found a telephone. I picked up the receiver. The phone was dead - just like everything else in this place. I stumbled around until I found the cafe window and I waved frantically to the cars below. Rain thudded against the window, thunder crashed and nobody saw me ... and then I saw it.</p> <p>It was a moving light coming from one of the rooms. I ran into the Skeletons exhibition but each time the lightning flashed the skeletons grinned their awful grins. The light flashed on the balcony above me. Was it a ghost? Had it come to raise the dead? I followed it. I was trembling all over. I crashed into a glass case. The light came towards me. I screamed loud enough to wake the dead. I was blinded by the light. Then something grabbed me. I knew this was the end.</p>
-------------------------------------	---

Resolution	<p>'How on earth did you get in here?' asked a startled voice. At that moment the lights came on.</p> <p>The security guard laughed when he saw my frightened expression. He had been as scared as me when he heard me racing through the Museum.</p> <p>'I think we could both do with a cup of tea, don't you?' he said.</p>
Coda	I'll never complain about being bored again.

Unit of work: Reading a narrative

1. Building the context

- a. Write the title of the narrative on the board: A Museum Adventure.

Ask the learners to predict what kind of text this might be, for example, a procedure or a report, a story or an argument.

When the class agrees that the text is a story, point out that an adventure is usually a special kind of story, a narrative in which a main character, a hero, faces a problem. The narrative reveals how the problem is resolved.

- b. Initiate a brainstorm by asking the learners to use the title to predict what the text might be about.

Discuss what problems a Museum visitor might encounter.

Ask the learners to predict the answers to questions such as *Who? What? Where? When?*

Write all the ideas and words generated by the brainstorm on the board.

Categorise the ideas and words using the above questions or using some other system relevant or familiar to the learners.

- c. Draw three columns on the board.

Initiate a class discussion in which learners recall their visit to the Museum.

Ask the class to think of adventures someone might face in the Museum, or in other words, what sorts of problems someone might have at the Museum.

List the problems in the left column.

Then list in the middle column some ways these problems might be resolved.

Discuss the reasons why people read narratives, that is, to be entertained.

Point out that narratives also teach lessons about life; they have a 'message' such as 'crime does not pay'.

List some relevant 'messages' in the third column on the board.

Put headings on the columns:

1. Problem

2. Resolution

3. Message

Then review the discussion.

Discuss how narratives are usually presented, for example a novel or short story, a film or TV soap opera.

2. Modelling/deconstructing the text

- a. Hand out the text without stage labels to the class.
Read the story to the class while they follow on their texts.
At the end of each stage, stop and ask the learners to predict what they think will happen next.
- b. Conduct text skimming exercises.
Show the class the story on overhead transparencies with key words highlighted.
Read through these words with the class.
Discuss and record on the board the learners' first impressions of the nature of the problem, the sort of person they think the hero is and the narrative's message.
- c. Conduct text scanning exercises.
Ask the learners to scan the text for specific information.
For example, *What is the name of a TV program mentioned in the story?*
- d. Provide opportunities for group work.
Give groups copies of the story which has been cut up into its stages.
Ask groups to sequence the stages.
Give each group a simplified set of narrative labels and discuss what each label means (Orientation, Complication, Resolution).
Ask learners to label the stages.
- e. Give learners a copy of the story with the Evaluation omitted.
Discuss what has changed.
Compare this with the whole text.
Remind learners that the purpose of narratives is to entertain.
Discuss how the evaluation is critical to achieving this purpose. Highlight the 'entertaining' language, that is, the narrator's thoughts, feelings and opinions which slow down the action and build suspense.
Ask learners how suspense is built in film and how the characters' feelings about the problem are revealed.

Language features

Provide activities such as the following:

- on an overhead transparency underline words which are unfamiliar to the learners, supply synonyms or ask learners to substitute other words which make sense
- a cloze with the action words deleted
- highlight sets of words, for example all the thinking and feeling words; all the Museum words
- list pairs of words which go together in a grid - *last year, every day, cold and wet, latest movie, caught train, went inside,*

strange contraptions, total darkness, security guard, bad day
and substitute other words which can also go with the first word

- highlight the circumstances and sort them into time, place, manner and note which circumstances occur in which stage
- sort two jumbled texts about the Museum at once, for example the narrative and the report, noting which language features made it possible to tell which piece of text belonged to which text type

3. Joint construction of the text

- a. Read the text aloud with the learners using an overhead transparency.
- b. Learners read the story together in groups.
- c. In groups, learners read the whole story silently. Each learner then retells the story to the rest of the group. The group discusses the similarities and differences of the different retellings.

4. Independent construction of the text

- a. Learners re-read the story and answer the comprehension questions.
- b. In groups, the learners discuss the 'message' of the text. Is the hero male or female, old or young? What has the hero learned, if anything, through this experience?

The groups report back their interpretations to the whole class.

- c. Discuss alternative ways the problem could have been resolved and alternative messages, for example if the hero rescued the security guard, or if the hero had got out by being clever and not just by accident.

5. Linking related texts

- a. Learners read narratives for enjoyment.
- b. Learners read narratives in other areas of the curriculum.
- c. Where relevant, link to a unit of work on writing narratives.

Unit 5 - Writing a report

Text Structure	Model Text
Title	The Australian Museum
General Statement	The Australian Museum is the oldest museum in Sydney. It has many excellent facilities and interesting exhibitions and activities. Museum visitors learn about our natural environment and our cultural heritage
Description	<p>The Australian Museum is in an old building which is made of sandstone. It has a big entrance. Inside there are high ceilings, pillars and beautiful staircases.</p> <p>The Museum also has facilities for the visitor. There is a shop, a cafe and a diner.</p> <p>The Museum exhibitions are in big rooms and they have a lot of objects. These include models, animal specimens, glass cases, pictures and photographs, charts, labels and text panels. The natural environment displays are about minerals, plants and animals. In the mineral exhibition there is a mineral wheel which shows the elements. There is also information about rocks, quartz, caves, volcanoes, gold, uranium, gems and thunder eggs. There are many animal exhibitions. For example, there are exhibitions about animal skeletons, birds, insects, mammals and even dinosaurs.</p> <p>The Indigenous Australians exhibition is a cultural heritage displays about the history of occupation in Australia. Inside the <i>Planet of Minerals</i> exhibition there is a gold rush display. The gold rush began in Australia in 1851.</p>

Language features

- generic participants
- words for general categories
- simple present tense
- being and having verbs/processes
- noun groups for classifying and describing
- the name of what is being described or a pronoun as Theme placed at the beginning of the clause

Unit of work: Writing a report

1. Building the context

- a. Discuss the purpose of reports with the class, that is, to describe the way things are; to document information about things in the world.

Ask why and when/where we describe the way things are, and document information such as textbooks, encyclopaedias, workplace reports and information texts from government agencies.

Ask the class to predict the steps we go through to achieve this purpose.

- b. Review Australian Museum vocabulary, sorting the words into three categories:
 - the building, its characteristics and its parts (appearance, facilities, the exhibitions, etc.)
 - words to identify and describe information about the natural environment in the exhibitions
 - words to identify and describe information about cultural heritage in the exhibitions

Learners use their 'Preparing for the Museum visit' and 'At the Museum' Activity Sheets, as well as any material collected at the Museum, to remind themselves of the vocabulary.

Include spelling activities as required.

- c. Ask questions which elicit a report, for example:

What is the report about?

What are the main parts of the Museum?

What types of exhibitions/displays does the Museum have?

What are in the exhibitions?

Write single clauses to answer these questions.

Discuss the best way to organise all this information.

- d. Discuss who will be reading the report, for example other students, teachers or someone who has never been to the Museum, etc.

Ask how this will affect what we write.

- e. Discuss how the finished report might look and how it might be presented (for example, in a newsletter, in a class book, in a personal letter or postcard, etc.).

2. Modelling/deconstructing the text

Staging

- a. Introduce the model text.

Identify the stages using the questions discussed above to elicit the stages.

Compare the model with other recounts.

b. Name the stages of the text.

Draw learners' attentions to the function of each stage:

- General Classification: identifies the subject as a museum and previews the aspects of the Museum which will be described
- Description: series of paragraphs

c. Provide activities such as the following:

- learners identify the Museum report from a set of texts about the Museum
- learners compare two or three reports of different things
- learners sequence the stages of the report which has been cut up
- learners label the stages of the report
- build reading skills and strategies as required

d. Text organisation

Cut the model text into paragraphs. Then cut off the topic sentence of each paragraph. Ask learners to match each topic sentence to the rest of the paragraph.

Point out:

- each paragraph is usually about only one kind of information
- the topic sentence signals the kind of information in the paragraph to come
- how to start a new paragraph

Language features

a. Point out key language features of the model text.

Learners use coloured highlighters to identify these features on the model and on other reports.

b. Provide activities to drill and practise the form of present tense being and having verbs.

c. Provide activities such as the following:

- organising individual pieces of information about the Museum into categories, for example, appearance, facilities, exhibitions
- cloze of model text with participants deleted
- jumbled noun group activities based on museum vocabulary

d. Model the structure of simple clauses, drawing attention to the three components of the clause: participants, processes and circumstances.

Provide practise activities.

e. Model and provide practise activities for building noun groups to use in reports

3. Joint construction of the text

- a. Act as a scribe and prompt while class jointly creates a written report on the Australian Museum. Use an overhead transparency or whiteboard.
- b. Model editing and proof-reading techniques.
- c. Provide group work activities in report writing for further practise as required.

4. Independent construction of the text

- a. Using their knowledge of purpose, text structure and language features, learners write a report on the Australian Museum.

Throughout the drafting process, learners consult with teacher and peers. Drafts are edited, reworked and proof-read as required.
- b. Critically evaluate with learners the success of the texts and suggest areas for further work.

5. Linking related texts

- a. Learners write reports within other areas of the curriculum.
- b. Learners write other text types about the Australian Museum.

Unit 6 - Writing an opinion text

Text Structure	Model Text
Title thesis	Why the Australian Museum is important to Sydney
Position preview	The Australian Museum provides an excellent service to the people of Sydney and to visitors to the city. It has many interesting exhibitions on the natural environment, as well as information about the cultural heritage of Australia and its neighbours. In addition the Australian Museum undertakes scientific research and it develops education programs.
Argument 1 point elaboration	Above all the Australian Museum is an enjoyable outing. Sydneysiders and tourists can spend hours wandering through the exhibitions. There is so much to see. A visit to the Museum is easy for families too because it is safe and fun for children, there are good cafes and there is even a baby care room.
Argument 2 point elaboration	In addition, there is so much to discover at the Museum. The exhibitions cover a wide range of topics. First there are displays which are all about the minerals, plants and animals in the natural environment. These displays have hundreds of models, stuffed animals and intricate dioramas and illustrations. Then there are the displays about our cultural heritage. One of the most important and detailed is about Indigenous Australians. There is also a very colourful exhibition about Australia's nearest neighbour, Indonesia.
Argument 3 point elaboration	Finally, the Australian Museum houses valuable research collections and supports research and education projects. This means that the Australian Museum, with its scientists and other researchers, contributes to our knowledge of Australia and its environment and culture. The education programs and materials developed by the Museum are based on this work.
Restatement of thesis	In conclusion, the Australian Museum is a significant feature of Sydney. It is important to this city because it is a tourist attraction for local people and tourists, an interesting and educational experience and an important s

Language features

- generic participants
- simple present tense
- a range of verbs/processes
- noun groups for classifying and describing
- conjunction of cause and consequence
- conjunctions for sequencing the arguments
- expressions of point of view

Unit of work: Writing an opinion text

1. Building the context

- a. Discuss the purpose of opinion texts with the class, that is, to put forward a point of view.

Point out that the learners will be writing a special type of opinion text - an exposition. An exposition argues for one point of view. A discussion, on the other hand, presents both sides of an argument on a topical issue.

Ask why, when and where we might wish to argue for our point of view, for example in letters to government authorities or institutions to support something we believe in, in letters to the editor, in letters of complaint and in essays.

Ask the class to predict the steps we go through to achieve the purpose of putting forward a point of view.

- b. Review Australian Museum vocabulary, sorting the words into three categories:
 - the facilities - appearance, facilities, the exhibition, etc
 - the exhibitions
 - other functions of the Museum

Learners use their 'Preparing for the Museum visit' and 'At the Museum' Activity Sheets, as well as any material collected at the Museum, to remind themselves of the vocabulary.

Include spelling activities as required.

- c. Ask questions which elicit an opinion, for example:

Do you think the Australian Museum is important to Sydney?

Why is it important? List the reasons.

What evidence do you have to support your arguments?

Write single clauses to answer these questions.

Discuss the best way to organise all this information.

- d. Discuss who will be reading the opinion, for example, other students, teachers, someone who has never been to the Museum before, a government department which wants to cut funding to the Museum, newspaper reader, etc.

Ask how this will affect what we write.

- e. Discuss how the finished report might look and how it might be presented, for example, as a letter or as an essay.

2. Modelling/deconstructing the text

Staging

- a. Introduce the model text.

Identify the stages using the questions discussed above to elicit the stages.

Compare the model with other opinions.

- b. Name the stages of the text.

Draw learners' attentions to the function of each stage:

- Thesis: states the writer's position and previews the arguments
- Arguments: each argument states the point of the argument and then elaborates the argument with evidence or other support

- c. Provide activities such as the following:

- learners identify the Museum opinion text from a set of texts about the Museum
- learners compare an exposition and a discussion
- learners compare two or three expositions on different topics
- learners sequence the stages of the exposition which has been cut up
- learners label the stages of the exposition
- build reading skills and strategies as required

Text organisation

Cut the model text into paragraphs. Then cut off the topic sentence of each paragraph. Ask learners to match each topic sentence to the rest of the paragraph.

Point out:

- each paragraph usually has only one kind of information
- the topic sentence signals the kind of information in the paragraph to come
- how to start a new paragraph (new line, or indent if handwritten)

Language features

- a. Point out key language features of the model text.

Learners use coloured highlighters to identify these features on the model and on other reports. In particular, highlight those words which are expressions of point of view, for example, *excellent, interesting, enjoyable, so much to see, hundreds of, one of the most important, colourful, valuable, significant feature, educational*.

b. Provide activities such as the following:

- organising individual opinions and evidence into arguments based on one point, for example, a tourist attraction, source of information, scientific and educational resource, etc.
- cloze of model text with conjunctions deleted
- jumbled noun group activities based on the Museum vocabulary
- joining separate clauses to form clause complexes linked by logical and additive conjunctions
- noun group building activities
- activities to build a repertoire of expressions of opinion

3. Joint construction of the text

- a. Act as a scribe and prompt while class jointly creates an exposition based on the Museum. Use an overhead transparency or whiteboard.
- b. Model editing and proof-reading techniques.
- c. Provide group work activities in report writing for further practise as required.

4. Independent construction of the text

- d. Using their knowledge of purpose, text structure and language features, learners write an opinion text based on the Australian Museum or on a topic covered by the Museum (the environment, mining, Indigenous issues).

Throughout the drafting process, learners consult with teacher and peers. Drafts are edited, reworked and proof-read as required.

- e. Critically evaluate with learners the success of the texts and suggest areas for further work.

5. Linking related texts

- a. Learners write expositions within other areas of the curriculum.
- b. Learners write discussions about related topical issues