

Level
1

Penguin Young Readers Factsheets

Tom's Cake and Kate's Lunch

Teacher's Notes

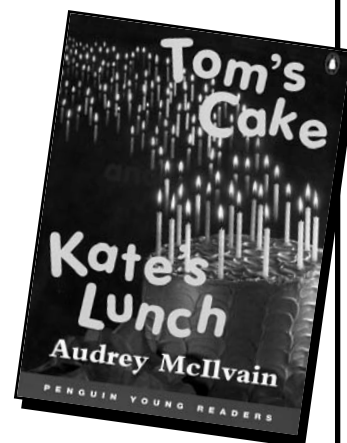
Summary of the stories

Tom's Cake

Tom's mother is busy and Tom is bored and hungry. There are no snacks in the house, so he decides to make himself a cake. He finds the ingredients in the kitchen and makes the cake mixture. He also makes a huge mess of himself and the kitchen!

Kate's Lunch

It's Kate's birthday. She calls her friends and invites them to her house for a birthday lunch. It's a pot-luck party, so Kate asks her friends to bring food. When she opens her presents, Kate finds that everyone brought the same thing: chocolate ice-cream!



About the author

Audrey McIlvain is a contemporary writer and teacher of young learners.

Topics and themes

Celebrations Discuss birthdays and religious holidays and the traditions that accompany them. This can also lead to classroom work on gifts and parties, with the pupils discussing past parties and imagining ideal ones. Which games did/would they play? What food did/would they eat? What music did/would they listen to? What gifts did/would they receive?

Food Both stories focus on food and provide ideal openings for vocabulary teaching and

discussion. Making up recipes based on the pupils' favorite foods is a fun way of teaching food, utensil, and cooking vocabulary.

Friendships Encourage the pupils to discuss or invent stories about friends' birthdays.

My House Use the illustrations to teach house vocabulary and to invite comparison and discussion.

Making use of the Reader

Recipes It would be ideal to bake a cake in the classroom, based on Tom's 'recipe' and to use this as a way of teaching food and utensil vocabulary and cooking verbs. If this is not possible, the pupils could make a list of all their favorite foods, draw and color pictures of them on card and cut them out. They could then create their own recipes using pre-taught vocabulary: the more outrageous the concoctions, the more fun the exercise will be. Recipe books are an ideal classroom project.

Guessing game Take several objects (these could be classroom objects, clothes, fruit, for example) and wrap them up as if they are presents. Pass one object around the class at a time, giving the pupils a minute or so to feel, squeeze, shake it and to try to guess what is inside. If they guess

correctly, they may open the present and win a point.

Greetings cards To follow on from a discussion of celebrations/traditions, the pupils can make their own greetings cards and write personal messages inside.

Telephone role play To follow up Kate's Lunch, prepare some role-play cards based on Kate's telephone conversations with her friends, but extending them to include more chatting. Have a set of cards for Kate's friend and a set for Kate. Divide the class into 'Kates' and 'friends' and hand out the appropriate cards. The pupils work in groups on comprehension and reading aloud. When they are ready, pair the Kates with her friends, sitting back-to-back for a 'telephone conversation' based on the information on the cards.



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Tom's Cake and Kate's Lunch

Using the accompanying audio cassette

Listening for specific information/post reading/whole class. Make a list of very simple, short questions based on the stories. The pupils answer the questions while listening.

During listening Write the plot of one or both of the stories on card in segments, then cut the segments up and shuffle them so that they are in the wrong order.

Hand them out to the class. As the pupils listen, they put the story in the correct order.

Simultaneous reading and listening in groups. To work on reading aloud, intonation, and pronunciation. The pupils could then try recording their own audio cassette of the stories.

Notes on the activities in the factsheet

Activity 1 The pupils find and mark the listed words in the wordsearch.

Activity 2 The pupils color the picture of Tom, using the color key provided.

Activity 3 The pupils match the words with the appropriate illustrations.

Activity 4 The pupils choose their likes/dislikes from the list.

Answers to the activities

In the back of the Reader

1. Happy.



In the Factsheet

Activity 1

P	Q	X	C	O	F	F	E	E	Z
C	C	A	K	E	D	G	J	B	L
E	I	K	W	G	S	F	G	U	M
C	D	W	Q	G	V	B	M	T	H
R	C	H	O	C	O	L	A	T	E
E	U	A	E	R	F	G	K	E	B
A	K	S	K	F	L	O	U	R	V
M	T	L	T	C	V	B	K	Y	Z
E	I	F	L	K	G	P	R	F	Y
M	V	D	B	A	N	A	N	A	A

Activities 2 and 3 can be checked visually.



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Tom's Cake and Kate's Lunch

Name.....

Activity 1

Can you find these words?

Coffee, cake, ice cream, butter, chocolate, flour, banana, egg.

P	Q	X	C	O	F	F	E	E	Z
C	C	A	K	E	D	G	J	B	L
E	I	K	W	G	S	F	G	U	M
C	D	W	Q	G	V	B	M	T	H
R	C	H	O	C	O	L	A	T	E
E	U	A	E	R	F	G	K	E	B
A	K	S	K	F	L	O	U	R	V
M	T	L	T	C	V	B	K	Y	Z
E	I	F	L	K	G	P	R	F	Y
M	V	D	B	A	N	A	N	A	A

Activity 2

Draw and color a picture of Tom.

He has brown hair

He has brown eyes

He has blue trousers

He has a red t-shirt

He is smiling



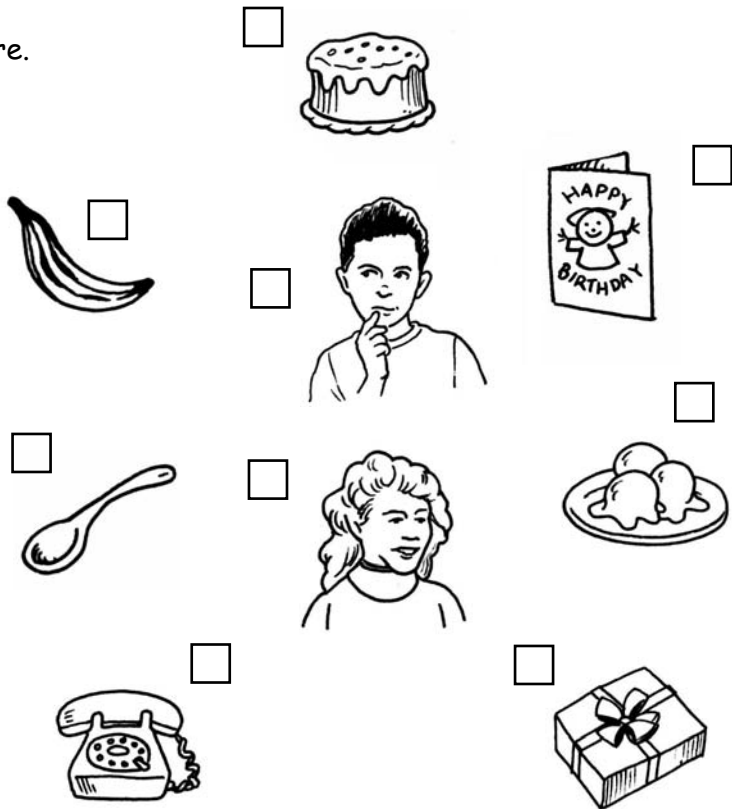
Tom's Cake and Kate's Lunch

Name.....

Activity 3

Match the word to the picture.

- a. Tom
- b. Kate
- c. a cake
- d. some ice cream
- e. a birthday card
- f. a spoon
- g. a banana
- h. a telephone
- i. a present



Activity 4

Kate and Tom like chocolate! What do you like? Put a .

