

Level  
2

# Penguin Young Readers Factsheets

## My Home

### Teacher's Notes

#### Summary of the story

*My Home* is a non-fiction text for young learners about the many different types of home to be found in the world. Young learners will read about homes large and small, moving and stationary, temporary and permanent, and the families who live within them.

#### About the author

Margaret Lo is a contemporary author and teacher of longstanding. Her latest book in the Penguin Young Reader series is *Colors*.

#### Topics and themes

**Buildings** The 'home' topic can lead on to classroom work on types of buildings that people live in. You could perhaps introduce new vocabulary like bungalow, detached house, semi-detached house, flat, mansion, cottage, for example.

**Family** The stories in *My Home* touch on the theme of family. Try using the vocabulary from the Reader to encourage the pupils to talk about their own families. You could practice question forms based on families: 'How many brothers and sisters do you have?' for example.

**My house** Using the factsheet photocopyable activity number 3 as a starting-point, you could expand this activity to a discussion on different homes, the numbers of rooms, windows, stairs, gardens for example. Alternatively, the activity could be a simple comparative exercise, but not of the children's own homes.

#### Making use of the Reader

**Making friends** The first four stories in the Reader are first person accounts of home and family life. In order to practice the third person ask each pupil to choose a character from one of these stories: Sharon, Wing Chan, Manuel or Rachael. They choose the person they would most like to be friends with. They describe their chosen character (which will involve turning the first person account in the Reader into a third person description), and then explain their choice, or develop the story about that child.

**Who lives in a house like this?** Prepare some cards in two sets: one with a clue to the house, and with a clue to the family. One set has a picture of a castle (or part of a castle), tent, mobile home, block of flats. The other set has

**My town** From topic work on houses the theme can expand to towns and cities. If they start to walk from their house: what do they see first? If they turn left? Turn right? How far is a bus stop, shops, a park? Is there a wide road, are there houses on the other side? The position of the school may be the starting point for everyone. The topic can be linked to simple map making or making models.

**Size** The different types of houses in the Reader suggests a use in introducing size vocabulary. There is the big castle and a small tree-house. In a big house there are large rooms (or a lot of small rooms). A small house will have small rooms, (or one big room). A big room can have big chairs and a small room, small chairs. You may wish to read out the story of *Goldilocks and the Three Bears*.

some clue to what is inside each house: a farm animal, a crown or throne, photographs (Manuel, page 4), big TV, (Wing Chan, page 3). The pupils will need to have, or be familiar with, the Reader. Give each pupil a character card and a house card (making sure that they are mis-matched). The pupils then go around the room, looking at the other cards and chatting to each other in order to find their match. The pupils could also draw their own pictures or cut out pictures from magazines.

**Changing rooms** This can be done after the factsheet photocopyable activity 2 as a warm-up. You will need a good selection of catalogues or home magazines, showing wallpaper, furniture, furnishings, and other items to be found in the home. Cut out a large selection of items and lay them out for the pupils to choose. Ask the pupils



to choose one room of their own homes to 'redecorate'. They draw a simple outline of the room before filling it with the objects/decorations of their choice from the magazine. They can stick the magazine cuttings onto their plan of the

room, as a way of redecorating it. This is a practical, fun way to introduce extra 'home' vocabulary. Alternatively, the pupils 'redecorate' the classroom, suggesting furniture and where it should go, color of the walls, etc.

### Using the accompanying audio cassette

**Listening for specific information** Prepare a list of words. Some of the words should be ones which appear in the Reader and some not (these should be quite out of context). Give the pupils the list to read and/or learn before they listen to the cassette. As they listen, they tick the words which they hear. This involves concentrated listening and will also help the pupils to practice listening for a purpose. The exercise could also be one of finding 'errors' in the text. They are given a list of phrases which they must listen out

for and say if they are right or not. For example, a blue bike (not red), a pink door, (not blue).

**Reading and listening together** Choosing one of the stories, e.g. My Home, page 2, stop the cassette from time to time, and ask for the next word e.g. 'That's my house with the red -.' It could be done in teams, each team taking a turn, but anyone in the team being able to answer. There could be extra points for saying words not on the cassette, which make sense, e.g. 'That's my house with the red windows'.

### Chants

**Chants** help pupils become familiar with the sounds and rhythm of English, in a fun way. The language in each chant recycles language from the story. Pupils listen to the chant a few times, clapping in time with the rhythm. Then they say the chant, verse by verse, with the cassette, beating out the rhythm as they say it, to become familiar with the words and rhythm. A possible activity with the chants, is to split a class into groups for each verse.

#### Chant 1

What's your name?  
Where's your house?  
Do you have a bike?  
  
Where's your bedroom?  
Do you share it  
With your granny or your brother?  
  
What's your name?  
Where's your house?  
Are there pictures on the wall?

#### Chant 2

Rachael lives on a farm  
The sheep go baaaa!  
The goats go baaaa!  
Rachael lives on a farm

Rachael plays the piano  
The sheep go baaaa!  
The goats go baaaa!  
And Rachael plays the piano  
  
The sheep are sleeping now  
The goats are sleeping, too  
It's time for bed for Rachael and John  
Is it time for bed for you?

#### Chant 3

Mister Toshiro's staying in a hotel  
Mister Toshiro phones from his bathroom  
  
Mister Toshiro's sleeping in a small room  
He can't stand up, but he can watch T.V.  
  
Mister Toshiro takes the fast train home  
Mister Toshiro's happy to be home

### Notes on the activities in the Factsheets

- 1 The pupils match the illustration with the vocabulary and write a, b, c, etc. in the spaces provided after each word.
- 2 The pupils write the names of the things in the appropriate rooms.
- 3 The pupils draw a picture of their own homes and describe it on the lines provided.
- 4 The pupils put a ring around the things they find in the bedroom, bathroom, kitchen and living room.

### Answers to the activities

#### In the back of the Reader

Pages 10-11: The King's slipper is on page 11 under the cat's chair; The Queen's glasses are on the balcony, page 10; The prince's book is in the kitchen, page 11, above his head; the princess's sock is in the bedroom, page 10, on the clock  
Page 15: A. 2; B. 3; C. 1, D. 4.

#### In the Factsheet

**Activity 1**  
a. farm, b. tent, c. tree-house, d. mobile home, e. hotel, f. castle.  
**Activity 2**  
Bathroom: shower, toothpaste, towel. Bedroom: bed, pillow. Living room: television, sofa. Kitchen: cooker, fork.

#### Activity 4

For example: toothpaste in kitchen, ball in living room, sock in bathroom



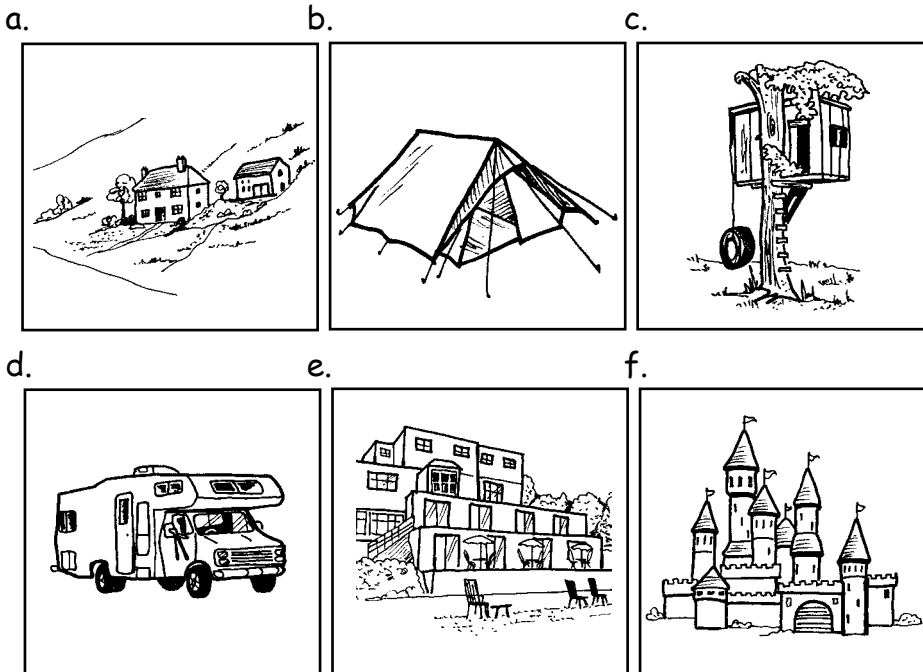
**My Home**

Name.....

**Activity 1**

Match the pictures with the words.  
Write a, b, c, d, e, or f after the words.

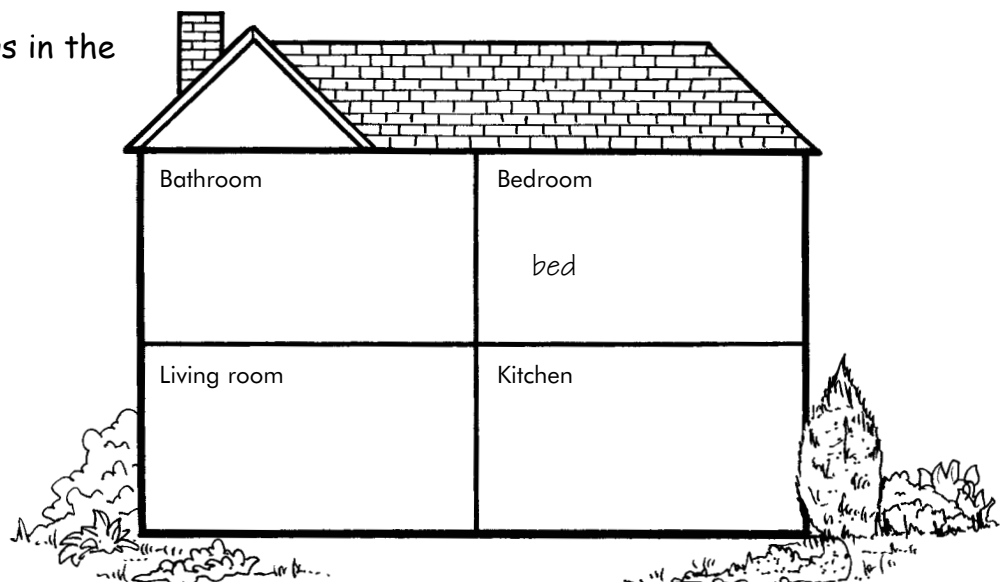
castle f                      farm                           mobile home       
tent                           hotel                           tree-house     



**Activity 2**

Put these things in the right room.

- bed ✓
- shower
- sofa
- towel
- toothpaste
- television
- pillow
- fork



**My Home**

Name.....

**Activity 3**

Draw a picture of your house. Can you describe it? Write on the lines below.



It has a front door.

.....

.....

.....

.....

.....

.....

.....

**Activity 4**

Can you find these things in the picture below? A. Label the things you find  
B. Add a circle if you think it is in the wrong room.

- a doll ✓
- a ball
- a candle
- a book
- a slipper
- a sock
- a clock
- a radio
- a pencil

