

## Bryn Eryr – Teacher's Notes

These worksheets are aimed at Level 2 students. They are split into three sections.

- Section one is an introduction to the Bryn Eryr farmhouses 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 Bryn Eryr and elicit learners' knowledge of St Fagans Museum. Ask the learners to estimate how old the farmhouses are and who may have lived there.

#### 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. Learners then decide in pairs which heading goes with the last three paragraphs of the text.

Nominate confident readers to read the text aloud, together with the chosen headings. Write any unfamiliar words on the board and explain the meaning.

#### Page 3:

Task 2: Vocabulary

Learners work individually to complete the gap fill exercise. They then check their work in pairs and feedback to the class.

Task 3: Comprehension

Learners work individually to complete the true /false/doesn't say questions. Nominate learners to 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 – On your visit

### Pages 4-5

Give learners the worksheet and explain that they need to answer these questions during the visit. Explain that they can find the information by reading the information boards and asking the staff working in the farmhouse to help.

Learners will need to find the objects and learn the name and purpose of each object.

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

## Section 3 – After the visit

### Page 6

**Warmer:** After the visit, ask the learners to share any interesting information they found out about objects in the farmhouses. 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.

#### Task 1: Reading

Before reading the text in detail ask the learners to skim through the text and find the following words and phrases: construction site, patching, exclusion from schools, threshing straw, thatching the roof, Probation Service.

Read the first word aloud and ask the learners to put their hand up when they have found it. This will encourage learners to skim rather than read the text. Write the word on the board once it has been found. Repeat this for each word and go through their meaning once all the words have been found.

Note - Cearau and Ely are areas of Cardiff close to the site of the Museum. Threshing is the process of removing grain from the straw. Thatching means using the straw to build a roof.

#### Task 2: Discussion

Ask learners to work in small groups and discuss the three questions.

#### Task 3: Writing

Ask students to write a letter to a friend about their visit to the Museum.

## Answers

### Section 1: Before your visit

#### Page 2:

##### Task 1:

1. Why are the houses built in this style? 2. What's in the houses? 3. What happened to the houses?

#### Page 3

##### Task 2:

1. clay 2. plentiful 3. evidence 4. granaries 5. jaw 6. prestigious 7. abandon 8. best guess  
9. defensive enclosure

##### Task 3:

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

### Section 2: On your visit

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

1. loom 2. pestle and mortar 3. quern 4. cauldron 5. fire dogs 6. oak bench