



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

Perpustakaan Negara Malaysia
Cataloguing-in-Publication Data

© HarperCollinsPublishers Limited 2020

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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.



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Level 1 Alice Stops

Topic: Greetings

Key vocabulary: *baby, bus, bus stop, bye-bye, cat, dog, hello, run, stop*

Key structures: *Alice stops. Mum runs.*

Word count: 68

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the front cover. Talk about the title. Discuss in L1 what children can see.
- Turn to pages 2 and 3. Give children time to look at the picture and notice all the different details. See if they can name any of the items as they look at the street scene. Then play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children, and have children point to the labelled items and say each one aloud.
- Say the initial sound /k/ and encourage children to complete the word *cat*, then find it in the picture and point. Repeat with /d/ for *dog*. Then say /b/ and elicit the three items with the initial sound /b/ (*baby, bus, bus stop*).
- Show pages 4 and 5. Ask if children can find and name any of the items from pages 2 and 3.

After reading

- After reading (pages 14–15):** Have children follow the story trail with a finger. Ask them who Alice is greeting each time, and encourage them to say any other words they remember from the story. Play the audio on *Peapod Pal CEFR Pre-A1* or read the story again for children to follow.
- Cambridge Starters Exam Preparation (page 15)**
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 15 (the picture of Alice talking to the two children with the dog 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.]

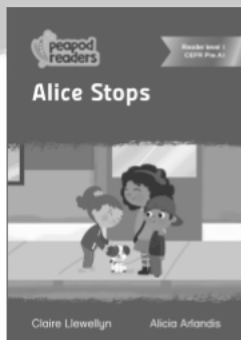
Is it a cat? [No, it isn't.]

Is it a baby? [No, it isn't.]

Is it a dog? [Yes, it is.]

One dog or two dogs? [One dog.]

Thank you. Goodbye. [Goodbye.]



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

- Go back through the story, asking questions about what is happening in each of the pictures. Allow time for children to study the pictures closely, so they can notice the different details. Ask them to look for the cat, the baby and the dog in all the relevant pictures.
- Ask children where Alice and her mum are going and how they think Alice's mum feels when Alice keeps stopping. Invite children to think about when they have to be on time for things.
- Point to pages 8 and 9 and ask *Where is the bus? (At the bus stop.)* Then show pages 10 and 11 and discuss what it shows. (*People getting on the bus.*) And pages 12 and 13. (*The bus leaving without Alice and her mum.*) Talk about how it is nice to stop and say hello to people, like Alice and her mum do, but that it is also important to pay attention to the time.
- Show pages 12 and 13 and say *Mum runs. Alice runs.* Then elicit *Bye-bye, bus!* Encourage the children to wave and repeat the phrase. Ask children if they have ever missed a bus, and how they felt.
- This is a good story to act out if you have room. You can use simple props (a baby, a cat, a dog, a bus) and choose a place in the room to be a bus stop. Put children in groups and help them decide who will be each character. If you have time, children can take turns being Alice, saying hello to everyone she meets. Let children act out the story, and at the end, they can all chorus *Bye-bye, bus!*

Level 1 Big head!

Topic: Body parts

Key vocabulary: arm, feet, foot, hand, head, leg

Key structures: Look! An arm. The arm is big. One big head. Two arms.

Word count: 63

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the front cover. Talk about the title. Discuss in L1 what children can see. Make a shadow on the wall with your hand or an object, and discuss the concept in L1.
- Turn to pages 2 and 3. Give children a few seconds to look at the picture. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children, highlighting the initial sounds. Ask the children to point to the parts of the body and say each one aloud.
- Ask the children to stand up. Say the parts of the body and ask them to point to each one on themselves. Repeat, saying the words in a different sequence. If they are confident, say the sequence faster.

After reading

- After reading (pages 14–15):** Have children follow the story trail with a finger. Encourage them to name the parts of the body they see and any other words they remember from the story. Play the audio on *Peapod Pal CEFR Pre-A1* or read the story again for children to follow.
- Cambridge Starters Exam Preparation (page 15)**
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 (the picture of Ana running with the ball from page 5). 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 the girl. [Non-verbal: Learner points to the girl.]

Point to the ball. [Non-verbal: Learner points to the ball.]

Point to one arm. [Non-verbal: Learner points to an arm in the picture.]

Point to two legs. [Non-verbal: Learner points to two legs in the picture.]

One head or two heads? [One.]

Count the feet. Three or four? [Three.]

Thank you. Goodbye. [Goodbye.]



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

- Play the audio on *Peapod Pal CEFR Pre-A1* or read the story again and ask the children to point to the part of the body they hear on their own bodies.
- Go back through the pages in the story. Invite children to suggest in L1 how the girls are feeling are different stages of the story. Why?
- Use a torch to make shadows on the wall. Encourage learners to see what shapes they can make with their hands, arms, feet, etc.
- Find a video online of a shadow puppet play or how to make a shadow puppet play to show the children. Discuss in L1 what they can see. Do a shadow puppet play project. Have children make shadow puppets and make up a story with them. Video the shadow puppet play and watch it together.

Level 1 Dan Cooks an Egg

Topic: Family

Key vocabulary: *box, cook, dad, egg, like, love, mum, one, two, three*

Key structures: *Dan likes eggs.*

Three eggs in the box. Thank you.

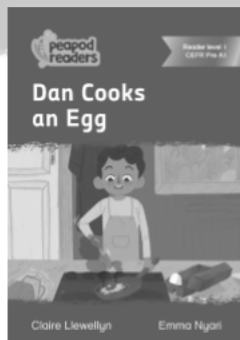
I love eggs.

Word count: 49

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover. Talk about the title and use mime or translation to check understanding of *cook*. Discuss in L1 what children can see.
- Turn to pages 2 and 3. Give children time to look at the picture to identify the different characters and things in the story. 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 things and say each one aloud.
- Discuss where the family is and what each person is doing. Point out Dan's toy kitchen and ask children if they enjoy playing with toy food.
- Ask children if they enjoy cooking with their families. What kinds of things can they make?

After reading

- **After reading (pages 14–15):** Have children follow the story trail with a finger. Encourage them to name the characters they see and to say what they are doing. See if they can name any items in the pictures or any other words they remember from the story. Play the audio on *Peapod Pal CEFR Pre-A1* or read the story again for children to follow.
- **Cambridge Starters Exam Preparation (page 15)**
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 14 (the picture of Dad standing at the oven with three eggs in a box from page 4). 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 mum. [Non-verbal: child points to mum.]

Point to dad. [Non-verbal: child points to dad.]

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

Count the eggs, one ... [One, two, three.]

Do you like eggs? [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 the pictures. Ask children if Dan likes eggs, and what happens when he tries to cook eggs.
- Ask children to find Dan and his dad on pages 6 and 7, and show how Dad is helping. Remind children that it is important to be with an adult if you are cooking, and ask why. Discuss in L1 how they are wearing aprons to cook, and talk about how to stay clean when you are cooking.
- Discuss what happens when Dan tries to cook. *What are the eggs that he cooks for Mum and Dad like? What is the egg that Mum makes like?* Explain that it can be tricky to do something new, but it gets easier over time.
- You could ask children to make three whole eggs out of playdough. Put them in a box, or an egg box if you have one, and practise the phrase *Three eggs in a box*. Remove one and say *Two eggs in a box*. Remove one more and elicit *One egg in a box!*

Level 1 I Say Hello

Topic: Animal sounds

Key vocabulary: cat, dog, frog, hello, listen, say

Key structures: A cat says *Miaow*.

Word count: 65

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the front cover. Talk about the title. Discuss in L1 what children can see.
- Turn to pages 2 and 3. Give children time to look at the picture and see if they can identify the animals. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the labelled animals and say each one aloud.
- If possible, put a toy dog, a toy cat and a toy frog on a table in front of the children. Make the sound for one of the animals, and encourage children to point to the correct one. Repeat for the other two animals, then play again in a different sequence. Let children have a turn at making each of the noises for you to point at the animal.

After reading

- **After reading (pages 14–15):** Have children follow the story trail with a finger. Encourage them to name the animals they see and to repeat the sound each one makes. See if they can name any other items in the pictures or any other words they remember from the story. Play the audio on *Peapod Pal CEFR Pre-A1* or read the story again for children to follow.
- **Cambridge Starters Exam Preparation (page 15)**
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 15 (the picture of the dog with the ball 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.]

Is it a cat? [No, it isn't.]

Is it a frog? [No, it isn't.]

Is it a dog? [Yes, it is.]

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

Is it red? [No, it isn't.]

What colour is the ball? [It's blue.]

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. Ask children to look and find each of the animals, and encourage them to say the correct word in English.
- Ask children to find the boy on pages 4 and 5, then look through the book and find where he appears again. Discuss, in L1 if necessary, where he is and what he is doing. (*He is in the park, listening to the animals.*)
- Play the audio on *Peapod Pal CEFR Pre-A1* again and pause after each animal sound. Elicit the phrase *A (cat) says (Miaow)* for each one.
- Ask children which animal is their favourite, and why. Discuss any other animal sounds they know, and encourage them to do the impressions.

Level 1 In a Box

Topic: Look

Key vocabulary: *baby, bag, ball, bed, book, box, bus*

Key structures: *Look! A big box. A bus in a box.*

Word count: 55

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover and talk about the title. Elicit any known words from the cover picture.
- Turn to pages 2 and 3. Give children time to look at the picture. Discuss in L1 what children can see and what they think 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 items and say each one aloud. Say *Find the ... (bus)* and encourage children to find and point.
- In English or L1, count how many boxes children can see in the picture. If possible, take a small box and put an object in it – either one of the vocabulary items from pages 2 and 3, or another known item. Say *Look! A (ball) in a box.*
- Show pages 4 and 5. Encourage children to find the baby and the dad from pages 2 and 3, and to look at the other characters and think about who they are.

After reading

- After reading (pages 14–15):** Have children follow the story trail with a finger. Encourage them to name the objects they see and any other characters or words they remember from the story. Play the audio on *Peapod Pal CEFR Pre-A1* or read the story again for children to follow.
- Cambridge Starters Exam Preparation (page 15)**
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 14 (the picture of the baby in the box 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 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 baby. [*Non-verbal: child points to the baby.*]

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

Is the book in the box? [*No, it isn't.*]

Is the bus in the box? [*Yes, it is.*]

Is the baby in the box? [*Yes, he is.*]

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, *Who is this? What is in the box?* Encourage children to answer in English where possible.
- Ask children if they have ever moved house and if so, what it was like. Did they have a lot of boxes?
- Point to the boy's old room on pages 2 and 3, and his new room on pages 6 and 7. Discuss how different the pictures are. Ask children to think about how the boy feels as he unpacks his boxes and finds his familiar toys.
- Look at pages 4 and 5 and show how the boy is pointing at the large box. Ask children what they think he is wondering about (*What is inside the box.*) Help children to find the same box on page 10 (the open one) and say *Look! A bed in a box!* Ask children if a bed can fit in a box (*No.*). Explain that Mum is going to build his new bed.
- Look at pages 10 and 11. Say *Where's the baby?* Encourage children to say *Oh no!*
- Talk with children about how it can be fun to play with boxes. If possible, find a small box and place something from the story, for example, a ball, inside it. Invite the children to guess what is in the box. You could say *What's in the box? Something beginning with 'b'.*
- Invite children to think about what different things we can make out of boxes if we use our imagination, e.g. a rocket, a train or a house. If you have any large boxes, you could let children build something to play with.

Level 1 No toys!

Topic: Numbers

Key vocabulary: *one, two, three, four, five*

Key structures: *I see a box. I see one toy. I see two toys.*

Word count: 56

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the front cover. Talk about the title and check understanding of *toys*.
- Turn to pages 2 and 3. Give children time to look at the picture to notice the different details. Discuss where the boy is and what he is doing. Ask children which of the toys shown in the picture they enjoy playing with. How many can they name in English?
- Focus on the marble run in the centre of the picture and show the different numbers of marbles at stages throughout the run. Play the audio on *Peapod Pal CEFR Pre-A1* or read the numbers with the children. Then have children point to the labelled marbles and say each number aloud.
- Ask children to hold up one hand and count to five together, using their fingers.

After reading

- After reading (pages 14–15):** Have children follow the story trail with a finger. Encourage them to say who or what they can see and what is happening. See if they can name any items in the pictures or say any other words they remember from the story. Have them say how many toys they can see in each picture. Play the audio on *Peapod Pal CEFR Pre-A1* or read the story again for children to follow.
- Cambridge Starters Exam Preparation (page 15)**
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 14 (the picture of the boy in bed with all his toys 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 the child to find the picture.]

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

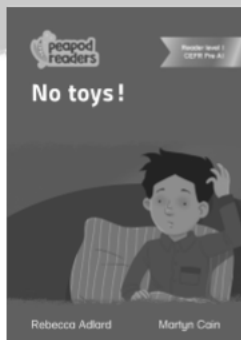
Point to a bed. [Non-verbal: child points to the bed.]

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

Count the toys. [One, two, three, four, five.]

Do you like toys? [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 the pictures. Ask children how the boy feels on pages 4 and 5, and why. Discuss in L1 what he decides to do.
- Ask children to look through the book and count the toys as he finds them. Discuss the different places he looks to find them. Ask children to think about what the boy might have been doing each time and how the toys got into that place, e.g. playing with a toy house and a sandpit, and the toys needed washing.
- Compare how the boy feels on pages 4 and 5 with how he feels on pages 12 and 13. Discuss how he feels when he has all his toys. You could ask children if they have a special toy or toys they take to bed.
- You could practise numbers by making groups of different items, ideally toys. Put a selection of toys in groups of one, two, three, four and five, and ask children to count them. Remove the single toy and say *No toys!*

Level 1 Pat loves cats!

Topic: I love ...

Key vocabulary: bag, book, cat, dog

Key structures: *Pat loves cats. I like the (cat). Hello, dog!*

Word count: 48

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the front cover. Talk about the title. Discuss in L1 what children can see.
- Turn to pages 2 and 3. Give children time to look at the picture. Read the words with the children, then have children point to the labelled items and say each one aloud.
- If possible, show the items, including a toy cat and a toy dog. Say *Look, a (bag).* and ask a child to go and pick up the item and repeat the phrase.
- Show pages 4 and 5. Say *Pat loves cats.* Ask children to look and point to all the cats they can find around Pat's bedroom.
- Ask children how Pat feels when she first sees the dog. Why does she change her mind? Ask *Does Pat like dogs now?*
- Discuss how many of the children have a family pet. Ask what kind of pet or pets they have, and find out which type is the most popular. Ask children what is good about having a pet, and what pets need from their owners.

After reading

- **After reading (pages 14–15):** Have children follow the story trail with a finger. Encourage them to say any words they can about each picture. Read the story aloud or play the audio on *Peapod Pal CEFR Pre-A1* again and have children follow the story map as they listen.
- **Cambridge Starters Exam Preparation (page 15)**
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 15 (Pat with her mum and dad and the magazine with the dog on it from page 6). 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.*]

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

Is the bag a dog? [*No.*]

Is the bag a cat? [*Yes.*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children if they liked the story. Invite children to find their favourite picture. Go back through the pages in the story, pointing at the toys and the animals and having children say the words.



Level 1 Play I spy!

Topic: I spy!

Key vocabulary: ball, bee, dog, frog, rug

Key structures: A girl on a rug. I see. Play I spy! I spy a (dog).

Word count: 57

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover. Talk about the title and ask children if they know the game. Demonstrate by playing it with known items. Note that in this story, the girl tries to recognise items seen from an unfamiliar angle in magnification, not by guessing from initial letters.
- Turn to pages 2 and 3. Give children time to look at the picture. 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. Say, *Look, a (bee)!* and encourage children to find and point.
- If possible, put the items from pages 2–3 (a toy cat, a ball, a doll, a book) onto a rug in the room. Practise the phrase *A cat on a rug. A ball on a rug.* Encourage children to repeat, and help with vocabulary as needed.

After reading

- After reading (pages 14–15):** Have children follow the story trail with a finger. Encourage them to name the animals they see and any other words they remember from the story. Play the audio on *Peapod Pal CEFR Pre-A1* or read the story again for children to follow.
- Cambridge Starters Exam Preparation (page 15)**
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 15 (the picture of the girl, the dog and the bee 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 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 the girl. [Non-verbal: child points to the girl.]

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

One bee or two bees? [One.]

Cat or dog? [Dog.]

Thank you. Goodbye. [Goodbye.]

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

- Go back through the pages in the story. Name the animals in English and challenge children to find them in the book.
- Turn to page 5 and discuss what is happening. What does the girl try to do with the magnifying glass at first?
- Turn to page 13 and point out the extra items shown through the magnifying glass. Say *Play I spy!* Encourage the children to identify the extra items. They can point to the correct image in the main picture.
- If possible, give children a magnifying glass so they can explore outside, or study individual objects closely.
- Ask children if they like playing games in the garden or inside the house. Ask about *I spy* – is it an outdoor game, an indoor game, or both? (both).
- Play *I spy*.

Level 1 Thank you!

Topic: Saying thank you

Key vocabulary: *book, cake, dad, dog, mum*

Key structures: *Thank you! Happy Birthday. Look! I like dogs. Two dogs.*

Word count: 56

CEFR level: Pre-A1

Cambridge English Qualification: Starters

Before reading

- Look at the front cover. Talk about the title. Discuss in L1 what children can see.
- Turn to pages 2 and 3. Give children time to look at the picture. 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.
- If possible, put a toy dog, a toy cake and a small book in a bag. Ask children to pull an item out and name it. If children are confident, model the phrase *I like books!* and demonstrate the meaning by smiling. Continue to let children pull items out of the bag, and elicit the full phrase.
- Have children look at pages 2 and 3 and find all the dogs they can see.
- Show pages 4 and 5. Say *Find Mum and Dad* and encourage children to find those characters from pages 2 and 3.

After reading

- After reading (pages 14–15):** Have children follow the story trail with a finger. Encourage them to name the presents they see and any other words they remember from the story. Play the audio on *Peapod Pal CEFR Pre-A1* or read the story again for children to follow.
- Cambridge Starters Exam Preparation (page 15)**
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 15 (the picture of Sam opening the book from the purple wrapping paper 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 correct image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

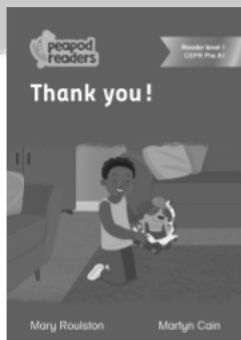
Look at the picture with a star. [Leave time for child to find picture.]

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

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

Is this a book or a cake? [A book.]

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, *Who is this? Where's the book? What's this?* Encourage children to answer in English.
- Show pages 4 and 5 again. Discuss the phrase 'happy birthday' in L1 and invite children to think about how Sam is feeling (*happy, excited*).
- Use L1 to show the children page 12 again and invite them to think about what Sam has done and why. (*He has given his duplicate presents to his friends.*) *What does this show about Sam? (He is kind and generous.) How do his friends feel now? (They are happy.)*
- If possible, have children act out the story in small groups in either L1 or L2.



SASBADI SDN. BHD. 198501006847

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



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