



# peapod readers

## READING GUIDES SET 2: CEFR A1



- 100 titles
- Levels 4-5
- Suitable for Primary Years 2-3





**READING GUIDES**  
**SET 2: CEFR A1**



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For more information, please visit  
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A complementary mobile app which  
includes audio recordings is available on  
Google Play and the App Store.



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# Level 5 Can you be our donkey?

**Topic:** At the theatre

**Key vocabulary:** *band, break (n), excited, inside, minute (n), practise, show (n), stage, theatre, theatre curtain*

**Key structures:** Past simple affirmative and negative, *was/were, I'm playing there with my band. Why aren't you with your band? What does that mean? They're playing a song for you. This is the best birthday.*

**Word count:** 731

**CEFR level:** Lower A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the cover of the book together and ask the children what they see. Read the title and ask for predictions about what might happen in the story. Make sure children understand what a *donkey* is.
- Turn to pages 2 and 3 and ask the children to look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1*. Then ask the children to point to the items and say the words aloud. See if children can identify the instruments in the picture. If children have read other *Ivy and Mack* stories, ask them what they can remember about Grandpa.
- Discuss the theatre together. Do the children like going to the theatre? Why / Why not? Ask, in L1, if any of the children have ever been in a play or show. What was it about? What happened? Who came to watch it?

## After reading

- **Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* for the children to repeat the words and listen to the definitions. Ask children to look back through the book to find each word. Make a sentence for the children to complete with one of the words from the page, e.g. *It's my birthday tomorrow, so I'm very \_\_\_\_\_ (excited)*. Ask the children to make a sentence for you or their partner to complete.
- **After reading (page 31):** Ask the children to look at the pictures and describe what they see. Elicit vocabulary from the Mini-dictionary where possible, e.g. *practise, show, theatre curtain*. Then ask the children to put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story again together to check.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask the child to look at the starred image (the girl and woman on stage with the donkey from page 23). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

Are the people in the cinema? [*No.*]

Where are they? [*At the theatre.*]

Are they on the stage? [*Yes, they are.*]

Are they in a show? [*Yes, they are.*]

Can you see the theatre curtain? [*Yes.*]

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

Which animal is in the show? [*A donkey.*]

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

Do you like going to the theatre? [*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 each chapter, e.g. Chapter 1: *Where are Ivy and Mack? Why is Grandpa practising his songs? What is the show about? What do Ivy and Mack practise? When does Ivy want to see the show?*
- Discuss the feelings of the characters in the story. *How do Ivy and Mack feel when they arrive at the theatre? How do they feel when Grandpa asks them to be the donkey? Why is it a difficult decision? How does Ivy feel when everyone sings 'Happy Birthday' to her?*
- Put children in pairs or have them work with you. Ask the children to pretend it's the next day and to role-play Ivy or Mack telling their best friend what happened at the theatre. Ask questions to prompt, if necessary.

# Level 5 Charlie's Dreams

## Topic: Jobs

**Key vocabulary:** *baseball player, doctor, driver, farmer, guitar player, train driver, vet, zoo keeper*

**Key structures:** Past simple affirmative and negative, *was/were, I want to be in a band! He learned all about them. I can be a (train driver). That's a good idea. He loves making films! I know what job I want*

**Themes:** hopes and dreams, aspiration and enthusiasm, being inspired, learning about the world

**Word count:** 902

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the front cover and discuss, in English, what the children can see. Read the title and check understanding of *dream*, using translation or explanations in English. Use the idea of hopes and aspirations rather than the dreams you have when you are sleeping.
- Turn to pages 2 and 3 and ask children to think about where the characters are and what they are doing.
- Play the audio on *Peapod Pal CEFR A1* or read the names with the children, then have them point to the characters and say each name aloud. Ask children if they can name or describe the different things shown in each picture on the right. Have them predict what Charlie might be dreaming about.

## After reading

- **Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* or say the words for children to listen to and repeat. Ask children to read each definition, then look back through the book to find each word. Check understanding by asking children to close their books. Say each word and help them to make a sentence using it in context. Find images to represent each word. Hold them up and ask children to say the correct word.
- **After reading (page 31):** Look at the pictures on page 31. Ask children to say what each one shows. Elicit key vocabulary, e.g. *vet, train driver*. Then ask them to look and put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story together again to check.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask children to look again at the pictures in activity 1 and find the picture with a star (Charlie making a film from page 28). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

Look at the boy.

Is he playing? [*No, he isn't.*]

What is he holding? [*A camera.*]

What is he doing? [*Making a film.*]

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

Thank you. Goodbye. [*Goodbye.*]

## Plenary

- Ask children if they predicted correctly what Charlie's dreams would be about (*about what he wants to do when he is older*).
- Recap the different things that Charlie wants to be when he is older (*guitar player, train driver, farmer, zoo keeper, vet, doctor, baseball player*). Ask children which of these they think would be fun. Ask them to look back and find things that Charlie thinks he will like about each job, e.g. *a train driver can see lots of places, a vet can fly in a helicopter*.
- What happens each time that make Charlie change his mind about what he wants to be? (*He watches a film and learns something new*). Discuss what Charlie does each time he changes his mind (he learns all about the job he is interested in). Show how this is a really positive thing, as Charlie is enthusiastic and keen to learn. Ask children how they find things out. Do they look in books and magazines, watch television or films, or ask parents and teachers?
- Ask children to find the places where Charlie's dad is filming him. Discuss whether children like looking at photos or videos of themselves when they were young. Do they like doing the same things now, or have they changed?
- Ask children if they were surprised by the job Charlie does now. Why was it useful for him to learn about different jobs when he was younger? Do children think it would be fun to make films?
- Children can take turns to role-play the jobs, e.g. *farmer*. Their partner names the job, and the child miming says, e.g. *Yes! I want to drive a big machine!* You can extend this to have children act out jobs they want to do that aren't in the story. Help with language as needed, and encourage them to think about why they want to do this job.

# Level 5 Doug's Bugs

**Topic:** Insects/bugs

**Key vocabulary:** ant, aphid, beetle, brick, bug, bug hotel, butterfly, cardboard, caterpillar, centipede, flowerpot, grasshopper, jam jar, ladybird, log, pond, plastic bottle, pupa, recycling bin, rubber band, scared, stick insect, tank, wing, woodlouse, worried

**Key structures:** Past simple: affirmative and negative, was/were, His favourite book was his Big Book of Bugs. So Doug put his ladybird on the floor. Doug needed lots of things to make a bug hotel.

**Word count:** 826

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the front cover and discuss, in English, what children can see. Read the title, *Doug's Bugs* and elicit the names of the bugs in the jars in L1.
- Turn to pages 2 and 3 and ask children what this scene shows. *Why do they think these things might be in the story?*
- Play the audio on *Peapod Pal CEFR A1* or read the words with the children, then have them point to the items and say the words aloud. You can ask children where they might find these things around their house.

## After reading

- **Mini-dictionary (page 30):** Say the words or play the audio on *Peapod Pal CEFR A1* for children to listen and repeat. Make a card for each of the words, then put these in a pile, shuffle it and pass the pile around. Children take turns to turn the top card over, say the word, then define, mime or say a sentence using the word.
- **After reading (page 31):** Look at the pictures on page 31. Ask children to say what each one shows in their own words. Elicit key vocabulary, e.g. *ladybird, tank*. Then ask them to look and put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story together again to check.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask children to look again at the pictures in activity 1 and find the picture with a star (the stick insects from page 28). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

Look at the bugs. Are they butterflies? [*No, they aren't.*]

Are they beetles? [*No, they aren't.*]

Are they stick insects? [*Yes, they are.*]

How many stick insects are there? [*There are six stick insects.*]

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

What's your favourite bug? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Look at the contents page with the children. Read out each chapter title and ask children to give you a short summary of what happens in each one.
- Look at page 4. *What is the problem?* Ask children if they would like a bug in their room, like Doug, or if they are scared of bugs, like Sally.
- Discuss what Doug does when he finds the ladybird. What does the ladybird need to eat and drink? Explain that if you put insects in a jar to study them, you have to make sure they have access to food and water.
- Discuss how Doug's bug collection grows and why he decides to move them outside. Look at the bug hotel picture and ask children if they have seen one of these before. What does Doug need to make one of these?
- Go through how Doug makes his bug hotel. *Does it cost him any money? (No.) What does he use to make his bug hotel? (see pages 14–15).*
- Look at the finished bug hotel and discuss how and why it is suitable for bugs. Ask if Doug's bug hotel is a success, and why. (*Yes, because lots of bugs move into it.*) Look at page 20 and point out the different varieties of bugs.
- What makes Sally change her mind about the bugs? (*She likes butterflies.*)
- Talk about Sally's present to Doug. Ask children *What do you know about stick insects?*
- Children could use natural and recycled materials to make a bug hotel.

# Level 5 Everyone falls down!

**Topic:** At the circus

**Key vocabulary:** *acrobat, circus, circus tent, clown, first, high, high wire, juggle, juggler, low, maybe, net, outside, practise, surprised, strong man, teach, umbrella, welcome to*

**Key structures:** Past simple affirmative and negative, *was/were*, *Do you think they fall down often? Maybe when they are learning. It's easy to walk on the low wire. She showed Mack what she could do. Luke couldn't hold everyone. You need to practise to be in a circus.*

**Word count:** 855

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the cover of the book together. If the children have read other books in the *Ivy and Mack* series, ask them who is with Ivy and Mack (*their cousins, Luke and Emma*).
- Turn to pages 2 and 3 and ask the children to look at the picture. Teach the word *circus*. Ask children if they have ever been to the circus. *What was it like? What acts did they see?* Read the words aloud or play the audio on *Peapod Pal CEFR A1*, for children to point to and repeat.
- Ask children *Who do you think has the most difficult / dangerous / exciting / fun job? Which job would you like to do?*

## After reading

- **Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* or say the words for the children to listen to and repeat. Play *Anagrams*. Write the words with the letters in the wrong order on the board and have children rewrite them correctly and make a sentence using the word. You could play this in two or more teams and award points for correct answers.
- **After reading (page 31):** Ask the children to look at the pictures and describe what they see. Elicit vocabulary from the mini-dictionary where possible, e.g. *circus, high wire, juggle*. Then ask the children to put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story again together to check.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask the child to look at the starred image (Mack juggling while Ivy stands next to him from page 18). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

Look at the boy. Is he jumping? [*No, he isn't.*]  
Is he walking on the high wire? [*No, he isn't.*]  
What is he doing? [*He's juggling.*]  
What is he juggling with? [*Oranges.*]  
Is the girl juggling? [*No, she isn't.*]  
Can you juggle? [*Yes, I can./No, I can't.*]  
Do you like the circus? [*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 each chapter, e.g. Chapter 1: *Where is the family? Do they like the show? Which circus people do they see at the show?*
- Discuss the feelings of the characters in the story. *How do Ivy and Mack feel when they are watching the people in the circus? How do they feel when they are making their own circus show? Does Mack think he is good at juggling to begin with? How do Ivy, Mack and Emma feel when they fall down? How does Luke feel? Does everyone enjoy the show?*
- Ask the children what they can remember about Ivy and Mack's circus show. *Which jobs do Ivy and Mack have? Which skills do they use? How do they improve their skills?*
- Ask the children to imagine they are putting on a circus show. Which performers will they have in it? What skills will they practise? Ask them to make a poster for their show. They can use Ivy and Mack's poster from page 16 to help them. If practical, children could practise some circus skills and put on a circus show.



# Level 5 Excuse Me, Dad

**Topic:** At Dad's office

**Key vocabulary:** *amazing, boring, break (n), building, café, computer, first, job, knock, letter, messages, met, outside, practise, send, student, teach, tidy (v), wait, water (v), work (n)*

**Key structures:** Past simple affirmative, negative, interrogative, *was/were*, *You can come to work with me. What do you do at work? Is this what you do at work? I use my computer to write lessons. What can I do? What did you do? That was amazing. Did you get your message? Shall I answer it?*

**Word count:** 863 words

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the cover of the book together. Ask the children what they can see in the picture. Where do they think the characters might be?
- Turn to pages 2 and 3 and ask the children to look at the picture. Read the names and the new word (*student*) aloud or play the audio on *Peapod Pal CEFR A1* for children to listen to and repeat. If students have read other books in the *Ivy and Mack* series, ask them which characters are new in this story and who they think they might be.
- Ask the children where they think Ivy is. Encourage predictions about what might happen in the story.

## After reading

- **Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* for the children to listen to and repeat the words. Ask the children to look back through the book and find each word in bold on the page. Ask questions about the story using some of the words, e.g. *Whose job does Ivy find out about? What does Dad teach? Who tidies Dad's desk in the story?*
- **After reading (page 31):** Ask the children to look at the pictures and describe what they see, using the words from the Mini-dictionary where appropriate. Then ask the children to put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story again together to check.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask the child to look at the starred image (Ivy watering the plants from page 15). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

Who is in the picture? [*A girl./Ivy.*]

Is the girl outside or inside? [*She's inside.*]

Is she happy? [*Yes, she is.*]

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

Is she sending an email? [*No, she isn't.*]

What is she doing? [*Watering the plants.*]

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

Do you have plants inside your house? [*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 each chapter, e.g. Chapter 1: *Who is Ivy going to work with? What does Dad do at work? What time does he go to work?*
- Ask the children to try to remember all of the things that Ivy does to help Dad at work. (*She waters the plants, she tidies Dad's desk and she answers Dad's messages.*) Ask the children how helpful they think Ivy was.
- Discuss the feelings of the characters in the story. *How does Ivy feel about going to work with Dad? How does she feel when she arrives? What makes Ivy bored? Why does she tidy Dad's desk and answer his emails? How does Dad feel when he comes back? How does Mr Jackson feel when he finds out that Ivy wrote the message to him?*
- Ask the children if they would like to go to work with a grown up from their family. Who would they go with? What would they do?
- Invite children to mime the job of a member of their family. Have the rest of the class guess the job.

# Level 5 How do I catch a fish?

**Topic:** Fish and fishing

**Key vocabulary:** *breathe, claw, crab, dark, finger, fisherman, hard, hole, hook, line, net, plastic, pointed, pot, prawn, rock pool, rod, shell, shellfish, spear, thick, trap (n + v), trawler*

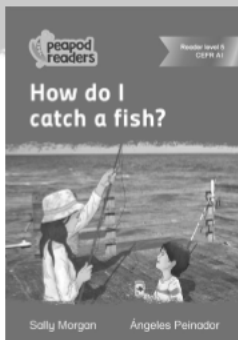
**Key structures:** *What do you do to catch a fish? People use spears to catch fish. You stand very quietly in the water.*

**Word count:** 937

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the front cover together and discuss what children can see. Ask *How do I catch a fish?* and elicit any ideas or personal experiences.
- Turn to pages 2 and 3. Ask *Where are they?* and elicit ideas, e.g. *Next to the sea.* Give children time to look at the picture and notice the different things it shows. Ask them to describe what they can see. Say the words for the main items or play the audio on *Peapod Pal CEFR A1*, then have children point to the items and say the words aloud.
- Discuss what the people have got. Ask *Who has got a crab? Who has got prawns in a net? Who has got a fish?* Children look, find and point.

## After reading

- **Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* or say the words for children to listen and repeat. Ask children to look back through the book to find each word. If relevant, they can find each item in the picture, or give a translation to check understanding.
- **After reading (page 31):** Look at the pictures on page 31. Ask children to say what each one shows in their own words. Elicit key vocabulary, e.g. *net, spear.* Then ask them to read the names of the different types of fishing and match each one to a picture. They can look back through the book to find the correct section to help them.
- **Cambridge Movers Exam Preparation (page 31)**  
**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 31 (the man fishing in the Arctic from page 14). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

What can you see? [*A man fishing in the Arctic/in the ice.*]

Is the weather hot or cold? [*It's cold.*]

What is the fisherman wearing? [*A hat, gloves, a jacket, trousers, sunglasses and boots.*]

Point to the ice. [*Child points to the ice.*]

What can you see in the ice? [*A hole.*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Look at the contents page and ask children to choose their favourite chapter. Ask why they like it.
- Ask the children to recall and say one interesting new fact they learned from the story.
- Turn to Chapter 4, *Fishing as a hobby.* Ask children if they enjoy fishing, either in the sea or in rock pools. If they haven't tried it, ask if they think it would be fun, and encourage them to give reasons.
- Turn to Chapter 5, *Be careful!* Ask children to explain why this title is used and what it means here. Ask *Why do we have to be careful when we fish? What happens if we aren't careful?*

# Level 5 How do we know about the weather?

**Topic:** The weather

**Key vocabulary:** *cloudy, dangerous, dark, desert, fog, frost, hear, lightning, meteorologist, rain, sail, spot, surf, surfer, storm, sunny, snow, thunder, typhoon, waves, weather, weather station, wind*

**Key structures:** *How do we know what the weather is like today? Sometimes it's a difficult job. Is the wind moving*

*quickly or slowly? The computer helps them know what the weather is like. Strong winds make the biggest waves. When there's thunder, there's lightning, too. This cloud is called fog.*

**Word count:** 828

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the front cover and discuss what children can see in English. Ask them to describe the weather and say what the people are doing.
- Turn to pages 2 and 3 and ask children where this scene is and what the mum and the boy are looking at. Play the audio on *Peapod Pal CEFR A1* or read the words with the children, then have them point to and say the words aloud. Ask in L1 what programme is being shown on the televisions (*weather forecasts*). Ask children how they find out about the weather forecast in their family – do they look at the television, a phone or a computer? Ask children *Which image shows what the weather is like today where we are?*

## After reading

- **Mini-dictionary (page 30):** Say the words or play the audio on *Peapod Pal CEFR A1* for the children to listen to and repeat. Ask children to read each definition, then look back through the book to find each word and see it in context. Start to draw an image for one of the words. Have children guess which word you are drawing. Invite the child that guesses first, to choose and draw the next item.
- **After reading (page 31):** Look at the pictures on page 31. Ask children to say what each one shows in their own words. Then ask children to match the weather words in the box to the pictures. Have them look back through the book to check their answers.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask children to look again at the pictures in activity 1 and find the picture with a star (the people on the beach in the sun from page 8). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

Where are the people? [*They're at the beach.*]

Is there a storm? [*No, there isn't.*]

Is there snow? [*No, there isn't.*]

What is the weather like in the picture? [*It's (hot and) sunny.*]

What can you see in the sky? [*Clouds (The sun).*]

Are the clouds big or small? [*They're small.*]

What's the weather like today? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Look at page 4 with the children. Discuss what Charlie's mum is doing and what decision she makes. (*She looks at the weather forecast and says they need coats and boots because it's going to rain*). Ask children if their parents check the weather like this before going out.
- Discuss the weather symbols on pages 6–7. Show how the symbols are easy to recognise. Ask children if they know any other symbols, e.g. for storms, wind or lightning.
- Look at the pictures on page 11 and see if children recognise any of the instruments that meteorologists use, and if they can say in L1 how they work.
- Discuss how meteorologists study clouds. Look outside and see what the clouds are like today. Can you tell what the weather will be like by looking at them? If children are interested, find pictures online of different cloud types, e.g. *cirrus, stratus* and *cumulus*. Find out what each one shows about the weather.
- Talk about where some weather stations are, and find them on a map, e.g. Alaska, the Sahara Desert, Mount Everest.
- Talk about the problems of extreme weather and its dangers.
- Finally, go through the different climates, the Arctic and jungles. Discuss how these are different to each other. Think of other areas, e.g. deserts, mountains. What is the weather like there? How do different plants and animals adapt?
- Have children choose four different places from around the world and make a poster showing what the weather is like in these places on one particular day.

# Level 5 I want to meet a dinosaur!

**Topic:** At a natural history museum

**Key vocabulary:** *Ankylosaurus, Diplodocus, Microraptor, Pterodactyl, Stegosaurus, Triceratops, Tyrannosaurus Rex (T-Rex), at the time of, bone, boring, claw, close, dinosaur, egg, fossil, hatch, hate, huge, inside, king, museum, real, shout, sunglasses, wait*

**Key structures:** Past simple affirmative and negative, *was/were, When they got there, they looked at the map. I hate waiting. My favourite dinosaur is T-Rex. They're older than Grandpa.*

**Word count:** 907

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the cover of the book and read the title together. Ask *Where are Ivy and Mack? What are they reading about?* Clarify what dinosaurs are and that they are no longer living. Ask the children to make predictions about what might happen in the story.
- Turn to pages 2 and 3 and ask the children to look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1*. Then ask them to point to the dinosaurs and try to say the names aloud. Break the words down into separate syllables and have children listen, repeat, and build each word. Reassure them that it doesn't matter if they make mistakes!
- Ask a child to choose a dinosaur without naming it. Ask questions to find out which one it is, e.g. *How many legs has it got? Has it got wings? What colour is it?* Then choose a dinosaur for the children to ask you questions about or ask them to play the game in pairs.

## After reading

- Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* or say the words for the children to listen to and repeat. Ask the children to read the definitions and then look back through the book and find each word. Ask the children to tell you which words are 'dinosaur words' (words that relate to dinosaurs in some way). Encourage them to explain their answers, using L1 if necessary.
- After reading (page 31):** Ask the children to look at the pictures and describe what they see. Elicit vocabulary from the Mini-dictionary where possible, e.g. *museum, bone, T-Rex, sunglasses*. Then ask the children to put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story again together to check.
- Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask the child to look at the starred image (Ivy, Mack and Grandpa looking at the picture of the baby dinosaurs hatching from page 11). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

Are the people inside or outside the building? [*Inside.*]

Where are they? [*At the/a museum.*]

What are the animals in the picture? [*Dinosaurs.*]

What are the dinosaurs doing? [*Hatching (from their eggs).*]

Can you see any dinosaur bones? [*No.*]

Do you like going to the museum? [*Yes, I do./No, I don't.*]

Do you know a lot about dinosaurs? [*Yes, I do./No, I don't.*]

Can you tell me something you know about dinosaurs? [*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, asking questions about each chapter, e.g. Chapter 1: *What does Grandpa show the children? Where do the children go with Grandpa?*
- Discuss the story with the children. Which facts do Ivy and Mack know about dinosaurs? Which mistake does Grandpa make? Ask the children if they know any other dinosaur facts.
- Ask the children if they can remember everyone's favourite dinosaur. (*Mack's is a T-Rex, Ivy's is a Diplodocus and Grandpa's is a Microraptor*). Ask the children to choose their favourite dinosaur from the museum. Why do they like it?
- Children could draw and label a picture of their favourite dinosaur.

# Level 5 I'm bored!

**Topic:** Games and activities

**Key vocabulary:** *bored, boring, brick, dinosaur, exciting, fun, hide and seek, in time, minute, oven, pull, same, spaceship, sugar, tin, track, tunnel, wait*

**Key structures:** Past simple affirmative and negative, *was/were, His brick buildings always fell down. Rob watched the cake grow bigger and bigger. Is our cake the biggest cake in the world? When did you think of this game? It wasn't fun. It was boring!*

**Themes:** using your imagination, different people enjoying different things, being patient, playing together, co-operating

**Word count:** 836

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the front cover and discuss what children can see in English. Read the title and check understanding of *bored*, using translation or explanations in English. Have children act being bored and saying the phrase, *I'm bored!* Ask children what they do when they are bored.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR A1* or read the names with the children, then have them point to the characters and say each name aloud. Ask children if they have a large or a small family, and if they like playing with their siblings and/or their pets.

## After reading

- **Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* or say the words for children to listen and repeat. Ask children to read each definition, then look back through the book to find each word. Check understanding by asking children to close their books. Say each word and help them to make a sentence using it in context.
- **After reading (page 31):** Look at the pictures on page 31. Ask children to say what each one shows in their own words. Elicit key vocabulary, e.g. *oven, walk the dog*. Then ask them to look and put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story together again to check.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask children to look again at the pictures in activity 1 and find the picture with a star (Rob looking out of his window at the rain from pages 4 and 5). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

Look at the boy. Is he playing? [*No, he isn't.*]

What is he doing? [*He's looking out of the window.*]

What is he thinking about? [*He's thinking about playing football.*]

Why can't he play football? [*Because it's raining.*]

Is he happy? [*No.*]

Is he bored? [*Yes.*]

What do you do when it rains? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Discuss why Rob is bored and what he would be doing if it wasn't raining. Ask children what they enjoy doing with their friends.
- Recap the different toys that Rob plays with when he is in his bedroom. Talk about the toys he has, and ask children what toys they enjoy playing with. Do they ever get bored of their toys?
- Show how Mandy and Andy are happy playing different games. What does Rob do? Show how he uses his imagination to change their games, but he doesn't think about what Mandy and Andy want to do. Discuss how it is good to be imaginative, but it is also important to consider other people's feelings.
- Ask children how they act when they are bored. Are they a bit unkind to other people, like Rob is? What would be a better way to behave?
- Discuss the importance of patience, e.g. when Rob doesn't want to wait for a cake to cook. What could Rob do instead while he is waiting?
- Go back to the theme of imagination when Rob is walking. What does he imagine is happening? What is he actually doing? Is this a good thing or a bad thing?
- How does Rob eventually solve his problem? (*By sitting down to play with his toys and inventing a game*). Discuss what happens as the game develops (*Andy and Mandy join in*). Show how this is a positive development which makes the whole family happy.
- Encourage children to invent a game using familiar toys, e.g. cars, bricks, or role-play figures. Have them explain the game to you. Where are they and what can they do? Children can play their games with you or in groups.

# Level 5 Jim and the Monster Party

**Topic:** A party

**Key vocabulary:** *costume, dragon, fun, invitation, invite, jellyfish, mirror, monster, party, prize, scary, treasure hunt, worried*

**Key structures:** Past simple affirmative and negative, *was/were, I wouldn't like to eat monster food. That night, Jim couldn't sleep. What's the matter, Jim? Then he saw a big, scary shape. He didn't win the prize for the fastest monster race.*

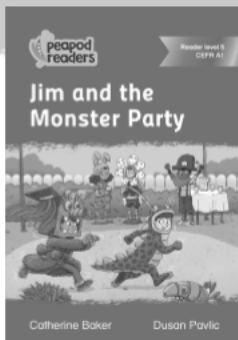
**Themes:** overcoming worries, making friends, trying something new

**Word count:** 808

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the front cover and discuss, in English, what the children can see. Read the title and ask children what they think a *monster party* is.
- Turn to pages 2 and 3 and ask children where this scene is and what they think is happening. Let children look at the picture closely for a minute or two and notice all the details. Ask children if they enjoy dressing up in costumes.
- Play the audio on *Peapod Pal CEFR A1* or read the words with the children, then have them point to the items and say the words aloud. You can point out the different types of costumes in the shop and see which ones the children prefer.

## After reading

- **Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* or say the words and definitions for children to listen and repeat. Ask children to look back through the book to find each word and see it in context. Then close books and read one of the definitions to see if the children can supply the correct word.
- **After reading (page 31):** Look at the pictures on page 31. Ask children to say what each one shows. Elicit key vocabulary, e.g. *invitation, costume*. Then ask them to look at and put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story together again to check.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask children to look again at the pictures in activity 1 and find the picture with the star (Jim giving Tom a party invitation from page 28). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

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

Look at the two boys. Are they wearing costumes? [*No, they're not.*]

Is one boy giving the other boy a prize? [*No, he isn't.*]

What is he giving him? [*An invitation/A party invitation.*]

Do you like going to parties? [*Child's own answer*]

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

Thank you. Goodbye. [*Goodbye.*]

## Plenary

- Look at page 4 with the children. Can they understand why Jim is nervous? If any children have experience of starting a new school, ask them how they felt at first.
- Discuss the party invitation. Ask how Jim feels when he first gets it, and how he feels when he learns more about it.
- Go back through each of the things that worry Jim and ask children to describe them. Ask if they ever feel worried about going to parties. Talk about how it can make you anxious to think about unfamiliar food, games and people. Ask *What does Jim do when he can't sleep? (tells his mum why he is worried) What does his mum do? (tells him that parties are nice and helps him to make a costume).*
- Look at the costume Jim makes and ask what he uses and how he makes it. Do children make costumes? Do they enjoy making costumes? Discuss how it can be fun to make costumes rather than buying one, and you don't need to spend a lot of money to dress up. Ask what prize Jim wins at the party (*best monster costume*). What does he do with his prize? (*He gives some chocolates to his new friends*).
- Talk about the different games and food at the party and ask children what they enjoy doing and eating at parties.
- Ask children how things change for Jim after the party (*He has lots of new friends and he is happy at school*). How do we know he is more confident? (*He wants to have his own party with dragon games and costumes*).
- You could let children design and make monster masks or costumes to wear, and hold your own themed party with monster food and games from the story.

# Level 5 Mimi's Birthday Trip

**Topic:** At the cinema

**Key vocabulary:** *agree, bottle of water, cinema, cool, dark, feel well, late, maybe, money, near, news, popcorn, same, scary, shrink, space, superhero, ticket, trip*

**Key structures:** Past simple affirmative and negative; *was / were; Mimi said very loudly, "Who wants popcorn?" He likes taking photos.*

**Word count:** 755

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers

## Before reading

- Look at the front cover and discuss what the children can see in English.
- Turn to pages 2 and 3 and ask children where this scene is and what the different people are doing in the scene. Let children look at the picture closely for a minute or two and notice all the details. Ask children if they enjoy going to the cinema.
- Play the audio on *Peapod Pal CEFR A1* or read the words with the children. Then have them point to the items and say the words aloud. You can point out the different types of films shown in the poster and see which ones children like.

## After reading

- **Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* for the children to listen to the words and definitions. Ask children to look back through the book to find each word. Check understanding by saying a definition for children to say the word.
- **After reading (page 31):** Look at the pictures on page 31. Ask children to say what each one shows. Elicit key vocabulary, e.g. *popcorn, feel well*. Then ask them to look and put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story together again to check.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask children to look again at the pictures in activity 1 and find the picture with a star (Calvin taking a photo and Jake buying popcorn from page 11). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [Hello.]

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

Where are the children? [At the cinema.]

Look at the boy with brown hair. What is he doing? [He's taking a photo (on his phone).]

Look at the boy with blond hair. What is he doing? [He's buying popcorn.]

Do you like going to the cinema? [Child's own answer]



Do you like eating popcorn? [Child's own answer]  
What is your favourite film? [Child's own answer]  
Thank you. Goodbye. [Goodbye.]

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

- Discuss the trip to the cinema with the children. Can they relate to any of the experiences in the story?
- Look at the description of Mimi on page 6. If children have a younger brother or sister, ask if they are similar to Mimi.
- Go back through the book and find the different problems that Jake and Calvin have with Mimi and her friends. Ask children to describe them in their own words. Recap each of Mimi's friends and ask children to look back and say one thing about each of them – what problem they have or what film they want to see.
- In L1, ask what they would do if they were Jake in the same situation. How would they deal with the problems? Ask *What does Jake do that is kind? Is he a nice big brother?* Children can discuss their ideas. Encourage them to describe Jake in one sentence.
- Ask children why they think it was difficult to organise all the children (*they are young; there are lots of them; they all want different things*). Talk about how it can be hard for groups of people to agree on one thing to do. Look at page 5 and read the first sentence, *But the bad news was ...* Ask if Jake thought it would be difficult to take all Mimi's friends.
- Ask *Did Mimi enjoy her trip to the cinema? Did she enjoy her party in the end?* Discuss ideas.
- You could ask children to design a poster for a film they would like to see. They can think of a title, draw the main characters, and write adjectives to describe it.

# Level 5 **Monkey is missing!**

**Topic:** At the train station

**Key vocabulary:** *departures board, friendly, information desk, monkey, platform, puzzle, rubbish bin, snack, waiting room*

**Key structures:** Past simple affirmative and negative, *was/were, Don't make too much noise. A small boy wanted to play with Monkey. James and Joy stopped playing. up, in, behind, on top of. They couldn't find Monkey.*

**Word count:** 800

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the front cover and discuss what the children can see in English. Read the title and check understanding of *missing*. Ask children to predict what kind of monkey this might be (*a toy monkey*).
- Turn to pages 2 and 3 and ask children where this scene might be. Let children look at the picture closely for a minute or two. Ask if they can spot *Monkey*.
- Play the audio on *Peapod Pal CEFR A1* or read the names with the children, then have them point to the characters and say the names aloud. Ask them to think about what the family could be doing (*having a day out*).

## After reading

- **Mini-dictionary (page 30):** Say the words or play the audio on *Peapod Pal CEFR A1* for children to listen to and repeat. Have children look back through the book to find each word and see it in context. Then close the books and say a sentence using each word, but say *BEEP* instead of the word, e.g. *The train is waiting at the BEEP*. Ask children to say the complete sentence (*The train is waiting at the platform*.)
- **After reading (page 31):** Look at the pictures on page 31. Ask children to say what each one shows in their own words. Elicit key vocabulary, e.g. *waiting room, information desk*. Then ask them to look at and put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story together again to check.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask children to look again at the pictures in activity 1 and find the picture with the star (from page 9). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [Hello.]

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

Are they on a platform? [No.]

Are they on a train? [No.]

Where are they? [They're in a waiting room.]

Can you see the departures board? [Yes.]

Can you see the information desk? [No.]

Are they waiting for the train? [Yes.]

Do you often go on trains? [Child's own answer]

Where do you go on the train? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

## Plenary

- Look at page 4 with the children. Ask the children *What happens to the family? (They miss the train). How long do they have to wait for the next one? (one hour). How do they feel and why? (They are happy to wait, they can get snacks and wait in the waiting room).*
- Ask children to describe the waiting room. Ask *Why does Grandma tell Joy and James not to make too much noise?*
- Look at the different things that the children have in their bags. Ask children if they carry things to do on days out.
- Talk about the small boy who appears. What does he want to do? How do Joy and James react? Ask children what they would do in the same situation?
- Ask how Joy feels when she realises that *Monkey* is missing. What does she do? Go through the different places she looks, and then the different things she mistakes for *Monkey*.
- Ask children if they have ever been in a situation where they have missed an important event because they couldn't find something. What did they do? What would they do in this situation? Talk about the solution Mum offers (*to buy a new monkey*). Why doesn't Joy want to do this?
- Go through the ending and ask children how the family feel when they miss the train for the second time (*they are patient again*). Ask *What has changed in the waiting room this time? (all the people were very friendly).*
- This is a good story to act out with the children. Encourage them to say as many words as they can in English as they act it out.



# Level 5 Ninja Panda and Me

**Topic:** A favourite toy

**Key vocabulary:** *borrow, cape, fight, hole, hug, mask, ninja, panda, skateboard, win*

**Key structures:** Past simple affirmative and negative, *was/were*, *Lucy often comes to my house to play. One day, we had a picnic in the tree!* You can *borrow Ninja Panda, but can I borrow your new skateboard? We looked for aliens, but we didn't find any.*

**Word count:** 848

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the front cover and discuss in English what children can see. Point to the toy and say *Panda*, then ask children if they can guess or explain what *Ninja* might mean.
- Turn to pages 2 and 3 and ask children to describe what is happening.
- Play the audio on *Peapod Pal CEFR A1* or read the words with the children. Then have them point to the items and characters and say the words aloud. Ask *Who has got a skateboard? Who has got Ninja Panda?*

## After reading

- **Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* or read the words and definitions for children to listen to and repeat. Check understanding by saying a sentence and giving two options for children to choose from, e.g. *I've got a hole/mask in my T-shirt.*
- **After reading (page 31):** Look at the pictures on page 31. Ask children to say what each one shows using key vocabulary. Then ask them to put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story together again to check.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask children to look again at the pictures in activity 1 and find the picture with a star (Ninja Panda in his red cape and mask from page 29). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [Hello.]

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

Look at the boy.

What colour is his jumper? [It is purple.]

What toy has the boy got? [He's got a skateboard.]

What toy has the girl got? [She's got a panda teddy.]

What is the panda teddy wearing? [It's wearing a cape and a mask.]

What colour is the panda's cape? [It's red.]

Have you got a skateboard? [Yes, I have./No, I haven't.]

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

What is your favourite toy? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Discuss the story with the children. *What are Tom's favourite things?* Ask children what their favourite things are and whether any are the same as Tom's. Ask *Who is your best friend?*, *What do you like doing in your free time?* and *Where do you like to go?*
- Look at the description of Ninja Panda and ask children what they think about him. Why does Tom think he is *fantastic?* (page 8). Ask children if they have any toys that they enjoy playing these kinds of games with.
- Why does Tom ask Lucy if he can borrow Ninja Panda? Do children think this is a good idea? Do they think that the panda and the skateboard are a good swap?
- Discuss what happens at the park and why things start to go wrong. Ask children if Tom intended to leave Ninja Panda in a tree. (*No, he didn't.*), How does he react when May is hurt and what does this show? (*He wants to help her, which shows that he is kind.*) How does he feel when he realises that Ninja Panda is missing? (*He's very sad and worried.*)
- Ask children if they have ever lost something that belonged to a friend. How did they feel, and what did they do about it?
- You could ask children to design a ninja outfit for their favourite toy. Then they can draw and write a comic strip story about their ninja toy.

# Level 5 Not again, Ivy!

**Topic:** Going to the dentist

**Key vocabulary:** *busy, carefully, coffee, dentist, drill, filling, first, huge, nut, ready, really, seed, toothache, toothbrush, toothpaste, sticker*

**Key structures:** Past simple affirmative and negative, *was/were, I don't want to go to the dentist. Mack's tooth did not hurt, but he wanted to go to the dentist and get a new sticker. But the dentist has great stickers. You need to go to the dentist. I only need to clean my teeth. We can go on Saturday. I'm busy on Saturday.*

**Word count:** 793 words

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the cover of the book together. Ask the children, in L1, to make suggestions about why everyone is looking at Ivy and what might be wrong (*There's something wrong with Ivy's tooth so she and Mack go to the dentist.*)
- Turn to pages 2 and 3 and ask the children to look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1*. Then ask them to point to the items and say the words aloud. Ask children if they go to the dentist and if so, how often they go.

## After reading

- **Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* for the children to listen to and repeat the words. Ask the children to look back through the book and find each word in bold on the page. Play *Definitions*, describe one of the words for the children to guess, e.g. *It's a hot drink for adults (Coffee)*. Children can play in pairs.
- **After reading (page 31):** Ask the children to look at the pictures and describe what they see, using vocabulary from the Mini-dictionary where appropriate. Then ask the children to put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story again together to check.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask the child to look at the starred image (Ivy smiling as the dentist gives her a toothbrush and some toothpaste from page 27). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

Who is in the picture? [*A man and a girl./The dentist and Ivy.*]

What is the girl wearing? [*A pink T-shirt and black trousers.*]

Is the girl happy? [*Yes, she is.*]

What is the man's job? [*He's a dentist.*]

Has the dentist got glasses? [*No, he hasn't.*]

Has he got a white coat? [*Yes, he has.*]

What is the man giving the girl? [*A toothbrush and some toothpaste.*]

Do you like going to the dentist? [*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 each chapter, e.g. Chapter 1: *Who has toothache? Can Ivy eat her food? What does Mum say? Does Ivy want to go to the dentist? Does Mack want to go? What about Dad?*
- Ask the children to look at pages 10 and 11 and pretend that they are Ivy or Mack. Take the role of Mum and say *You need to go to the dentist!* The children respond as their characters would.
- Discuss the feelings of the characters in the story. *How does Ivy feel about going to the dentist? Why do you think she is frightened? Why does Dad say he is busy on Saturday (page 13)? Why does Mack want to go to the dentist? Why does he change his mind?*
- Discuss going to the dentist. *What does a dentist do? What happens at the dentist? Why is it important to go? Do children like going? Is anyone afraid of the dentist?*
- Ask children to act out the conversation between Ivy and the dentist (pages 26 and 27).
- Children could make a poster called *looking after your teeth*.

# Level 5 The Big White Bird

**Topic:** Endangered species/a whooping crane

**Key vocabulary:** *beak, bird, find out, fly away, hurt, keep, lucky, seed, shed, sort, special, vet, wake up, wing*

**Key structures:** Past simple affirmative and negative, *was/were, What's in the garden? What's wrong? There's a big white bird in the garden. There were lots of big white birds. Write 'Big white birds that make loud noises'. But, would you like to take a photo of it?*

**Word count:** 931

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the front cover and discuss, in English, what children can see. Ask children to describe what they can see.
- Turn to pages 2 and 3 and ask children to identify what this is (*a newspaper story*). Help them to read the headline and think about what has happened. Why do they think this story is in the newspaper?
- Play the audio on *Peapod Pal CEFR A1* or read the words with the children. Then have them point to the characters and say the names aloud. Ask them to imagine what the newspaper story might say.

## After reading

- **Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* or read the words and definitions to the children. Ask children to look back through the story to find each word in context. Play *True or false*. Write a word or phrase from the Mini-dictionary on the board or on paper. Read out a definition, children say if the definition matches the word or not.
- **After reading (page 31):** Look at the pictures on page 31. Ask children to say what each one shows. Elicit key vocabulary, e.g. *wing, vegetables*. Then ask them to put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story together again to check.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask children to look again at the pictures in activity 1 and find the picture with a star (Fran taking a selfie from page 26). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

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

Can you describe the bird? Is it big or small? [*It's big.*]

What colour is it? [*It's white.*]

What colour is its head? [*It's red.*]

What is the girl doing? [*She's taking a photo/selfie of herself and the bird.*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Look back through the story and ask questions, e.g. *Where does Fran live? (in the countryside/near a river).*
- Ask children if they have ever seen a bird that looks like this. *Can they describe the bird? Why does Fran think there is something wrong with the bird, on page 9? (It is making a lot of noise).*
- Ask children *What does Fran do to find out what sort of bird it is? Do you think it is useful to look up information online? Is this something you do at school or at home? How does Dad help Fran narrow down her search? (Fran looks for big white birds, and her dad suggests looking for big white birds that make loud noises).* Explain that when you are looking for information online, it's useful to be as specific as possible. Show how Fran and her dad continue to find out more, about whooping cranes, by using what they are learning and this helps them give it the right food.
- Talk about who Fran and Dad call/phone (*the vet*). And what happens next (*the vet calls her friend Vicky, who knows a lot more about birds*). When Vicky says, *"This is a very special bird. There aren't many whooping cranes."* Why is it *lucky* that Fran found it? Discuss the importance of protecting endangered animals.
- Discuss the reasons why Fran can't keep the crane, and what she does instead.
- Children could write the newspaper story on pages 2 and 3.

# Level 5 The Lost Necklace

**Topic:** A meal out

**Key vocabulary:** *first, fishing boat, football practice, houseboat, inside, island, knock, look around, lose, menu, milkshake, noodles, outside, river, restaurant, salad, something, surprised, wait, wait and see, weather*

**Key structures:** Past simple affirmative, negative and questions; *was/were; What shall we eat? The children could see the river. I'd like chicken noodles. OK, but go quickly.*

**Word count:** 910

**CEFR level:** A1

**Cambridge English Qualification:** Movers



## Before reading

- Read the title, and draw or show a necklace to the children. Check understanding of *lost*. Look at the front cover and discuss what children can see in English.
- Turn to pages 2 and 3 and explain that this is a map of the neighbourhood where the story takes place. Let children look at the map closely for a minute or two and notice all the details.
- Play the audio on *Peapod Pal CEFR A1* or read the words with the children, then have them point to the items and say the words aloud. Say *Where's the (river)?* and encourage children to look and find each place or item.

## After reading

- **Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* or say the words and phrases for children to listen and repeat. Ask children to look back through the book to find each word or phrase. If relevant, they can find each item in the picture, or give a translation to check understanding. Check understanding of any other vocabulary that children may find difficult.
- **After reading (page 31):** Look at the pictures on page 31. Ask children to say what each one shows. Elicit key vocabulary, e.g. *menu, fishing boat*. Then ask them to look and put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story together again to check.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask children to look at the picture with the star beside it on page 31 (the children in the restaurant from page 9). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each question for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

Where are the children? [*In a restaurant.*]

Where is the girl? [*Under the table.*]

What is the boy looking at? [*A menu.*]

I like eating in restaurants. Do you like eating in restaurants? [*Child's own answer*]

What is your favourite food? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Discuss the different kinds of boats and houses in the story. Ask whether children think this looks like a fun place to live. Ask if they like travelling on boats, and what they think it would be like to live in a houseboat.
- Discuss how the family go out for dinner together after the football game. Ask if they enjoy going to restaurants and what their favourite place to eat out is. What kind of food do they eat at their favourite restaurant? If children do not eat out in restaurants, ask them if they have seen a restaurant they would like to go to and what sort of food it serves. Why would they like to go there? Look again at the picture of Pirate Pat's Restaurant and ask children to describe it and say what they think about it.
- Ask children if Daisy, Fred and Jack were being helpful in the story. Ask how Celia felt when they came to her house. Discuss how being kind and helpful leads to more kindness, as they go on to return the necklace to Alice. Talk about how the people in the story all help each other, e.g. Uncle Joe helps the children as well as Celia's parents. Look at page 28 and show how the families are now together. Explain that helping each other has led to new friendships.
- Ask if children have ever lost anything like this, how they felt and whether they found it. Ask if they have ever found anything and what they did with it.

# Level 5 Ticket to the Moon

**Topic:** On a plane

**Key vocabulary:** *airport, alien, awake, can't wait, drop, flight attendant, land, last, lost, nearly, passport, pilot, pocket, rainbow, rocket, shout, take off, trip, trolley, world*

**Key structures:** Past simple affirmative and negative, *was/were, Can we get on the plane now, Dad? When Mack went through it, the machine beeped. Mum and Dad looked, but they couldn't find Croc. Where's he going?*

**Word count:** 943

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the cover of the book together. Ask *Where are Ivy and Mack? What are they doing?* Ask the children, in L1, if they have ever travelled by plane. If so, did they like it? What did they do to keep themselves busy on the journey? Read the title with the children and ask for ideas about what might happen in the story.
- Turn to pages 2 and 3 and ask the children to look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1*. Then ask them to point to the items and say the words aloud. Ask the children if they can name any other things from the picture in English, e.g. *star, moon*. Which characters can they see? (*Ivy, Mack and Croc*).

## After reading

- **Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* for the children to listen to and repeat the words. Give them time to read the definitions. Ask the children to look back through the books and find each word in bold on the page. Make a statement containing one of the words for the children to say *True or False*, e.g. *A flight attendant flies a plane. (False)*. Repeat with other words.
- **After reading (page 31):** Ask the children to look at the pictures and describe what they see. Then ask the children to put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story again together to check.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask the child to look at the starred image (Ivy drawing the picture as Mack watches from page 14). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

How many people can you see? [*Two.*]

Who has got glasses: the girl or the boy? [*The girl.*]

What is the girl doing? [*She's drawing a picture.*]

Is the boy drawing? [*No, he isn't.*]

What can you see in the girl's drawing? [*A rocket and a rainbow.*]

What do you like to draw? [*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, asking questions about each chapter, e.g. Chapter 1: *Where is the family? What is Mack giving the woman? Has he got Croc? Where is Croc? What is in Mack's pocket? Is Croc in the bag?*
- Ask the children what they can remember about Ivy and Mack's story about Croc. Encourage them to retell the story in English if possible. They can look back at pages 12 to 23 to see if they missed anything out.
- Discuss the feelings of the characters in the main story. Ask *How does Mack feel when he can't find Croc? Why does Ivy suggest writing a story? How does Mack feel when they are writing the story? Why is he sad when they get to the end? How does he feel when he finds Croc?*
- Ask the children if they have ever lost anything special. How did they feel? Did they find it again?
- Ask the children to make a story book about one of their toys going on a journey. They can draw pictures and write words (and sentences where they can) in English.

# Level 5 Too Sick to Sing

**Topic:** A music show

**Key vocabulary:** *better, concert, hug (v), last, orchestra, piano, practice (n), practise (v), quietly, singer, slowly, together, trumpet, violin, What's the matter?* (phrase)

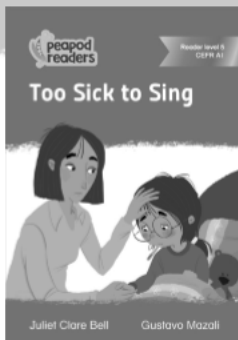
**Key structures:** Past simple affirmative and negative, *was/were, Everyone wanted to do something. Mina didn't want to sing. When Mina and Ivy practised at the weekend, Ivy closed the bedroom door. She couldn't talk. I'm too sick to sing.*

**Word count:** 715

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the cover of the book together. Ask the children what they think is the matter with Ivy. Read the title and ask for predictions about what might happen in the story.
- Turn to pages 2 and 3 and ask the children to look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1*. Then ask them to point to the items and say the words aloud.
- Give a description of a child from the picture, using one or more words from the page, e.g. *She's got brown hair. She's in the orchestra. She's playing a trumpet*. The children point to the correct person. Ask the children to give a description of another person for you or their partner to guess.

## After reading

- **Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* or say the words for the children to listen to and repeat. Point out the difference in spelling between *practise* as a verb and *practice* as a noun. Ask the children to read the definitions and then look back through the book and find each word. Have them read and translate the sentence containing the word or phrase.
- **After reading (page 31):** Ask the children to look at the pictures and describe what they see. Elicit vocabulary from the Mini-dictionary where possible, e.g. *practise, practice, concert, piano*. Then ask the children to put the pictures in the correct order, retelling as much of the story as they can in their own words. Play the audio on *Peapod Pal CEFR A1* or read the story again together to check.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask the child to look at the starred image (Ivy and her friends listening as the teacher plays the piano from page 8). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

How many children are in the picture? [*Three.*]

Are they in an orchestra? [*No.*]

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

Is she playing the trumpet? [*No.*]

Is she playing the violin? [*No.*]

What is she doing? [*She's playing the piano.*]

Can you play the piano? [*Yes, I can./No, I can't.*]

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

What's your favourite musical instrument? [*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, asking questions about each chapter, e.g. Chapter 1: *What does Ms May tell the class about? Which song do Ivy and Mina sing? Does Ms May like their singing?*
- Discuss the concert with the children. Would they like to play the trumpet, violin or another instrument or would they rather be one of the singers.
- Discuss the feelings of the characters in the story. *How does Mina feel about singing in the concert to begin with? How does Ivy feel? Why does Ivy say she's sick? Is she right about what Mack thinks?*
- Help learners to act out the story. If they play musical instruments, invite them to play in the concert scenes. They could sing or mime to their favourite song for the singing scenes.
- Have learners make up the words for Ivy and Mina's 'Two is better' song.

# Level 5 Where does the sun go in winter?

**Topic:** Seasons and months

**Key vocabulary:** *autumn, dark, Earth, farmer, festival, fire, hibernate, land, light, melt, monsoon, powder, northern hemisphere, southern hemisphere, spring, storm, summer, sun, tilt, turn, windcatcher, winter*

**Key structures:** The Earth is always turning. When the sun is near the part of the Earth where you live, it is the day. The days are shorter and the weather is colder.

**Themes:** seasons, climate, understanding the world around us

**Word count:** 953

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the front cover and discuss what children can see in English. Ask the title question to the children, *Where does the sun go in winter?* And discuss what they already know in L1.
- Turn to pages 2 and 3 and give children time to look at the diagram. Check understanding of *north* and *south*, and point to the relevant places on the picture of Earth.
- Play the audio on *Peapod Pal CEFR A1* or read the words with the children, then have them point to the picture and say each word aloud.
- Ask children if they live in the northern or southern hemisphere. Ask them if it is light or dark now where they live? Can they see the sun in the sky?

## After reading

- **Mini-dictionary (page 30):** Play the audio on *Peapod Pal CEFR A1* or say the words for children to listen and repeat. Ask children to read each definition, then look back through the book to find each word and check understanding. Then read out the words for children to write down, in order to check spelling.
- **After reading (page 31):** Look at the pictures on page 31. Ask children to say what each one shows in their own words. Elicit key vocabulary, e.g. *storm, leaves*. Then ask children to match the captions to the correct picture. Have children use the contents page at the beginning of the book to find the page numbers of each chapter for *winter, spring, summer, monsoon* and *autumn*. Have them turn to the correct page for each one to check their answers.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask children to look again at the pictures in activity 1 and find the picture with a star (the cherry trees with flowers and the outdoor activities, from page 13). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [*Hello.*]

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

Is it monsoon? [*No, it isn't.*]

Is it winter? [*No, it isn't.*]

When is it? [*It's spring.*]

Where are the people? [*They're in the park.*]

What are they doing? [*They're having a picnic/ enjoying the beautiful flowers.*]

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

What do you and your family or friends do in spring? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Go back through the chapters of the book and check understanding of each section. Discuss how the seasons are the same or different in the children's own country.
- Check understanding of the key facts about how the Earth turns and tilts, and how this affects the seasons. Ask children to describe what happens in their own words. Link this to what the children may have studied in science lessons.
- Discuss the difference between the northern and southern hemisphere again. If possible, use a globe and a ball to illustrate the two hemispheres, and how the Earth both tilts, turns and moves around the sun. Have the children locate their country on the globe and talk about the season and where the Earth must be in relation to the sun right now.
- Talk about the different seasons and ask children what they can see and do in each one. What are the good things about each season?
- Talk about the different celebrations, e.g. for spring, summer and monsoon. Do the children recognise these? Can they name any more or talk about their own experiences?
- Have children make a seasons poster showing the seasons in their own country and what they do in those seasons. Encourage them to write short labels on their poster.

# Level 5 Why do I brush my teeth?

**Topic:** My body, teeth

**Key vocabulary:** adult teeth, bite, bone, brush, canines, check, chew, clean, dentist, electric toothbrush, germ, hard, incisors, metre, molars, mouth, narwhal, piece, pointed, pull, push, teeth, toothpaste, walrus, wobble, tusk

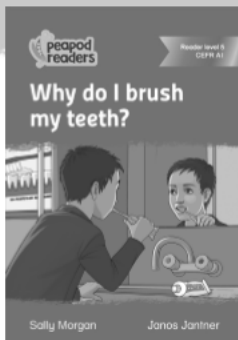
**Key structures:** *Why do we brush our teeth? We need our teeth to eat this food. When we smile, we show our teeth. How many teeth are at the top of your mouth? Your molars are your largest teeth. The teeth grow longer and longer. Can you see the canine teeth?*

**Word count:** 897

**CEFR level:** A1

**Cambridge English**

**Qualification:** Movers



## Before reading

- Look at the front cover and discuss, in English, what children can see. Read the title and ask children if they think it is important to brush our teeth.
- Turn to pages 2 and 3. Let children look at the picture closely for a minute or two and notice the various details. Ask children how often they go to the dentist and if they like going.
- Play the audio on *Peapod Pal CEFR A1* or read the words with the children, then have them point to the items and say the words aloud. Point out features such as the chair, the light and the sink and elicit any other known words in English.

## After reading

- **Mini-dictionary (page 30):** Say the words for children to listen and repeat. Ask children to look back through the book to find each word in context. Say each word in a random order and ask children to give a definition in their own words.
- **After reading (page 31):** Look at the pictures on page 31. Ask children to match the words in the box to the correct picture. Play the audio on *Peapod Pal CEFR A1* or read the book together again to check. Ask them what they can remember about each animal's teeth.
- **Cambridge Movers Exam Preparation (page 31)**  
**NOTE:** Children can do this individually, with a partner or as a class. Ask children to look again at the pictures in activity 1 and find the picture with a star (the elephant from page 26). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Movers exam.

## Audioscript

Hello. [Hello.]

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

What animal can you see? [An elephant.]

What colour is the elephant? [It's grey.]

Look at the elephant's tusks.

How many tusks has the elephant got? [It's got two tusks.]

Are the tusks long or short? [They're long.]

Have you got tusks? [No, I haven't.]

Do you like elephants? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Look at the contents page. Ask questions, e.g. *Find a chapter about what happens when your tooth falls out. Find a chapter about lions and tigers.* Children say the correct chapter number and page.
- Look through the book together. Ask *Why do we need our teeth?* Discuss ideas in English.
- Ask children how many teeth they have got. Have they got a mixture of baby teeth and adult teeth? Talk about how it feels when teeth start to wobble and come out.
- Ask children why it can be a good idea to use an electric toothbrush. Explain that whether you have an electric toothbrush or a normal one, it's important to use the right technique. Point to the timer on page 14 and ask children if they time themselves for two minutes when they brush their teeth.
- Turn to *Chapter 6 Going to the dentist.* Discuss what happens when you visit the dentist. Did they know that germs can grow on dirty teeth? Ask children what healthy snacks they can have with little sugar.
- If children have any pets, talk about how they look after their pet's teeth. *What kinds of things can animals chew, and why do they need to chew?*
- Turn to the pictures of the animals and ask children *Why do sharks have pointed teeth? Why do lions have big canine teeth? Why do elephants have tusks?* Talk about the different ways animals' teeth have adapted to their diet and behaviour.
- Have children make a flip book about teeth.





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