

Level  
1

# Penguin Young Readers Factsheets

## Families

### Teacher's Notes

#### Summary of the stories

*Families* begins with a brief family tree. In 'Salah's Family' Salah's family all eat together on Sunday – but Uncle is late! In 'Family Time' Yumiko plays with her Granny and Mummy all week and on Sunday Daddy is with her too. In 'Amy and her Family' Amy goes on a plane to be with her new family, who have adopted her. There is a quiz, a description of cousins and some special brothers and sisters: twins.

#### Background information

Georgina Cretegny is an experienced EFL teacher, and teacher trainer currently living in Switzerland, and author of other Penguin Young Reader series titles.

#### Topics and themes

**Families** In *Families* there are many different kinds of family and a family tree. The class can go through their own families, how are they same, how are they different?

**Celebrations** Birthdays and Grandparent's Day are mentioned. What do pupils know of other special days for the family?

**My House** The houses are Salah's, a terraced house in a street in Britain, Yumiko's in Japan, Amy's in America.

**Games/Sports** Thirteen different sports and games are shown in the book. Which do they play with their families? Which do the pupils enjoy with their families?

**World environment** How many countries are mentioned? For example, families from Sudan, Mongolia and Haiti are shown. Can the pupils find these countries on the map?

#### Making use of the Reader

**Family trees** Pupils bring in photos of their members of family to work on, either labelling them, or placing in a family tree.

**Cards for Family Days.** Pupils can draw or make cards for Mother's/Father's/Grandparents/Day. Brainstorm picture subjects with pupils/ e.g. For Mother's Day, Picture of Mother/ Her favourite thing, colour, hobby/ Activities done together/ Favourite place.

**Brother Bob Says** This version of 'Simple Simon says' can be played by the whole class or in smaller groups. You give instructions, for

example, 'X says clap your hands, stamp feet', etc. The pupils only obey if X contains a family label, e.g. Aunt Susan says, Brother Bob says but stay still if only Bob says. Pupils making a mistake stop playing until the last one is the winner. You can also use friend, teacher, farmer etc. prefixes (for which pupils should not move) to distinguish them from family vocabulary. If the pupils have never done this kind of thing before, you could start with just one relative and then mix them as the pupils get more confidence.

#### Using the accompanying audio cassette

**During listening** – whole class prediction. If pupils have read or heard Salah's Family already, play through the cassette. Stop just before Uncle comes and ask the class to predict what happens next.

**Listening for specific information** Pupils can wave or clap whenever they hear the word Uncle. This can be varied to practise listening for other relatives, or the class can be divided and each group listen for a different member of the family.



**Quiz** make up a list of family members in sequence and record them. The pupils listen and write down which comes next. Grandfather, ----- (father), son, Mother, father, son, ----- (daughter); grandfather, -----.

(grandmother) Mother, father; aunt to mother, cousin to ----- (cousin). My aunt is my mother's ----- (sister). The teacher can decide whether it is a speed exercise or not.

### Chants

Chants help pupils become familiar with the sounds and rhythm of English in a fun and meaningful way. The language in each chant recycles language from the reader, so it is best to do activities with the chants after pupils have read the book.

**Suggested procedure:**

- pupils listen to the chant on cassette one or two times, clapping their hands or tapping their desks in time with the rhythm
- pupils then say the chant, verse by verse, together with the cassette, beating the rhythm as they speak, until they are familiar with the words and the rhythm
- you can then split the class into 2 or 3 groups and each group can say one verse of the chant in turn.

**Chant 1**

You're my mummy  
Your brother is my uncle  
You're my daddy  
Your sister is my aunt

You're my granny  
Your husband is my grandad  
You're my sister  
You're my brother

You're my family  
I'm me!

**Chant 2**

It's Sunday, it's Sunday  
Daddy doesn't go to work

It's Sunday, it's Sunday  
We go to the water  
And swim and fish

It's Sunday, it's Sunday  
We have a good time  
Do you?

**Chant 3**

Amy's happy now  
She's got a mummy and daddy

Amy's happy now  
She lives with Sally and John

Amy's happy now  
She's riding on a horse

Amy's happy now  
She likes her family and the dog!

### Notes on the activities in the Factsheet

**Activity 1** The pupils read and match the descriptions.

**Activity 2** You could brainstorm factors distinguishing twins with the class first, i.e. same parents, same birthdate, same year.

**Activity 3** This is a survey. In groups of four, pupils should draw their face in the first circle on their survey form, and then the faces of the other three in the group. Each pupil should then fill in the form by asking the other three in the group which relatives they have, filling in the boxes with the number. e.g. granny (2) cousin (4) etc. Information from all the surveys could be collected on the board to find out about the 'class' family.

**Activity 4** Ask the pupils to look through the book again and then label the pictures.

### Answers to the activities

**In the back of the Reader**

**Before you read**

Clock, page 3, Two cats, pages 6, 7, 8, Dog, page 11, Families, pages 2, 8, 12.

**In the factsheet**

**Activity 1.** 1.D, 2. C or E, 3. F, 4.B, 5. A, 6 C or E

**Activity 2.** Dave is Tom's twin .

**Activity 4.** Three should be labelled 'Granny' and the fourth 'Aunt'.



# Families

Name.....

## Activity 1

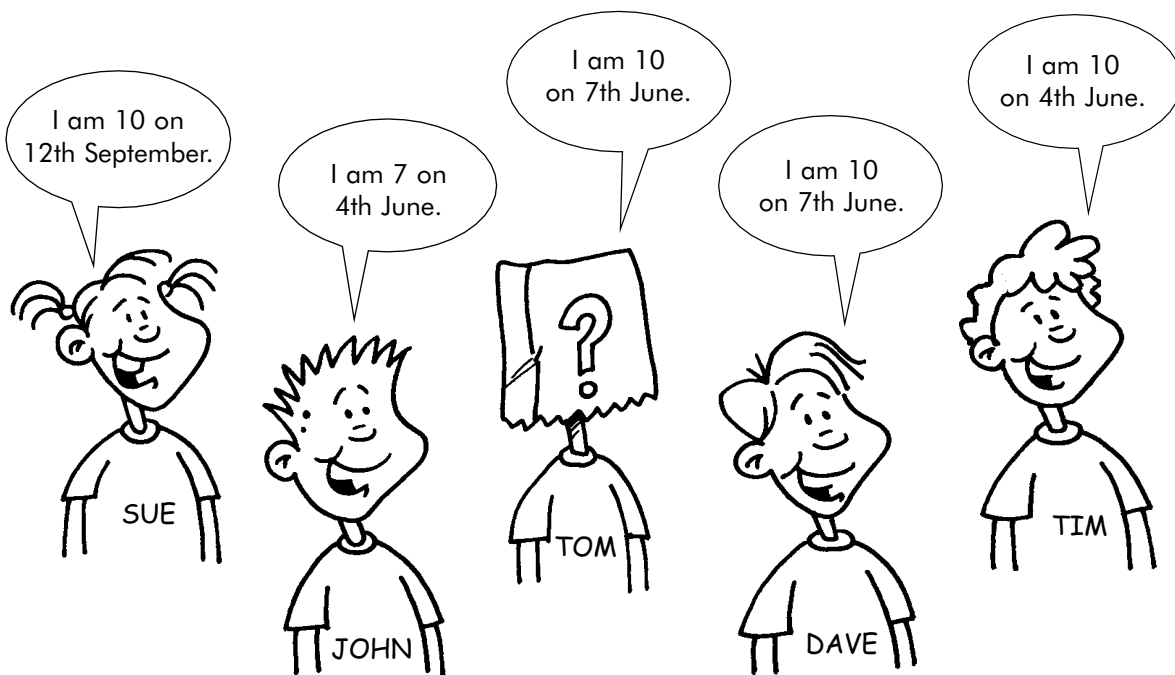
Read and Match

- |                        |               |
|------------------------|---------------|
| 1. My daddy's sister   | A. My daddy   |
| 2. My mummy's mummy    | B. My grandad |
| 3. My brother's cousin | C. My granny  |
| 4. My mummy's father   | D. My aunt    |
| 5. My sister's daddy   | E. My granny  |
| 6. My daddy's mummy    | F. My cousin  |

## Activity 2

Find the Twin!

Here are the children in Tommy's family.  
Who is Tommy's twin? What does Tommy look like?

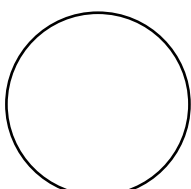
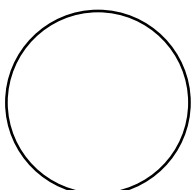
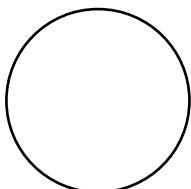
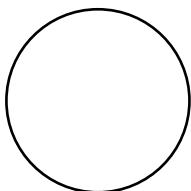


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### Families

Name.....

#### Activity 3



Brother

Sister

Granny

Uncle

Cousin

#### Activity 4

Look carefully in the book. Find and label these people. Who is the odd one out?



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