

## Rhyd y Car Terrace – Teacher's notes

These worksheets are aimed at entry 3 (Pre-intermediate) and above. They are split into three sections:

- Section one is an introduction to the cottages and could be completed prior to a visit to the Museum.
- Section two contains activities which can be completed during a visit.
- Section three comprises of feedback activities to be completed after the visit.

### **Section 1 – Before your visit**

#### **Warmer (pages 2-3):**

As a class look at the Building facts taken from the website. Go over any new vocabulary.

Students write questions to find out the missing information.

Working in pairs, learners ask and answer the questions.

#### **Task 1: Reading and Vocabulary (pages 4-5)**

Working individually, students read the text taken from the website and find the words in bold. Students then match the words to their meanings and check their answers in pairs before feeding back to the class.

#### **Task 2: Comprehension (page 5)**

Students work individually to find the answers to the questions about the text. Check in pairs and feedback to class.

(As a variation, feedback for the 'true/false/doesn't say' questions could be done by playing heads or tails. Learners stand up and the teacher asks the question. Students show their answers by putting their hands on their heads for 'true', tails for 'false' and stomach for 'doesn't say'. If any students get the answer wrong they have to sit down. The students who are standing at the end of the questions are declared the winners.)

### **Section 2 – During your visit**

Divide the students into three groups A, B, C. And give them a worksheet comprising of either page 6, 7 or 8 on one side and page 9 on the other side.

Student A will visit the first two cottages, student B the second two cottages and student C the last two cottages. All students will visit the outside area of the terrace. This will reduce overcrowding in the cottages.

Students look for the objects shown in the pictures and try to find out information to allow them to complete the matching exercises.

Encourage students to ask the museum staff for information about the items.

During the visit students should make notes of differences between the two cottages. This information will be used in feedback exercises after the visit.

### **Section 3 – After your visit.**

#### **Task 1 - Discussion**

Set up students to work in a group of three (student A, B and C), each student having completed a different set of worksheets. Students tell each other about the cottages they visited using the prompt questions.

#### **Task 2: - Making sentences**

Look at the example sentences. Show how the two sentences have been joined to make a comparative sentence.

Ask students to make similar sentences using the words in brackets. For lower levels go through all sentences orally as a class, before asking them to write the sentences individually.

#### **Task 3: - Writing**

Ask students to use the notes taken during the visit to write a paragraph comparing life in the cottages in the different time periods. Encourage them to use the linking words given to form more complex sentences.

### **Answers:**

#### **Page 5 -Task 1**

1. right angles. 2. piped 3. cat slide roof 4. dwelling 5. iron-ore 6. pantry 7. coal  
8. pigeon cot 9. corrugated iron 10. aerial 11. erected

#### **Page 5 - Task2**

1. paragraph 3 2. paragraph 1 3. paragraph 2 4. T 5. D 6. T 7. T 8. F 9. T 10. D 11. T

#### **Page 6**

Cottage 1: 1805, Cottage 2: 1855

**Page 6 – Task 2**

a door stop 5, an iron 1, a toasting fork 3, a bakestone 2, a milk yoke 4

**Page 7 – Task 3**

a) a milk yoke b) a toasting fork c) a bakestone d) a door stop e) an iron

**Page 8**

Cottage 3: 1895 Cottage 4: 1925

**Page 8– Task 2**

a) 5 b) 1 c) 4 d) 2 e) 6 f) 3

**Page 10**

Cottage 5: 1955 Cottage 6: 1985

**Page 10 – Task 2**

a television 6 fish and chips 2 a microwave 3 an ornament 4 a living room 1  
a radio 5

**Page 11 – Task 3**

a) ornament (flying ducks) b) fish and chips c) a television d) a living room (in the garden) e)  
a microwave f) a radio

**Page 12 - Task 2**

an outside toilet 3 an Anderson shelter 4 a pigeon coop 5 a coal outhouse 6  
a bread oven 1 a water pump 2

**Page 12 – Task 3**

a) a coal outhouse b) an Anderson shelter c) an outside toilet d) pigeon coop  
e) a water pump f) a bread oven

**Page 13**

Suggested answers:

1. In 1895 water was collected from the pump, while in 1925 most houses had running water.
2. In 1925 only a few houses had electricity, but in 1955 most houses had it.
3. In 1955 only a few houses had a television compared with 1980 when most households owned one.