

## Melin Bompren – Teacher's Notes

These worksheets are aimed at Level 1 students. They are split into three sections.

- Section one is an introduction to the Corn Mill and should 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 one – before your visit.

Warmer: Look at the picture of the Corn Mill and elicit learners' knowledge of St Fagans Museum and the mill.

#### Page 2:

Task 1: Reading and Comprehension.

Ask the learners to read the text in pairs, reading alternate paragraphs. Ask them to underline any unfamiliar vocabulary.

Nominate confident readers to read the text aloud. Write any unfamiliar words on the board and explain the meaning.

#### Page 3:

Task 1: Vocabulary

Learners work in pairs to match the words to their meanings. Feedback to the class by nominating individual learners to ask 'What does \_\_\_\_ mean?' and choose another student to answer.

#### Page 4:

Task 2:

Learners work individually to answer the comprehension questions. Once completed, they work in pairs to ask and answer the questions.

Feedback to class by nominating learners to answer the questions.

### Section 2 – On your visit

#### Pages 5-6

Give learners the worksheet and explain that they need to answer these questions during the visit. Explain that they can ask the staff working in the Corn Mill to help.

Encourage learners to take pictures of interesting objects to share with the class.

## Section 3 – After the visit

### Page 7

**Warmer:** After the visit, ask the learners to share any interesting information they found out about objects in the Corn Mill. Ask them to work in small groups and share any pictures taken during the visit and talk about the objects in their pictures and their purpose.

Look at the picture of Welsh cakes. Elicit learners' knowledge. Explain that the main ingredient of Welsh cakes is flour. Tell them that often families in Wales pass down a family recipe from generation to generation and that this is the family recipe from someone who works at St Fagans Museum.

#### Task 1: Reading

Ask the students to read through the recipe in pairs and identify the verbs.

#### Task 2: Vocabulary

Working individually, ask the learners to match the verb to its meaning. Check in pairs and feedback to class.

#### Task 3: Grammar

Explain that we use the imperative to give orders and instructions, as in this recipe. Point out that the imperative uses the root form of the verb without the personal pronoun. Ask students to work in pairs and find five examples in the recipe.

#### Task 4: Speaking Activity

Focussing on using the imperative, ask students to think of a meal or dish they like to make. Working in groups, students use the imperative to explain how to make their dish.

## Answers

### Section 1: Before your visit

#### Page 3

canvas - Strong, rough cloth used for making tents, sails, bags, strong clothes, etc.

an account book - A record of customer orders and payments.

to grind - To make something into small pieces or a powder by pressing between hard surfaces.

staple diet - The food that a person normally eats.

three-storeyed - A building with three levels.

sifting - Putting flour or sugar etc. through a sieve (a wire net) to separate large pieces.

water wheel - A large wheel that is turned by flowing water and used to provide the power for machinery.

kiln - A type of large oven used for making bricks or drying clay.

#### Page 4

#### Suggested answers:

1. They were millers. Benjamin Jones was the first miller and Hattie Jones was the last.
2. Customers paid the miller to grind mainly oats and barley.
3. People in Wales ate more oatmeal because the climate and poor soil in upland and mountain areas made it difficult to grow wheat.
4. The top floor stores grain. On the middle floor the grain is ground into flour. On the bottom floor the flour is put into bags.
5. The machines in the mill are used for sorting, grinding and sifting the flour.
6. The waterwheel powers the machinery.
7. The kiln heats the drying room.
8. The mill produces Wholemeal flour.
9. You can buy the flour produced at the mill in the Museum shop.

### Section 2: On your visit

#### Page 5

Task 1: This lady is Hettie Jones. This photo and further information about Hettie can be found on the information board outside the Corn Mill.

Task 2:

1. d 2. a 3. e 4. b 5. f 6. C

Task 3:

1. Wire machine bolter 2. Millstones 3. Quern stones 4. Trap door 5. Water wheel 6. A separator/smutter

### Section 3: After your visit

Task 2:

1. add 2. cut 3. place 4. scatter 5. flip 6. smear 7. press down