



SMILE

GEWERBEMUSEUM WINTERTHUR

The amazing thing about this museum is that it is fascinating for both younger learners as well as researchers. The permanent materials archive is home to ceramics, pigments, textiles, leather and more and the temporary exhibits are quite eclectic and diverse in nature with something for everyone!

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Level

A2 and up

Grades

Upper primary, lower secondary,
pre-service teacher training

Languages

German and English

Adaptations

This concrete example was used for a trip with fifth grade children. The content, however, is useful for learners at different ages and levels and can be used in teacher training. These ideas can well be used, for planning any museum visit in any foreign language..

General content

Overview for Use in Teacher Training – How to use the following activities (worksheets found on final pages of this document) in the classroom:

- Map! Map! Reading a map and planning a route
- Peek into the Website: General reading skills - skimming and scanning (this is a worksheet that can work with any museum)
- Google Reviews: Analyzing reviews (worksheet)

References

Museum website: <https://www.gewerbemuseum.ch/>

Food for Thought and Questions for Discussion in Teacher Training

Map! Map!

- This is fun to give learners a challenge: Write the text (Figure A) on the board. Learners have 5-10 minutes copy it down and find answers. Some groups will have the same answers, but not all! Each group should share their results. The solution the teacher thinks makes the most sense should be used.
- Look at the language. If you are using this for another museum, make sure the language suits the combination of bus/train/tram you will need. How might you adapt this language?
- In the past, one might have obliged the learners to describe how to get to the museum from the station on foot. However, more recently when people ask for directions, they are almost where they should be because they have digital maps that guide them most of the way. Is there any point in teaching learners to give directions when everyone has a map on their phone nowadays? Discuss this point in teacher training.
 - o What interactions have you had recently that have had to do with giving map directions?
 - o What role play could you create that would simulate such interactions?
 - o How might you teach this role play?

Figure A: Text to be written on the board

(replace underlined parts with information specific to your situation).

Map! Map!

The Gewerbemuseum is at Kirchplatz 14 in Winterthur.

Our tour starts at (time) _____ on (date) _____.

What train do we need to take to be at the museum five minutes before the tour starts?

- We have to take the train to _____ at _____ from Zurich to Winterthur. It leaves on platform _____.
- We get off at Winterthur main station.
- Then we walk about _____ minutes to the museum.

Role Play Example 1

A: Excuse me! Can you help me? I am looking for the museum – it should be here.

B: No, I don't live here. I am not from here.

A: Okay, thank you. Have a nice day.

B: You, too.

Role Play Example 2

A: Excuse me! Can you help me? I am looking for the museum – it should be here.

B: It's right over there (point)! You are on the wrong side of the street.

A: Oh, that's great. Thank you so much! Have a nice day.

B: You, too!!

Peek into the Website

- Question 5 focuses on vocab because the text on the website might be too difficult for this level of learners. What other skimming or scanning exercises could be done with the text? Here the learners note words and definitions and a translation into their L1. Why might they translate into their L1 instead of the local language? If the definitions are too much for them to write, do you have any other ideas for what could go in this column?
- Some questions have language support, other questions have questions to be answered. When do you do what? How could you adapt these questions for more or less support?
- If you had a class of 4th graders, which of these questions might you ask? How might you formulate them differently?
- If you had a class of 9th graders or older learners, which of these questions would you ask? How might you formulate them differently?
- What other questions might you ask your future target learners?

Google Reviews!

- When do you use reviews? For which products? How? How might you lead this discussion in class?
- Could reading reviews be problematic? If so, in what way(s)?
- What other ideas do you have for working with these reviews?
- Look at the questions provided. What might you do differently? What support might you provide?

Peek into the Website

Go to the museum's website and make sure you are on the English pages!

1. How can you change the language of this website? Into which language(s)? How do language change functions work on other websites you know? In your browser?
2. When is this museum open? Which days? Which hours?
3. Find "Getting here by public transport". One person reads it out loud. The other points to the places mentioned on a map.
4. Make a list of at least 5 things you can find in the permanent exhibit.
5. We are going to the « _____ » exhibit. Find this page and read the text. Find two words you do not know. Write them here with the definition and a translation into your home language.

Word	Definition	Translation into your language

6. Find an artist listed on the site. Be prepared to share!
" _____ is a _____ writer/artist. _____ was born in _____ _____ wrote/ painted
_____ ".
7. Find a picture that you like.
 - What do you see in the picture?
 - Why do you like it?
 - What do you imagine is in the museum from what you see in this picture?
8. Look at the Events Calendar in German. Find one event that will happen in the future and translate the title into English.
9. If you only had twenty minutes in this museum, what would you do?
10. The museum is called the " _____ " in German. What might be a good English name for this museum? Why?

Google Reviews!

Find the museum on Google Maps. Find the reviews.

1. Before you start, if you are looking at the reviews AFTER a visit, first WRITE your own review below!

2. How many reviews are there? _____
3. How many stars (average) did this museum get? _____ What does that mean?

→ “It means that this museum is a _____ museum.”

4. Take notes! What did people like and not like? Fill in the chart below with at least 10 points!

What people like	What people DON'T like
•	•
•	•
•	•

5. What languages are the reviews written in. Find 3 languages!
→ There are reviews in ...
6. Translate ONE review into English!
7. Find a review that looks trustworthy. What makes a review trustworthy (or not)?
8. Did you find any language mistakes in the reviews?
9. Which review has the most likes/dislikes?
10. Create a roleplay between a person who has been to the museum and is recommending it to a friend based on the reviews you read.