



peapod readers

READING GUIDES SET 1: CEFR PRE A1



- 100 titles
- Levels 1-3
- Suitable for kindergarten and Primary Year 1





READING GUIDES
SET 1: CEFR PRE A1



Published by Sasbadi Sdn. Bhd. 198501006847
(Wholly-owned subsidiary of Sasbadi Holdings Berhad 201201038178)
Lot 12, Jalan Teknologi 3/4, Taman Sains Selangor 1,
Kota Damansara, 47810 Petaling Jaya,
Selangor Darul Ehsan, Malaysia.
Tel: +603-6145 1188
Faks: +603-6145 1199
Laman web: www.sasbadisb.com
e-mel: enquiry@sasbadi.com

ISBN 978-983-77-24-34-1

Perpustakaan Negara Malaysia
Cataloguing-in-Publication Data

© HarperCollinsPublishers Limited 2020

This edition is published under the license by HarperCollinsPublishers Limited.
All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission in writing of the Publisher. This book is sold subject to the conditions that it shall not, by way of trade or otherwise, be lent, re-sold, hired out or otherwise circulated without the Publisher's prior consent in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

Authors: Emma Wilkinson
Julie Penn
Katie Fofouti
Sarah Jane Lewis-Mantzaris

Printed in Malaysia by
Vivar Printing Sdn. Bhd. 19401012551
Lot 25, Rawang Integrated Industrial Park
Mukim Rawang, Jalan Batu Arang
48000 Rawang
Selangor Darul Ehsan

For more information, please visit
<http://peapodreaders.sasbadisb.com>
A complementary mobile app which
includes audio recordings is available on
Google Play and the App Store.



Contents

Level 1

Alice Stops	1
Big head!	2
Dan Cooks an Egg	3
I Say Hello	4
In a Box	5
No toys!	6
Pat loves cats!	7
Play I spy!	8
Thank you!	9
The Hat Game	10

Level 2

Croc says, "Bedtime!"	11
Do bees dance?	12
Do birds live in treehouses?	13
Dressing Up	14
Go, go, Pogo!	15
Grace and the New Baby	16
Happy Max	17
Hop to the Shop	18
I like bubbles!	19
I want your toy!	20
I'm sorry!	21
Is this a bee in my tree?	22
It is my school!	23
Let's Draw a House	24
Munch, munch, munch!	25
Not that goat!	26
Oh no! Where is the sea?	27
Robot Boy and Frog Girl!	28
Today is not a good day!	29
Whizz! Bang!	30

Level 3

A Banana in the Sun	31
A Mouse in the House	32
A Plane for Zane	33
A Present for Mum	34
Animal Cake Day	35
Are all houses the same?	36
Baby Billy	37
Bella and the Beautiful Fish	38
But I Love My Clothes	39
But it's a school day, Mack!	40
Bye-Bye, Turtle!	41
Can I do yoga?	42
Can we use it again?	43
Catch, Patch!	44
Cave Boy	45
Choose some shoes!	46
Croc knows!	47

Do giant pandas have cereal for breakfast?	48
Don't worry, Croc!	49
Fun in the Sun	50
Get the glue, Lew!	51
Grandpa's Cake	52
Happy birthday, Mum!	53
How can we make beautiful cupcakes?	54
I don't like orange!	55
I love your hobbies!	56
Izzy's Butterfly Garden	57
Karate Club	58
Let's Catch a Rainbow	59
Let's Make a Rocket	60
Let's try it, and buy it!	61
Lottie loves music!	62
Meg Finds an Egg	63
Mona's Magic Trick	64
Mr Buttons and the School Trip	65
My Treehouse	66
Noises at Night	67
On the Road	68
Put it on the pizza!	69
Sad Snake	70
Small Nose	71
Splish, splash, splosh!	72
Sue's Supermarket Dash	73
Thank you, Mack!	74
The Animal Party	75
The Book Monster	76
The Garden Game	77
True Story	78
TV Time	79
Wait for me!	80
We are great!	81
Welcome to Horse-Riding Club	82
Well done, Ivy!	83
What can fireworks do?	84
What can I make with my old socks?	85
What can we grow?	86
What do lizards do?	87
Where's Dad?	88
Where's my sock, Mack?	89
Who cleans the streets?	90
Why can't I swing like a monkey?	91
Why can't I walk upside down?	92
Why can't ostriches fly?	93
Why do baby animals play?	94
Why do hippos like mud?	95
Why do I feel bad?	96
Why do people have horses?	97
Why do we dance?	98
Why does a ball bounce?	99
Why is it bedtime?	100

Level 2 Croc says, "Bedtime!"

Topic: Routines, Bedtime

Key vocabulary: *bedtime, book, find, jump, listen, read, sleep*

Key structures: *Let's play a game. OK, one game. Ivy jumps.*

Word count: 103

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the cover with the children. Ask them to say what they can see using English if possible. Draw attention to the title and ask children, in L1, what they think the story is about. If children have read another Ivy and Mack story, ask them if they can remember what Croc is and who he belongs to. *Can they draw a picture of Croc?* Have children think about bedtime and to mime yawning and stretching and then to pretend to go to sleep.
- Turn to pages 2 and 3. Give children a few seconds to look at the picture. Say the names and words, or play the audio on *Peapod Pal CEFR Pre-A1* for the children to find and point to them in the picture.

After reading

- Picture dictionary (page 22):** Ask children to look at the pictures and the words. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words aloud for them to listen to and repeat.
- Ask the children to study the words and pictures for a few seconds and then close their books. Say one of the verbs for the children to do the action. Repeat with the rest of the verbs.
- After reading (page 23):** Ask children to look at the pictures again and point to them in the correct order. Say a word or phrase and have children point to the correct picture from the story, for example: *Jump on the bed. Read a book. Go to sleep, Mack!* Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask children to look at the starred image of Mack looking at Ivy, who is asleep (from page 19). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

Look at the picture with a star. [Leave time for the child to find the picture.]

Can you see a dad? [No.]

Can you see a mum? [No.]

Count the children. One ... [Two.]



Has the girl got a toy? [No.]

Has the girl got a book? [Yes.]

Do you read books at bedtime? [Yes, I do./No, I do not.]

Thank you. Goodbye. [Goodbye]

Plenary (note this can be done in L1 or L2 as appropriate)

- Ask the children if they can remember all the things that Ivy wants to do when Mack is trying to go to sleep. Encourage them to use English if possible. Go back through the story for them to check how well they remembered. Which activity do they think is the most fun? Have them act each activity as they look back through the story.
- Look at the pictures of Ivy and Mack throughout the story and discuss their feelings, using L1. *How is Mack feeling at the beginning of the story? (Tired) Is Ivy tired? (No, she is not.) Who falls asleep? (Ivy) Is Mack tired at the end of the story? (No.) Why? (Because Ivy has kept him awake and now he is not sleepy.)*
- Ask the children if they ever find it hard to go to sleep at bedtime. Do they do any of the things Ivy does in the story? Is there anything that helps them to fall asleep at night (for example, a special toy or routine)? Establish that sleep is important and ask what happens if we don't get enough sleep.
- You could find the rhyme *Are the Bunnies Sleeping?* on the internet (or any other song to do with sleeping) and teach the children the words and actions.

Level 2 Do bees dance?

Topic: Bees

Key vocabulary: *bee, dance, drink, flower, fly, hive, honey*

Key structures: *Do bees dance? Bees like flowers. The bee drinks.*

Word count: 95

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the front cover. Talk about the title and discuss what children can see. Ask the question *Do bees dance?* to the children and find out what they think. Ask children what else they know about bees and allow them to use L1 to share what they know.
- Turn to pages 2 and 3. Give children time to look at the picture and point out what they can see in L1. Ask if they can name any of the items in the picture in English, e.g. *house, tree, man, woman*.
- Focus on the key vocabulary by asking children to find the labelled items. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the labelled items and say the name of each one aloud. Check understanding of *hive*, or explain that a hive is a house for bees. Elicit the phrase *Bees live in a hive*.
- Ask children to look closely at the picture and try to spot all the bees. (There are 17, including the ones on the pots of honey.)

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR Pre-A1* and children point to the words and repeat. With the children, create a different mime or action for each word. Say all the words from the picture dictionary, one by one. Children do the correct mime or action for each one.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the bee on the flowers from page 9). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

Look at the picture with a star. [*Leave time for the child to find the picture.*]



Are they hives? [*No.*]

Are they flowers? [*Yes.*]

How many flowers? Three or four? [*Three.*]

Point to a bee. [*Non-verbal: child points to the bee.*]

How many bees? [*One.*]

Thank you. Goodbye. [*Goodbye.*]

Plenary (note this can be done in L1 or L2 as appropriate)

- Ask children to look back through the pages of the story. Recap the stages in the process of making honey. Ask children *Do you like honey?* Ask *Do bees dance?* and elicit *Yes, they do!*
- Ask children to look at pages 4 and 5, then pages 20 and 21. Ask what the girl has learned and how she feels about it. Ask children to look back through the book to find the bee dance. Ask them to explain in their own words what the bee dance is for.
- Have the children make flowers out of brightly coloured paper, and paint yellow and black bees onto cardboard. They can cut the bees out and make them fly around the flowers, saying *The bee drinks from lots of flowers*. They can make their bee dance and say *Look! The bee dances.*

Level 2 Do birds live in treehouses?

Topic: Animal homes

Key vocabulary: *bat, bee, bird, cave, den, donkey, garden, beehive, house, nest, stable, treehouse*

Key structures: *Do birds live in treehouses? Birds live in nests. The beehives are in a garden. What animal lives here? It lives in a stable.*

Word count: 128

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Look at the front cover and discuss what children can see. Talk about the title and check understanding of *treehouse*. Show how the word combines two words they may already know. Ask the question to the children (*Do birds live in treehouses?*) and discuss ideas in L1.
- Turn to pages 2 and 3. Give children time to look at the picture and notice the different details.
- Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children, then have children point to the labelled parts of the image and say each one aloud. Let children look at the picture and see if they can name anything else shown in it in English.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the words and repeat. Then give the letters for each word in jumbled sequence. Children look and put them in the correct order, then say the word.
- **After reading (page 23):** Children read the name of each animal and match it to the correct picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* to check answers. You can elicit full sentences, e.g. *The bee lives in a beehive*. You can extend this by showing the other homes in the Picture dictionary, *den* and *stable*, and asking which animals live there.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the nest in the tree). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

Look at the picture with a star. [*Leave time for the child to find the picture.*]

Can you see a nest? [*Yes.*]

Can you see a bird in the nest? [*No.*]

Is the nest in a tree? [*Yes.*]

Do you live in a nest? [*No.*]

Thank you. Goodbye. [*Goodbye.*]

Plenary (note this can be done in L1 or L2 as appropriate)

- Ask children to look back through the book and think about the different animal homes. Let children look back through the pictures to find each animal and say where it lives.
- Talk about how all living things need shelter. We build houses, and animals make homes. Ask *Why is shelter important?*
- Go through the book and identify which homes are built by people in order to look after animals (*the garden beehive, the stable*), and which are made by animals themselves (*the nest, the hive in a tree, the den*). Explain that some animals are wild, and some are domesticated.
- Ask if children can think of any other animals that make similar homes, e.g. rabbits and badgers make homes underground like the fox; ducks and swans make nests next to rivers. Discuss ideas in L1 using animals that the children know.
- You could help children to make birds nests using modelling clay and twigs, leaves or strips of paper. Show them how to mould the clay into a birds' nest shape, then stick the twigs, leaves or paper into the clay to form the nest.

Level 2 Dressing Up

Topic: Dressing up; clothes

Key vocabulary: *armchair, bird, boat, coat, dressing up box, house, pond, robot, table*

Key structures: *Sue and Jack play with Lily. Sue finds an orange cat hat. Let's play. We are animals! Lily has got a red coat. Jack makes a house under the table. I am a bird in a tree.*

Word count: 127

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Look at the front cover and discuss what children can see. Talk about the title and see if children understand the phrase *Dressing up*. Ask children in L1 if they enjoy dressing up and what they like to be.
- Turn to pages 2 and 3. Give children time to look at the picture and notice the different details.
- Play the audio on *Peapod Pal CEFR Pre-A1* or read the names with the children. Then have children point to the labelled characters and say the name of each one aloud. Let children look at the picture and think about what is happening. Discuss whose bedroom it is (*Lily's*) and who has come to play (*Sue and Jack*).

Is he under the table? [Yes.]

Has he got a hat? [Yes.]

Has he got a coat? [No.]

He is dressing up. Do you like dressing up? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the words and repeat. Then ask children to look through the book to find each item. Explain that it might appear in a different form in the actual story. Challenge children to match up the items, e.g. the bird with Lily on page 9, the pond with the rug on page 13.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Jack under the table from page 16). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Plenary (note this can be done in L1 or L2 as appropriate)

- Ask children to look back through the story and think about what is happening. Ask what kinds of games they play when their friends come to their house. If children have a dressing up box, ask what kind of things they have in it.
- Show how the children use their imaginations to pretend to be each different animal. Look at the clothes they use to make the cat, the dog and the bird. What is it about each thing that makes it good for that animal?
- Let children look at the pictures and find other ways the children use their imagination in the game, e.g. Lily is on the dressing up box when she is being a bird in a tree. Look at the different toys on the rug and ask children why this makes a good pond.
- Look at pages 18 and 19. Ask what the children do when they have finished their game. (*They tidy things away.*) *Who wants to play again?* (*Jack.*)
- Ask children to design a costume for an animal using everyday objects. They can draw a picture of themselves dressing up as the animal in the real life objects, and say what it is in their imagination, e.g. they can have a grey hat and a long grey sock for a trunk, and say *I'm an elephant!*

Audioscript

Hello. [*Hello.*]

Look at the picture with a star. [*Leave time for the child to find the picture.*]

Point to the boy. [*Child points to Jack.*]

Is he on the table? [*No.*]

Level 2 Go, go, Pogo!

Topic: Transport

Key vocabulary: *bike, boat, bus, car, park, run, walk*

Key structures: *Maz has got a cat. Maz walks to her house. Pogo does not want her food. Pogo is on the bus.*

Word count: 150

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the front cover and discuss in L1 what children can see. Read the title of the book together. Encourage children to hear and say the rhyming sounds in 'Go, go, Pogo!'
- Turn to pages 2 and 3. Give children time to look at the picture. Read the names of the main characters with the children or play the audio on *Peapod Pal CEFR Pre-A1*. Then have children point to the characters and say each name aloud.
- Ask *What is Pogo?* and elicit *A cat*. Ask *Do you like cats?* and discuss children's answers.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR Pre-A1*, and children point to the words and repeat. Then challenge them to find a picture of each one in the book.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Maz with her dad on bikes from page 17). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

Look at the picture with a star. [*Leave time for child to find picture.*]

Point to a girl. [*Non-verbal: Child points to the girl.*]

Point to a man. [*Non-verbal: Child points to the man.*]

Do you see boats? [*No.*]

Do you see bikes? [*Yes.*]

What colour is the girl's bike? [*Red.*]

Thank you. Goodbye. [*Goodbye.*]



Plenary (note this can be done in L1 or L2 as appropriate)

- Ask children if they liked the story. Invite them to find their favourite picture.
- Turn to pages 6 and 7, and discuss the types of transport and the places in the neighbourhood that children can see. Ask children which types of transport they like to go on.
- Practise the structure *Where is Pogo?* If possible, hide a toy cat around the room. Say *Where is Pogo?* and ask children to look for the toy. When they find it, they can say *Pogo is here!*
- Show page 16. Invite children to suggest how Maz is feeling (*sad, worried*). Show page 20 and ask children to think about how Maz feels when she finds Pogo.

Level 2 Grace and the New Baby

Topic: A new baby

Key vocabulary: bath, bed, food, sing, sit, sleep, story; her, my, your

Key structures: *Is that your baby? Her name is Lily. My baby wants to sleep. Lily does not like her bed. Let's read a story.*

Word count: 110

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover. Talk about the title and discuss what the children can see.
- Turn to pages 2 and 3. Give children time to look at the picture. Encourage them to identify the different characters and think about what is happening.
- Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the labelled characters and say the name of each one aloud. Let children look at the picture and see if they can name any of the other items in the room in English, for example *doll, book, box*.
- Ask if any of the children know what it is like to have a new baby brother or sister. How did or does it make them feel?

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then say each word and challenge them to look back through the book to find a corresponding picture on the main pages. Encourage children to do a mime for *sing, sit and sleep*, to practise the verbs.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Grace bathing her baby from page 8). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

Look at the picture with a star. [*Leave time for the child to find the picture.*]

Point to a bath. [*Non-verbal: child points to the bath.*]

Point to a doll. [*Non-verbal: child points to the doll.*]

Point to a girl. [*Non-verbal: child points to Grace.*]

Is the girl a baby? [*No.*]

Are you a baby? [*No.*]

Thank you. Goodbye. [*Goodbye.*]

Plenary (note this can be done in L1 or L2 as appropriate)

- Ask children to look back through the pictures and think about what is happening in each one. Ask children if they think Grace likes having her new baby brother in the house. *What does she do and why?*
- Discuss how Grace might feel. Explain that Grace is curious about the new baby and she enjoys doing things with her mum that the baby needs, such as bathing and feeding him. However, she might be worried that her mum is busy with the new baby, and that she might not have time for Grace now. What does Grace's mum suggest they do on page 19? (*read a story*) How does this make Grace feel? (*happy and secure*)
- Ask children to think about what might be different when there is a new baby in the house, and what might stay the same. Encourage them to think of different things Grace could do with her baby, and things she can do with her mum when the baby is sleeping. How will this change when the baby grows up? Talk about the different ways Grace and her new brother can play as he gets older.

Level 2 Happy Max

Topic: In the garden

Key vocabulary: *apple tree, bee, bird, flower, friend, garden, happy, play, sad*

Key structures: *Max has got a nice garden. He loves his garden. But Max is sad.*

Word count: 133

CEFR level: Pre-A1

Cambridge English Qualification: Starters

Before reading

- Look at the front cover. Talk about the title and discuss the word *happy*. Ask children what makes them happy.
- Turn to pages 2 and 3. Give the children time to look at the picture. Encourage them to find the different characters and think about where they are and what they are doing.
- Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the labelled characters and items and say each word aloud. Let children look at the picture and see if they can name anything else in the garden.
- Ask the children if they enjoy playing outdoors, in parks or gardens. What games can they play and what things can they see and do?

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and children point to the words and repeat. Then challenge children to recall the words. Draw simple pictures on the board or on paper for *bee* and *bird*. Use facial expressions for *happy* and *sad*. For *friend*, smile and shake hands with a child. Each time, encourage children to say or point to the correct word. You can repeat in a different sequence.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Max and Sid playing cricket from page 20). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

Look at the picture with a star. [*Leave time for the child to find the picture.*]



Point to a bird. [*Non-verbal: child points to the bird.*]

What colour is the bird? [*Blue, yellow and white.*]

Point to two boys. [*Non-verbal: child points to the two boys.*]

Are they friends? [*Yes.*]

What's the name of your friend? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

Plenary (note this can be done in L1 or L2 as appropriate)

- Ask children to look back through the pictures and think about what is happening in each one. Ask children what Max likes about playing in his garden. What can he see and do?
- Discuss why Max is sad. Show page 6 and discuss how he feels. Ask children how they might feel if they didn't have anyone to play with. Explain that sometimes it is nice to play alone, and at other times it is nice to have a friend. Show page 13 and read out *I want to play a game!* Encourage children to repeat the phrase with you. Talk about games you can play with friends that you can't play on your own.
- Ask children to think about what they can do if they notice that any of their friends are sad. Discuss ideas such as playing a game with them, or sitting down to talk.
- Look at the scene where Max sees Sid, on pages 14 and 15. Ask children why Sid and Max become good friends (*they like the same things – the garden and nature*). Talk about how Max feels at the end and why. Point out that Max's mum and Sid's mum have also become friends. Encourage the children to role-play the scene when the two boys meet, using the phrases in the speech bubbles on pages 16, 18 and 19.
- You could take children outside to do a scavenger hunt. Ask them to look for a red flower, a yellow flower, a bee, a bird and a tree – if possible, an apple tree. You can add other items if the children enjoy this. Ask children to tick items off a list or draw pictures of the things they find outside.

Level 2 Hop to the Shop

Topic: In town, shops

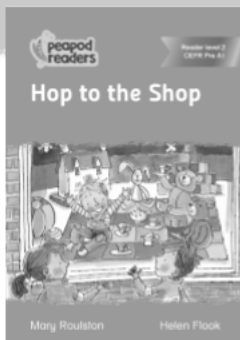
Key vocabulary: ball, bear, book, cat, chair, cow, fall, hop, pen, shop, toy, walk

Key structures: *Walk and hop. Look at the shop. It is a (pen). On the chair. Is it a (toy)? Oops, don't fall! I see a ball. What do you see?*

Word count: 124

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Look at the front cover and discuss what children can see. Say the phrase *Hop to the shop!* Teach or review the word 'hop' and have children hop on one foot. Point to the shop window and teach or review the word shop. Have children look in the shop window and name any items they can in English.
- Turn to pages 2 and 3. Give children time to look at the picture and notice the details. Discuss where the characters are and what they might be doing.
- Play the audio on *Peapod Pal CEFR Pre-A1* and read the words with the children, then have children point to the labelled items and say each one aloud. Let children look at the picture and say in L1 what different shops and things they can see.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the words and repeat. Then elicit which words are actions that people do (*hop, walk, fall*) and which words are things (*chair, pen, shop*). Model the words in these groups for children to repeat. Have them do the actions.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the boy falling over the ball from page 17). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

Look at the picture with a star. [*Leave time for the child to find the picture.*]

Do you see two girls? [*No.*]

How many girls do you see? [*One*]

Do you see a chair? [*No.*]

Do you see a pen? [*No.*]

Do you see a ball? [*Yes.*]

Is the ball blue? [*No.*]

Thank you. Goodbye. [*Goodbye.*]

Plenary (note this can be done in L1 or L2 as appropriate)

- Ask children to look back through the story and think about what is happening. Ask children if they enjoy going to the shops with their parents. Discuss how the brother and sister are playing together and enjoying the things they see around them. Explain that even though they might just be doing errands in town rather than anything particularly exciting, they are having fun and being active.
- Talk about the different scenes the children look at and show the picture changes from the left-hand side to the right-hand side of each scene. For instance, look at the man in the shop window on page 6, then compare it to page 7. What has he done? Give children time to go over each scene and notice the small changes and actions.
- Discuss what each shop sells and what can be seen in the window of each one. Play a story scavenger hunt with the children, e.g. Say *Find a bed. Find a cake. Find a house.* And have children find a picture of each item in the book.
- Focus on the rhyming words and the rhythm with the children. Read out the verses, emphasising the rhyming sounds. Encourage children to repeat the simple phrases and point to the correct actions and items in the pictures.
- If you have room, set up a 'walk and hop' trail around the room. Arrange different items at various points around the room, then let children walk and hop between each one, then point and say what they can see.

Level 2 I like bubbles!

Topic: Routines/bathing

Key vocabulary: bath, boat, bottle, bubbles, cat, duck, mop, rug, stairs

Key structures: Milly loves baths. Milly likes lots of toys in her bath. The bubbles go up and up. The bubbles go (on the rug).

Word count: 121

CEFR level: Pre-A1

Cambridge English Qualification: Starters

Before reading

- Look at the front cover and discuss what children can see. Elicit where this is and what is happening. Can children predict what the story will be about?
- Turn to pages 2 and 3. Give children time to look at the picture and notice the different details.
- Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the labelled items and say each one aloud. Let children look at the picture and think about where the characters are and what they are doing. Ask children if they like playing with bubbles.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the words and repeat. Then draw a simple picture of each item. Challenge children to say the correct word before you finish drawing it. Then they look back through the book to find and say the item.
- **After reading (page 23):** Have children order the pictures from the story. Say a word from the picture dictionary and have children find it in one of the pictures. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the cat running away – from pages 12 and 13). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

Look at the picture with a star. [*Leave time for the child to find the picture.*]

Is the girl in the bath? [*No.*]

Is the cat on the rug? [*No.*]

Are the bubbles on the cat? [*Yes.*]

Are the bubbles on the rug? [*Yes.*]

What colour is the rug? [*Green and blue.*]



Do you like bubbles? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

Plenary (note this can be done in L1 or L2 as appropriate)

- Ask children to look back through the story and think about what is happening. Ask children if they enjoy playing in the bath with bubbles and bath toys.
- Ask children if anything like this has ever happened to them. What did they do?
- Point to the pictures in turn and ask children to find key items, e.g. the boat, the duck, the cat. Where are they in each picture? Encourage children to use the words *on* and *in*.
- Show pages 18–19 and talk about what Milly says (*Sorry, Mum!*) Ask if Milly is worried. (*Yes.*) Talk about the fact that this was an accident and discuss what happens at the end. How is the problem solved? Show how the cat has come back to sit in the bathroom and Milly is in the bath, and everyone is happy. Ask if Mum is angry. (*No.*)
- You could take the children outside to play with bubbles in a bowl of soapy water. How many bubbles can they make? They can use paper straws to blow under the water to make more. Encourage children to say *I like bubbles!*

Level 2 I want your toy!

Topic: Toys

Key vocabulary: *game, robot, toy, toy shop*

Key structures: *I like this robot. Croc likes this game. Ivy has got her robot. Ivy plays with her robot. Mack is sad.*

Word count: 112

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the cover of the book together. Ask questions, in L1, about what the children can see. Read the title with them and ask for ideas about what might happen in the story. You could ask them to describe their own favourite toys.
- Turn to pages 2 and 3. Give children a few seconds to look at the picture. Read the characters' names or play the audio on *Peapod Pal CEFR Pre-A1*. Ask the children to point to each character and say the name.
- Describe a character for the children to guess, for example, *He's got Croc. He's happy. (Mack)*
- Point to the board game and ask *What's this? Do you like games? Do you play games with your family?* Ask the children if they know the game and if they play it at home. In L1, ask them to look at the characters' faces and tell you who they think is winning and who is losing.

After reading

- **Picture dictionary (page 22):** Ask children to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* for the children to listen to, point and repeat the words. Play *Pictionary*: draw a picture of one of the items for children to guess the word. Then ask them to choose a word and draw a picture for you, or their classmates, to guess.
- **After reading (page 23):** Ask the children to look at the pictures again and point to them in the correct order. Encourage them to give details about what happens in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the starred image of Ivy and Mack playing happily with their toys (from page 21). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

Look at the picture with a star [*Leave time for the child to find the picture.*]

Are the children sad? [*No.*]

Are the children happy? [*Yes.*]



Can you see toys? [*Yes.*]

Can you see a toy shop? [*No.*]

Point to the robot. [*Non-verbal: child points to the robot.*]

Point to the game. [*Non-verbal: child points to the game.*]

Do you like games? [*Yes./No.*]

Thank you. Goodbye. [*Goodbye.*]

Plenary (note this can be done in L1 or L2 as appropriate)

- Turn back to pages 4 and 5 and look at the picture together. Ask the children to name as many toys as they can in English (for example, *car, doll, teddy, robot, game*). Ask which toys they like. Which one would they buy?
- Go through the story, asking questions about the pictures on each page, for example, *What has Mack got? What has Ivy got? Why is Mack sad? What does he want to play with?* Encourage children to answer in English.
- Discuss the feelings of the characters. How do the children feel when they get their toys? How does Mack feel when he finds out his game is for two people? Why does Mack want Ivy's toy? Does Ivy want to share? How do the children solve the problem?
- Ask the children if they like playing games at home. Which game is their favourite? Who do they play games with? How do they feel when they win a game? How do they feel when they lose?
- Invite the children to play a board game or a card game either with you, in pairs or in small groups.

Level 2 I'm sorry!

Topic: Saying sorry

Key vocabulary: eat, eyes, football, home, lunch, lunchbox, paper, park, play, run

Key structures: Buzz wants to play in the park. Buzz runs and runs. Buzz has got a paper. Come back! I'm sorry! Say sorry, Buzz. Mum is not happy.

Word count: 116

CEFR level: Pre-A1

Cambridge English Qualification: Starters

Before reading

- Look at the front cover and discuss what children can see. Talk about the title and see if children understand the phrase *I'm sorry*. Ask for examples in L1 of when you would say sorry to somebody.
- Turn to pages 2 and 3. Give children time to look at the picture. Encourage them to identify the different characters and think about where they are and what they are doing. Help them to find clues in the picture such as the *dog lead* and the *shoes and coats*.
- Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children, then have children point to the labelled characters and say the name of each one aloud. Let children look at the picture and think about how the characters are feeling. Ask *Are they happy? Do you have a pet (dog)? How do dogs feel when they go for a walk?*

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then say a sentence from the story but clap the key word, e.g. *Buzz wants to play in the (clap)*. Help children to find and say the word (*park*). Children can look back through the book to find the words. For *football*, *lunchbox* and *paper*, you could sound out the initial letter as a clue.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Buzz eating the lunch from page 14). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.



Audioscript

Hello. [*Hello.*]

Look at the picture with a star. [*Leave time for the child to find the picture.*]

Has the dog got a paper? [*No.*]

Has the dog got a football? [*No.*]

Has the dog got a lunchbox? [*Yes.*]

Is the dog eating the lunch? [*Yes.*]

Have you got a dog? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

Plenary (note this can be done in L1 or L2 as appropriate)

- Ask children to look back through the story and think about what is happening. Discuss how Alice and her mum feel compared to how Buzz feels as he runs through the park. Ask *Who is happy? Who is worried?*
- Ask children to think about what the different people in the story do and say when Buzz takes their things – the man with the paper, the woman with the lunchbox and the boys with the ball. Ask *Are they happy, sad or angry?*
- Discuss the fact that although it is Buzz who behaves badly, it is Alice and her mum who have to apologise. Talk about the different responsibilities that come with having pets. As well as giving them food and exercise, you also have to think about how they behave. Explain that it is important to be responsible if you are walking a dog. There are lots of places where you can't let a dog off a lead, and you should only let your dog off if you know it is well trained and won't run away. When dogs are young, like Buzz is, they don't always do what they are told to do!
- Look at pages 20 and 21. Discuss where Alice and mum go and why. Ask *Is Buzz sorry?* (Yes). Encourage children to mimic Buzz's expression, showing their sad eyes.
- Ask children to imagine a situation where they need to say sorry, e.g. to a friend, a sibling or a teacher. What happened? What did they do, and what can they do to make things better? They could draw a picture to show what happened and write *I'm sorry!* underneath.

Level 2 Is this a bee in my tree?

Topic: Trees

Key vocabulary: *apple, bee, bird, crab, fish, flower, fruit, goat, nut, squirrel, tree, treehouse*

Key structures: *These birds eat the apples. This is an oak tree. It has got nuts. What animal likes nuts?*

Word count: 140

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover and discuss what children can see. Talk about the title and ask *Do bees live in trees?* Talk about why you might see a bee in a tree. In L1 or in English, encourage children to think about what other animals they sometimes see in trees.
- Turn to pages 2 and 3. Give children time to look at the picture and think about the different things they can see. Ask if children can name any of the labelled items before you play the audio.
- Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the items and say each one aloud. Then let children look at the picture and see if they can name anything else shown in it.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and children point to the words and repeat. Then start to draw a simple picture of each animal and see if children can say the correct name before you finish the picture. They could continue this game in pairs.
- **After reading (page 23):** Look at the pictures and explain that the children need to remember which type of animal likes each type of tree. Read the labels together and let children complete the activity from memory or by looking back through the pages. Read the book aloud again or play the audio on *Peapod Pal CEFR Pre-A1* for children to check their ideas and to point and say a sentence for each tree, e.g. *Goats like this tree.*
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the tree with pink flowers). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

Look at the picture with a star. [Leave time for the child to find the picture.]

Is this a treehouse? [No.]

Is this a tree? [Yes.]

Has the tree got fruit? [No.]

Has the tree got flowers? [Yes.]

Are the flowers white? [No.]

What colour are the flowers? [Pink.]

Thank you. Goodbye. [Goodbye.]

Plenary (note this can be done in L1 or L2 as appropriate)

- Ask the children to look back through the pictures in the book and think about what each one shows. Ask children to look and find the different types of trees. Discuss what the animals like about each tree, e.g. *The birds eat the apples. The squirrels eat the nuts and live in the tree.*, etc. What is their favourite picture and why?
- Ask children what new things they learned from the story. For instance, did they know that some trees are in the sea?
- Read out the title question again, then ask *Why do bees like trees? (They drink from the flowers.)* Discuss why trees are important. Explain that they provide food and homes for lots of animals, as well as being good for the environment and very beautiful. Ask children if they enjoy being outdoors, in forests or parks. Do they like climbing trees or playing in treehouses?
- Have children find and choose a tree in their local neighbourhood. Can they draw a picture of the tree? Do they know its name? Have them find out what animals like to be in this tree. They could draw pictures or take photos and print these out to make a poster.

Level 2 It is my school!

Topic: School

Key vocabulary: *teacher, draw, eat, Grandpa, listen, play, read, sing*

Key structures: *I read books. We read books. Mack and Croc love school.*

Word count: 106

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the cover and ask children to look at the picture. Ask them to name some of the things they can see in English if possible.
- Turn to pages 2 and 3. Give children a few seconds to look at the picture. Say the names of the people, or play the audio on *Peapod Pal CEFR Pre-A1*, for the children to find and point to them in the picture.
- Ask the children to look at the classroom picture on page 2. Ask questions about known items for the children to find and point to them, e.g. *pens, pencils, books, chairs, toys, tables*. Ask them to count how many children, chairs and tables they can see.

After reading

- **Picture dictionary (page 22):** Ask children to look at the pictures and the words. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words aloud for them to listen and repeat. Make sure that the children are not sounding the silent 't' in *listen*.
- Ask the children to study the words and pictures for a few seconds and then close their books. Say one of the verbs for the children to do the action. Repeat with the other verbs.
- **After reading (page 23):** Ask children to look at the pictures and point to them in the correct order. Encourage them to name any items they can in English. Ask, in L1, what happens in each picture. Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask children to look at the starred image of Ivy and Mack on the swings (from page 21). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

Look at the picture with a star. [*Leave time for the child to find the picture.*]

Can you see two children? [*Yes.*]

Point to the boy. [*Non-verbal: child points to the boy/Mack.*]



Point to the girl. [*Non-verbal: child points to the girl/Ivy.*]

Are they in the house? [*No.*]

Are they at school? [*No.*]

Are they in the garden? [*Yes.*]

Are they reading? [*No.*]

Are they drawing? [*No.*]

Are they playing? [*Yes.*]

Do you like playing? [*Yes, I do./No, I don't.*]

Thank you. Goodbye. [*Goodbye.*]

Plenary (note this can be done in L1 or L2 as appropriate)

- Go back though the story, asking questions for children to respond to in English, if possible, e.g. *Who is this? Does Ivy go to school? Does Mack go to school?*
- Discuss the feelings of the characters, using L1 where necessary. *Is Ivy happy? (Yes, she is.) Does she like going to school? (Yes, she does.)* Ask for ideas about why Mack looks sad on page 13. (*Because he wants to go to school./Because he feels left out.*) *Why does he make his own school? (So that he can join in/So that he can be like Ivy.)*
- Using L1, ask the children which school they prefer: Ivy's school or Mack's school. Why? Ask them to imagine they have their own school, like Mack. Which activities would they like to do?
- Have children take turns to pretend to be the teacher at school and to decide what 'their class' are going to do. Encourage them to give instructions in English.

Level 2 Let's Draw a House

Topic: Home

Key vocabulary: *bedroom, elephant, garden, house, pet, sister, slide, swing*

Key structures: *Let's play a game. I like this house! I have got lots of pets!*

Word count: 133

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the front cover and read out the title, *Let's Draw a House*. Ask children to look and say what they can see in the picture of the house. Elicit any known words in English. Ask children if they like drawing houses.
- Turn to pages 2 and 3. Give children time to look at the picture and think about where the people are and what is happening. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children, then have children point and say each one aloud. Ask children if they can describe what they can see, e.g. any of the characters or their possessions. Point to the elephant toy, then see if children can spot any more elephants in the picture (*on Katy's coat pockets*).

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the words and repeat. Then play *Find the word*. Write and say a page number for children to find. Have them look at the picture and then say the correct word or words from the dictionary, e.g. page 8 (*swing*), page 9 (*slide*), page 18 (*garden*), page 19 (*bedroom*), page 20 (*pet and sister*).
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the white house from page 17). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

Look at the picture with a star. [*Leave time for the child to find the picture.*]

Point to the house. [*Non-verbal: child points to the house*]



What colour is the house? [*White.*]

What colour is the door? [*Red.*]

Can you see a tree? [*Yes.*]

Can you see a slide? [*No.*]

Do you like this house? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

Plenary (note this can be done in L1 or L2 as appropriate)

- Go back through the story and discuss what happens. Ask *Where does it start?* (*in school, in an art lesson*). Discuss in L1 how the teacher tells the children to use their imaginations and invent any house they like. Ask children if they enjoy art classes, like this, where they can choose their own ideas.
- Talk about the differences between Katy's imaginary house and her real house. For example, ask whether Katy has a big bedroom or a small bedroom in her real house. What pets does she have in her imaginary house? What does she have in her real house?
- Discuss how Katy feels about her real house. Show that although she has invented a big, funny, special house, she is very happy in her own home, with her pet goldfish, her toys and her sister. Talk about the things she enjoys doing, e.g. playing in the garden. Ask children to say the one thing that Katy would really like to have (*an elephant!*).
- Ask children what they would paint if they were in the art class with Katy. Would they have animals in their funny house? Would they have a big garden? What shape would their house be? Would it be in a mountain, in a tree or next to a river? Encourage them to use their imaginations to think about what kind of house they would invent.
- Then ask them to think about what they would have in their house. What toys, books and furniture would they want to put in it?
- Children can paint or draw their funny house and tell you what is in it.

Level 2 Munch, munch, munch!

Topic: Food

Key vocabulary: *apple, bread, cake, carrot, cheese, chicken, egg, fish, fruit, lunch, meat, plane, potatoes, rice, train*

Key structures: *What is for lunch? This is nice! Do you like apples? Yes, I do. I have got a football. I like this game.*

Word count: 134

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the front cover and discuss what children can see. Talk about the title. The words may be unfamiliar, so read them out in context – *Munch, munch, munch* – what is for lunch? Explain that *munch* has a similar meaning to *eat* but it is more fun and informal. Show how it rhymes with *lunch* and ask children to repeat the full phrase.
- Turn to pages 2 and 3. Give children time to look at the picture. Encourage them to identify the different characters and to say where they are and what they are doing.
- Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the labelled characters and items and say the name of each one aloud. Let children look at the picture and see if they can name any of the other items or toys in the garden or house. What do they think the mum is saying to the two boys?

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and children point to the words and repeat. Then say sentences and point to the wrong picture, for children to correct you, e.g. say *I like cake*. and point to the bread. Ask children to point to the correct picture and repeat the sentence.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Jim with the 'fruit man' from page 15). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

Look at the picture with a star. [Leave time for the child to find the picture.]



Point to the boy. [Non-verbal: child points to the boy.]
Has he got fruit? [Yes.]
Has he got an apple? [Yes.]
Has he got cheese? [No.]
Has he got cake? [No.]
Do you like fruit? [Child's own answer]
Do you like apples? [Child's own answer]
What's your favourite fruit? [Child's own answer]
Thank you. Goodbye. [Goodbye.]

Plenary (note this can be done in L1 or L2 as appropriate)

- Ask children to look back through the pictures and think about what is happening in each one. Ask children to look for different kinds of food, e.g. eggs, fish. Then ask them to look for a robot, a plane, a train, a bus, a tree, a flower, a man, a cat, a hat and a football. Discuss, in L1 if necessary, how Bill and Jim have made each of the designs, what food they have used and what different shapes and colours the children can see. Ask children to choose their favourite food creation and say why they like it.
- Read sections of the story out again for children to notice the rhyme and rhythm of the words. Ask if they enjoy the poem form of the story. Does it make it fun to listen to? Ask children if they can think of any poems or rhyming stories in L1.
- Show how Bill and Jim enjoy their game, but then stop and eat their lunch properly. Practise the phrase *Time to eat! Munch, munch, munch!*
- Look at pages 4 and 5 again and ask what Bill is doing (*washing his hands*). Ask children why it is important to wash their hands before they eat. Ask them to think of other occasions when they should wash their hands.
- If you have toy food or playdough, you could let children try to make some of the food creations from the book, or their own designs. Encourage them to show you what they have made and say, e.g. *I like trees*.

Level 2 Not that goat!

Topic: Animals

Key vocabulary: *dog, donkey, goat, rabbit, sheep*

Key structures: *I want a rabbit. Not that rabbit! Do you want a sheep?*

Word count: 100

CEFR level: Pre-A1

Cambridge English Qualification: Starters

Before reading

- Look at the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Ask for their ideas about what might happen in the story.
- Turn to pages 2 and 3. Give children a few seconds to look at the picture. Read the characters' names or play the audio on *Peapod Pal CEFR Pre-A1*. Ask the children to point to each character and say the name. This book may introduce the new character of *Grandpa* to children who have read other Ivy and Mack stories. Ensure children understand who Grandpa is. Can they say the word '*grandpa*' in their own language?
- Ask the children, in L1, what the people in the family are doing. (*They are getting ready to go out*). Ask for ideas about where the family might be going.

After reading

- Picture dictionary (page 22):** Allow the children time to look at the pictures and the words. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words aloud for them to listen and repeat.
- Do a mime of one of the animals for the children to guess. Ask the children to mime another animal for you, or their classmates, to guess.
- After reading (page 23):** Ask children to look at the pictures again and point to them in the correct order. Encourage them to give details about what happens in each picture as they point. Say the animal words for children to point to the correct pictures. Use the question from the story: *Do you want a (goat)?* Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask children to look at the starred image of Mack and Ivy with Banjo (from page 21). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

Look at the picture with a star. [*Leave time for the child to find the picture.*]

Can you see a goat? [*No.*]

Can you see a donkey? [*No.*]



Can you see a rabbit? [*No.*]

Can you see a sheep? [*No.*]

What animal can you see? [*A dog.*]

Do you like dogs? [*Yes./No.*]

Thank you. Goodbye. [*Goodbye.*]

Plenary (note this can be done in L1 or L2 as appropriate)

- With books closed, ask the children if they can remember all of the animals from the story. Encourage them to mime and name the animals in English.
- Go back through the story for them to check how well they remembered. Ask questions about the story to check understanding: *Where does the family go? (To an animal show) What does Mack want? (An animal) Does Mack want a sheep? (No, he does not.) Does Mack want a goat? (Yes, he does.) Which animal wins a prize? (Banjo the dog)*
- Ask the children if they like the story. Which is their favourite page? Which animals do they like best?
- Ask the children to draw or paint a picture of an animal show. They can include the animals from the story and add others of their own choice if they wish. Ask them to talk to you about their drawing, and to name the animals they have drawn in English if they can, and to describe their colours and sizes.

Level 2 Oh no! Where is the sea?

Topic: At the beach

Key vocabulary: *beach, crab, fish, rockpool, sea, sand, seaweed, shell, starfish*

Key structures: *Where is the sea?*

The sea goes in. We see the sand.

What is in the rockpool? It has got five arms.

Word count: 144

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover and discuss what children can see. Talk about the title and ask the question to the class *Where is the sea?* Discuss where you can go to see the sea, and ask if children enjoy going to the seaside.
- Turn to pages 2 and 3. Give children time to look at the picture and notice the different details. Discuss what they can see in L1.
- Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children, then have children point and say each one aloud. Let children look at the picture and see if they can identify any other items in it, e.g. *bird, sun*. Explain that they will learn more words as they read the book.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the words and repeat. Then play *In my rock pool ...* Start by saying, *In my rock pool, I see a crab.* The next child says, e.g. *In my rock pool, I see a crab and a fish.* Continue, with each child repeating the list and adding one more item. If the chain needs more items, they can add colours, e.g. *a blue fish.*
- **After reading (page 23):** Help children to read the labels and match them to the correct pictures. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* for children to check their answers. Ask them to look back through the book and find the pictures.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the rockpool from page 10). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

Look at the picture with a star. [*Leave time for the child to find the picture.*]

Is it a rockpool? [*Yes.*]

Can you see a fish? [*Yes.*]

What colour is the fish? [*Blue.*]

Can you see a crab? [*Yes.*]

What colour is the crab? [*Orange.*]

Can you see a starfish? [*No.*]

Can you see seaweed? [*Yes.*]

Can you see the beach? [*No.*]

Do you like the rockpool? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

Plenary (note this can be done in L1 or L2 as appropriate)

- Ask children to look back at pages 4 and 5. Ask children if they like going to the beach and how often they go.
- Read Harry's question on page 5 aloud, then have children look at pages 6 and 7 again. Discuss if they have ever wondered why the sea goes in and out. Talk about how the beach is different when the sea goes out. What can the children see instead? (*rocks, sand, rockpools*) Ask children if they have looked in rockpools, and what kinds of things they have seen in them.
- Ask children if they like the beach in the story when the sea is in or when it is out. What can the characters see when the sea is in? (*a ship*) Ask children to suggest in L1 the different things they could do when the sea is in. (*paddle, jump in the waves, swim or go out in a boat*)
- Look at the clothes the characters are wearing. Show how they have jumpers and boots on, and how it seems to be a windy day (their hair is blowing in the wind). Discuss the idea that it is fun to go to the beach in all kinds of weather, not just on hot days.
- Use grey, blue and yellow card to make a large rockpool collage. Make a blue pool with grey rocks and yellow sand around it. Children can use different materials such as tissue paper, foil, pipe cleaners or paint to put items such as fish, shells, starfish and crabs in it. Encourage them to talk about what they put in the rockpool.

Level 2 Robot Boy and Frog Girl!

Topic: Actions

Key vocabulary: *feet, fly, hands, jump, kick, run, frog, robot*

Key structures: *I am Robot boy! Let's play in the garden! Jump, Frog girl! Robot boy loves football! The football is in the tree. Where is Jo?*

Word count: 140

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover and discuss what the children can see. Talk about the title and check understanding of *robot* and *frog*. Ask children who these characters might be.
- Turn to pages 2 and 3. Give children time to look at the picture and notice the different details.
- Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the labelled characters and items and say each one aloud. Have children look at the picture and see how many frogs and robots they can spot.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the words and repeat. Then play a miming game. Say each word, and children either do the action on the spot, hold up one hand, or stand on one foot. Repeat, varying the order and increasing the speed.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Mim the cat jumping off the fence from page 13). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

Look at the picture with a star. [*Leave time for the child to find the picture.*]

Can you see a boy? [*Yes.*]

Can you see a girl? [*Yes.*]

Can you see a frog? [*Yes.*]

Can you see a dog? [*No.*]

Can you see a bird? [*Yes.*]

Is the bird flying? [*No.*]
Can you see a cat? [*Yes.*]
Is the cat kicking a ball? [*No.*]
Is the cat jumping? [*Yes.*]
Can you fly? [*No.*]
Can you jump? [*Yes.*]
Thank you. Goodbye. [*Goodbye.*]

Plenary (note this can be done in L1 or L2 as appropriate)

- Ask children to look back through the story and think about what is happening. Ask children what kind of games they enjoy playing, either with siblings as in this story, or with their friends. Do they pretend to be different characters, like Jo and Tom do?
- Talk about the different things that robots and frogs can do, and how Jo and Tom act this out. Look back through the pages and find the different actions – *fly, jump, kick*, etc.
- Ask children to look and find Mim the cat. *What does she do in the story? Why is she called a frog cat and a robot cat?*
- Look at the pictures and find the different things that don't quite go to plan – *the ball getting stuck in the tree, Jo landing in the flowers, and Tom getting stuck under the chair*. Show how the children carry on playing and having fun regardless.
- Ask children to think about a character they could invent based on an animal or toy, as in this story. Help them to think of a name, and say what their character can do. They could draw and label a picture of their character and say *I am ...!*

Level 2 Today is not a good day!

Topic: Feelings

Key vocabulary: *animals, face paint, happy, play music, rainy, robot, ship*
Key structures: *Ivy is not happy. Today is not a good day! Let's play with the animals.*

Word count: 135

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the cover and ask children to look at the picture. Ask them to say what they can see using English if possible. Draw attention to the title and ask children, in L1, why they think it is not a good day.
- Turn to pages 2 and 3. Give children a few seconds to look at the picture. Read the characters' names or play the audio on *Peapod Pal CEFR Pre-A1*. Ask the children to point to each character and say the name. If children have read other Ivy and Mack stories, you could cover the names and ask them if they can remember who each character is before they hear them.

After reading

- **Picture dictionary (page 22):** Give children time to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* for the children to listen to, point and repeat the words. Cover one of the words with your finger, then ask the children to look at the picture and say the word. Repeat with other pictures.
- **After reading (page 23):** Ask children to look at the pictures again and point to them in the correct order. Encourage them to give details about what happens in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Have children look at the starred image of Ivy and Mack playing music (from page 17). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

Look at the picture with a star [*Leave time for the child to find the picture.*]

Can you see a boy? [*Yes.*]

Can you see a girl? [*Yes.*]

Can you see a mum? [*No.*]

Are the children in the kitchen? [*No.*]

Are the children in the bedroom? [*No.*]

Are the children in the living room? [*Yes.*]



Are the children playing music? [*Yes, they are.*]

Do you like playing music? [*Yes, I do./No, I don't.*]

Thank you. Goodbye. [*Goodbye.*]

Plenary (note this can be done in L1 or L2 as appropriate)

- Go back through the story, asking questions about the pictures on each page, for example, *Are Ivy and Mack outside? (No, they are not.) What are they doing? (Playing animals) What is Mum doing? (Making a video).*
- Look at all the games that the children play. Ask the children which ones they like. Are there any other games that they like playing on a rainy day?
- Ask the children to act out some of the games that Mack and Ivy play, in pairs or with you.
- Look at the pictures of Ivy and Mack throughout the story and discuss their feelings. Have children describe Ivy's emotions; ask *Why is she sad? How does Mack try to cheer her up? What goes wrong? What makes Ivy happy in the end?*
- Ask the children what they do when someone is sad. How do they try to cheer them up?
- You could choose one of the activities that Ivy and Mack do in the story, for example *making robots* or *playing music* and do it with the children.

Level 2 Whizz! Bang!

Topic: Colours

Key vocabulary: *black, blue, green, pink, red, white, yellow*

Key structures: *It is blue. Bobbie Robot is blue. You are yellow. She is not pink. I like blue. Bobbie Robot does not like it. Red and green. Where is Debra Zebra?*

Word count: 122

CEFR level: Pre-A1

Cambridge English Qualification: Starters

Before reading

- Look at the front cover. Talk about the title and discuss what children can see. Say the onomatopoeic words with emphasis and encourage children to join in. If possible, show a video clip of fireworks and encourage children to say *Whizz! Bang!* as they watch.
- Turn to pages 2 and 3. Give children time to look at the picture. Ask if they can identify any of the animals or toys.
- Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the labelled characters and toys and say the name of each one aloud. Explain that the toys have a name as well as their animal or object name. In L1, ask if they give names to their toys. Encourage children to say the words aloud again in English to notice the alliteration or rhyming sounds.
- Show a selection of coloured items, e.g. a packet of crayons or coloured dough. See how many of the colours children can name in English.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR Pre-A1* and children point to the words and repeat. Then challenge them to point to something of each colour in the room, on their clothing, or through the window. You could play the audio again and have them point to something in the room that is the same as each colour they hear.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Debra Zebra looking in the mirror from page 13). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.



Audioscript

Hello. [*Hello.*]

Look at the picture with a star. [*Leave time for child to find picture.*]

What colour is Debra Zebra? Is she pink? [*No.*]

Is she green? [*No.*]

Is she red? [*No.*]

Is she blue and white? [*No.*]

Is she black and white? [*Yes.*]

Thank you. Goodbye. [*Goodbye.*]

Plenary (note this can be done in L1 or L2 as appropriate)

- Ask children *Do you like fireworks?* Ask if fireworks make them feel happy or sad.
- Ask children to look at the picture dictionary and find their favourite colour. Ask them to notice if they are wearing this colour today.
- Ask children to choose which toy in the story is their favourite and to say why.
- Ask children to think about why Debra Zebra is different from the other toys, and how this makes her feel. *What does Alex do about this?* Invite children to think about how they can make a sad friend happy, e.g. play with them, or sit and chat.



SASBADI SDN. BHD. 198501006847

(Wholly-owned subsidiary of Sasbadi Holdings Berhad 201201038178)

Lot 12, Jalan Teknologi 3/4, Taman Sains Selangor 1,
Kota Damansara, 47810 Petaling Jaya, Selangor Darul Ehsan.

Tel: +603-6145 1188 Fax: +603-6145 1199 e-mail: enquiry@sasbadi.com

Website: www.sasbadisb.com | <http://peapodreaders.sasbadisb.com>

