



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



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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 3 A Banana in the Sun

Topic: Arts and crafts

Key vocabulary: colours, cave, cloud, grass, mud, paint, picture, sky, snow, soup

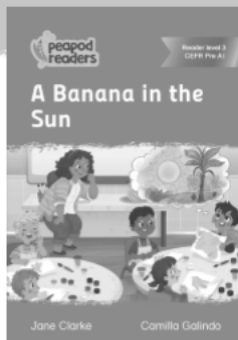
Key structures: *Marty's class are painting pictures. Marty's picture doesn't look like a banana! What's in your picture? It's a (banana tree in the sun). Is that a tree? Marty paints a (green) picture. Can't you see?*

Word count: 180

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Read the title to the children and ask them to point to a banana and the sun. Ask what colour these items are, then ask children to point to other yellow things in the picture.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the names with the children, then have children point to the labelled characters and say each one aloud. Give children time to look at the picture and talk about where the characters are and what they are doing. You can point out items such as the brushes, aprons and paint pots. Ask children if they enjoy painting at school.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then go back through the book and talk about which colour Marty associates with each item in the story. Ask children to find the description of each scene, e.g. *It's a tree and a brown dog in mud!*
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the black cats in the cave from page 15). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

How many cats can you see? [Two.]

Who colour are the cats? [Black and white.]

Is it day or night? [Night.]

Can you see mud? [No.]

Can you see grass? [Yes.]

Can you see a cave? [Yes.]

Look at the cat with yellow eyes. Is it in the cave? [Yes.]

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

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look at pages 4 and 5 and describe what is happening. Identify the characters' names from the opening scene. What are the characters painting and what colours are they using? Ask *Does Marty's picture look like a banana?* (No).
- Look at pages 6 and 7 and talk about the scene Marty is imagining. How is it different to the bananas in the classroom? Ask children if they think it is more imaginative than the actual scene. What do they like about it?
- Go through each of the subsequent pages and talk about how Marty uses each colour and the different scenes he imagines. Discuss how much his friends and his teacher like his paintings.
- Turn to pages 16 and 17 and show how Marty's classmates and teacher are now joining in and imagining what the white paper could be. Ask children if they can think of any other scenes which would be white.
- Show the picture that Marty draws at the end. Why is it a good representation of Marty?
- Talk about the importance of using your imagination in creative activities, and not worrying too much about making something look exactly right. It is much more fun to explore ideas and be creative. Ask children if they enjoy painting and what they like to paint.
- Make up silly and imaginative colour sentences. Go through each of the colours and ask children to imagine alternative scenes that could be depicted in each colour, e.g. *brown: a brown bear sitting on the branch of a tree*. Discuss ideas in L1 and use English where possible. Children could choose a colour and do a silly colour sentence, painting or drawing.

Level 3 A Mouse in the House

Topic: Furniture

Key vocabulary: prepositions of place:

armchair, bed, chair, mouse, piano, rug, table, television

Key structures: *Where is that small grey mouse? Is it under the armchair?*

Word count: 185

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children to repeat the rhyming phrase.
- Turn to pages 2 and 3. Give children time to look at the picture. Ask if they can identify any rooms or items of furniture in the house.
- 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 *Where's the (television)?* Children look and find each one. Ask them to look carefully and see if they can find more than one of each item, e.g. two rugs, three chairs, three tables.
- If children are curious, give the names of each room (*bedroom, living room, kitchen, bathroom*). Point to each mouse and say *Where's the mouse?* Elicit *It's in the (bedroom)*.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then play a drawing game. Say, e.g. *The mouse is under the rug*. Children listen and draw the scene you describe. For *in*, you can introduce the word *box*. If children enjoy the game, you can also include the other prepositions *on* and *behind*.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Mum sleeping in the armchair 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 the child to find the picture.]

Can you see a television? [No.]

Can you see a piano? [No.]

Can you see a rug? [Yes.]

Can you see Mum? [Yes.]

Where is Mum? [In the armchair.]

What is Mum doing? [Sleeping.]

Where is the cat? [On the chair.]

Can you see a mouse? [Yes.]

Is the mouse sleeping? [No.]

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look back through the book for the different places where Clare tries to find the mouse. Ask *Is the mouse under the piano? Is the mouse behind the television?* Children find each picture and say *No, it isn't*. Ask *Where is the mouse? (It's in the kitchen / It's in the box)*. What is it doing? (*It's eating bread*.)
- Discuss children's ideas about why Clare wants to find the mouse without waking up her mum or the cat. What might happen if either of them wakes up?
- Turn to page 18 and read the question *What do mice like?* Ask *Is it a good idea to look in the kitchen?* Children can suggest other things that mice like to eat.
- Look at the final pictures again on pages 20 and 21. Ask children what Clare does with the mouse. Explain that even though the mouse wasn't supposed to be in the house, Clare doesn't want to hurt it. What does this show about Clare? (*She is kind to animals*.) Discuss why it is important to be kind to animals, and other ways we can look after them.
- You can play a game with a toy or cardboard mouse, putting it in different places around the room. If you have a doll's house with furniture, you could use this for the game. Say *Where is the mouse?* and elicit sentences using *in*, *under*, *on* and *behind*. Invite children to hide the mouse and ask the question for you or other children to answer.

Level 3 A Plane for Zane

Topic: Technology

Key vocabulary: boat, fly, garden, plane, pond, robot, throw

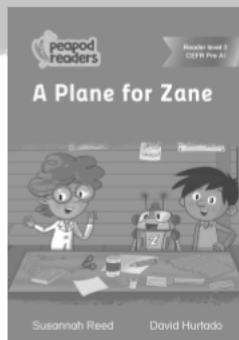
Key structures: *Tom is looking for Lucy. What are you making? He can walk and talk. Zane can't fly. Can it fly? Let's fly the plane.*

Word count: 182

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover. Talk about the title and encourage children to say the rhyming phrase out loud.
- Turn to pages 2 and 3. Ask *Where's Zane?* Encourage children to find and point. Ask *What is Zane?* and elicit *A robot.*
- Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the labelled characters and say the name of each one aloud.
- Give children time to look at the picture and see what else they can find. Help them to notice the pictures on the walls and repeat *A Plane for Zane*, to check understanding of the title. Ask *How many planes can you see?*
- Look at Lucy and ask *What is she doing?* Point out the craft materials on the table and elicit, in L1 if necessary, that she is making something. Ask children if they can name any of the craft items (*paper, pencil, ruler, etc.*)

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR Pre-A1* and children point to the words and repeat. Then play *Missing Letters*. Write the words with the initial letter and the third letter, and challenge children to complete them.
- Ask children to match the items *plane* and *boat* to the rest of the words. Which word goes with both? (*plane: fly, garden, throw, robot; boat: pond, robot*)
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Zane in the boat on the pond from page 21). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

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

What colour are the birds? [*Green and brown.*]

Is Zane in the garden? [*No.*]

Where is Zane? [*On the pond.*]

Is Zane flying? [*No.*]

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

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

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

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. Can they name anything in the picture, remember any of the words, or describe what is happening?
- Turn to pages 8 and 9. Ask *What can Zane do?* (*He can walk and talk.*) Ask *Can Zane fly?* (*No, he can't.*) Turn to page 10 and ask *Why is Lucy making a plane?* (*So Zane can fly.*) Turn to pages 14 and 15 and ask *What does Lucy say in the garden?* (*Let's fly the plane, Zane!*) Ask *Does the plane fly?* (*No, it doesn't.*) *What does Lucy do?* (*She makes a boat.*)
- Ask *Do you like making things?* If possible, make paper aeroplanes with the children and fly them across the room or outside. Experiment with different shapes and designs to see what flies best.
- You could also take a bowl of water and try different objects to see what floats. For example, fold a piece of paper into a simple boat shape and float it on the water. Then put a small object in and see if it still floats.

Level 3 A Present for Mum

Topic: Shopping

Key vocabulary: *book, bookshop, chocolate, chocolate shop, flowers, flower shop, plant, present, stairs*

Key structures: *They want to get a present for Mum. Mum would like a book. What are you doing, Eddie? I'm looking at plants. Kate looks and looks, but she can't see Eddie. She goes up the stairs.*

Word count: 163

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Show the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children if they know what a *present* is. Translate or explain the word, then discuss when and why you might buy someone a present.
- Turn to pages 2 and 3 and look at the scene. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children, then have children point to the items and say each word aloud. Give children time to look at the picture and discuss where the children are and what they are doing.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then play *At the shops*. Say *At the shops, I buy a book*. Ask a child to repeat and add an item, e.g. *At the shops, I buy a book and flowers*. Repeat until the chain includes all the words. Then model the complete chain for children to repeat.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Eddie outside the bookshop 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 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.]

Look at the shop. Is it a chocolate shop? [No.]

Is it a flower shop? [No.]

What shop is it? [A bookshop.]

How many yellow books can you see? [Two.]

Can you see any green books? [Yes.]

Can you see any black books? [No.]

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

What shops do you like? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look back through the story. Recap why Eddie and Kate are buying their mum a present. (*It's her birthday.*) Do they agree about what to get her? (*No, they don't.*)
- Go through the different suggestions that Eddie makes and how Kate reacts. Ask children if they think these are nice ideas for a present. What kinds of presents do they buy for people in their family?
- Ensure children understand the difference between *flowers* and *plants*. Ask them to think about the advantages and disadvantages of each one. Ask which one is harder to look after and why.
- Talk about what happens next. Ask *Why do Kate and Eddie get separated?* (*Kate decides to choose her own present and doesn't listen to Eddie.*) *How does Kate feel when she can't find Eddie? Why does she follow the other boy? How does she feel when she finds Eddie?* Ask children if they have ever been lost in a shopping centre. How did they feel and what did they do? You could review instructions about what to do if you ever lose your accompanying adult.
- Use real objects or toys or pictures from magazines to set up a shopping centre. Children can act out the story or roleplay buying a present for someone in their family.

Level 3 Animal Cake Day

Topic: Making cakes

Key vocabulary: *animal, banana, cake, chocolate, egg, pear*

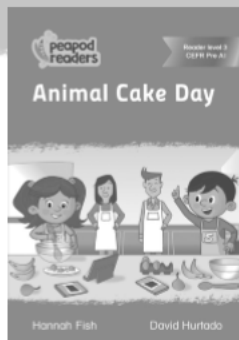
Key structures: *I've got chocolate for my cake. Me too! What animal cake are you making? My animal is yellow and black. Is it a tiger? No, it isn't. It's small and it can fly! Would you like some cake? Yes, please!*

Word count: 174

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Show the front cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children to predict what the story might be about. Ask if they can imagine what Animal Cake Day might be and different kinds of cakes that look like animals. Discuss ideas, in L1 if necessary.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the names and items with the children. Then have children point to the labelled characters, the cake and the animals and say each one aloud.
- Give children time to look at the picture. Ask what the family are doing and see if children can name the animals on the television or any other items shown in the picture. Ask children if they like cake, and what their favourite kind is.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then do a picture dictation. Ask children to draw a basic kitchen work surface. Then say different numbers of items for them to draw, e.g. *I can see ... three bananas!* Children listen and draw the correct number of each item.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Sally holding up chocolate and bananas 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 the child to find the picture.*]

Point to the girl. Has she got chocolate? [*Yes.*]

Has she got eggs? [*No.*]

Has she got bananas? [*Yes.*]

Count the bananas. Four or five? [*Four.*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back through the story and talk about the things they see in the pictures. You can discuss in L1 how the children start off competing about their ingredients, then end up helping each other by sharing. Ask children to think of other situations when it is nice to share and how it makes people feel.
- Turn to page 11 and look at the different animals in the thought bubble. Ask children to name them, and give any words in English as necessary. Discuss which ones would be easy to make as a cake, and which ones would be more difficult. They can share ideas about how they would make each one. Talk about the fruit in the cake and explain that this is healthier than having too much sugar.
- Ask children if they enjoy cooking, and what kinds of things they can cook. Turn to pages 20 and 21 and ask children to imagine why they might be having an animal cake day at school. Discuss ideas, e.g. to raise money, and ask if they do anything similar at their school.
- Discuss how the children feel about their cakes (*proud and happy*). Ask children what they enjoy doing that makes them feel proud.
- Play *Guess the animal*. Think of an animal and give children a clue like the ones on pages 12, 14 and 17. You could extend the guessing game by asking to children to think of the different animals in the story and make clues about them for you or a partner to guess. Remind them to think about the colour of the animal, what it looks like, and what it can do.

Level 3 Are all houses the same?

Topic: Homes

Key vocabulary: bridge, cave house, fire, houseboat, ice, ice house, light, lighthouse, motorhome, stairs, stilt, stilt house, tree house

Key structures: *Can you see our house? Is it cold in the ice house? The sea is under this house! There are lots of different houses.*

Word count: 166

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Show the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Ask the title question and discuss children's ideas in L1. Discuss if these houses look like the houses the children live in.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children, then have children point to the labelled items and say the words aloud.
- Give children time to look at the picture and notice the different details. Ask them to describe what they can see in this home. Do they like this home?

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Play *Describe it!* Describe one of the houses for the children to guess. Confident children can then choose and describe one of the houses for you or their peers.
- **After reading (page 23):** Help children to read the sentences and match them to the correct picture. Read the book aloud again or play the audio on *Peapod Pal CEFR Pre-A1* to check their answers.
- **Cambridge Starters Exam Preparation (page 23) NOTE:** Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the motorhome 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 image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

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

Is this a cave house? [No, it isn't.]

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

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

Where is the motorhome? [At the beach./Near the sea.]

Would you like a motorhome? [Child's own answer]
Thank you. Goodbye. [Goodbye.]

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

- Look at pages 4–5. Ask *Why does Joy ask if all houses are the same? (The homes in the street all look the same).* Ask children if the houses where they live look the same as each other or different.
- Look through the book and discuss what is special about each home. Can children imagine what it would be like to live in a tree house? What would they see and hear? Would it be fun to drive to different places in a motorhome? What would it be like to live on the water in a houseboat or stilt house? Are they surprised that it isn't cold in the ice house? *Why isn't it cold? Would the cave house be warm or cool?*
- Explain that homes need to provide shelter from our environment, so they are designed for what is needed in each part of the world. A cave house stays cool in hot countries. An ice house has thick walls and keeps the heat inside, in cold countries. People use the natural materials in the world around them to build traditional homes that suit their environment.
- Ask children if they have ever seen a lighthouse. Why do they need to be so tall? Ask if they would like to live on the sea in a stilt house.
- Ask children which house they would like to live in and why.
- Discuss why Joy likes her house the best. Talk about the idea that a house is more than a building, and your home is where you feel safe and happy.
- You could ask children to imagine and draw a new type of house for a different environment. They can say where it is and why it is special.

Level 3 Baby Billy

Topic: Family

Key vocabulary: *baby, brother, cuddle, dad, draw, feed, kick, mum, play, push, show, sister, throw*

Key structures: *Eve likes holding Billy. But what does Billy like? What are you doing?*

Word count: 193

CEFR level: Pre-A1

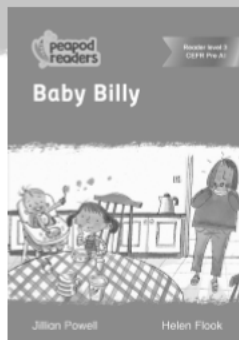
Cambridge English Qualification: Starters

Before reading

- Look at the front cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children to predict what the story might be about. Ask them what they think it would be like to have a baby brother. If children have a baby brother or sister, talk about the things they do. Discuss ideas, in L1 if necessary. If children have read the Level 2 Peapod reader *Grace and the New Baby*, discuss what they remember about what it was like for Grace to have a new baby brother.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the names with the children, then have children point to the labelled characters and say each one aloud.
- Give children time to look at the pictures. Point out the different parts of the house and garden, and let children look closely to notice the details. Elicit or teach the name of each room in the family home, and explain that this is where the story will take place.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Elicit or explain that these are all verbs – action words. Ask children to look back through the book to find the place where each action takes place. Help children make or read a simple sentence saying who does the action, e.g. *Billy is cuddling Dad. / Billy cuddles Dad. Eve is drawing a picture. / Eve draws a picture.* Play *Simon says* using the verbs.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or Play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Billy drawing on the wall from page 15). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.



Audioscript

Hello. [*Hello.*]

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

Can you see Mum? [*No.*]

Can you see Dad? [*Yes.*]

Has Dad got a crayon? [*No.*]

Who has got a crayon? [*Billy/The baby.*]

Is the baby eating? [*No.*]

What is he doing? [*He's drawing.*]

Is he drawing on paper? [*No.*]

What colour crayon has he got? [*Pink.*]

Have you got a baby brother? [*Child's own answer: Yes/No.*]

Have you got a baby sister? [*Child's own answer: Yes/No.*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back through the story and talk about the things they see in the pictures. Discuss how Eve feels about Billy using the pictures and text to help with ideas. Show how some pictures show her being very loving, and other pictures show her looking more worried or surprised. Explain that this is very normal, as babies don't always do what we expect!
- If children have a baby in their immediate or extended family, discuss which of the things shown in the book they do. Talk about mealtimes, bathtimes and playtime, and see which of these experiences they share.
- Look at pages 12 and 13 and discuss the age difference between the two children. Show how Eve is proud that she can spell Billy's name. Explain that Billy doesn't know what it is, but he enjoys pushing towers over. Discuss in L1 the things that children couldn't do as babies that they can do now.
- Turn to pages 20 and 21 and discuss how the family feels now (*very tired*). Ask children what they think it is like to spend a day looking after a baby like Billy.
- You could ask children to find or draw a picture of themselves as a baby, and write a caption, e.g. *This is baby me. I am throwing food on the floor!*

Level 3 **Bella and the Beautiful Fish**

Topic: The sea, school project

Key vocabulary: *beach, dream, fish, fishing net, sea, ship, swim*

Key structures: *The teacher is telling them about the sea. Fish live in the sea. Look at the beautiful fish! She closes her eyes. She sleeps and dreams. Would you like some dinner?*

Word count: 162

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title *Bella and the Beautiful Fish* and ask children to predict what the story might be about. Where might Bella see the fish? What could happen? Discuss ideas, in L1 if necessary.
- Turn to pages 2 and 3. 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. Give children time to look at the picture and talk about where the characters are and what they are doing. Ask children if they can describe any of the fish in the tank, talking about their colour and size.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then close the Picture dictionary and play *Spelling Bee*. Say a word and ask children to sound and spell it out letter by letter. Then they can look back through the book to check their answers.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Bella helping the fish out of the net 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 girl. [*Child points to the girl.*]

Where is she? [*In/Under the sea.*]

Can you see any ships? [*No.*]

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

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

What is one fish in? [*A fishing net.*]

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

Do you like swimming in the sea? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back through the story and talk about what happens. Check understanding of *dream*. Ask if this story is about something Bella really did, or if she imagined it.
- Ask children how they think Bella feels in her dream. What does she do to help the fish? What does this show about Bella?
- Ask children if they ever have dreams which seem real. How does it make them feel?
- Talk about the different things Bella does in her dream that she can't do in real life (*talk to the fish, breathe, talk and eat under water*). Ask children to think about what they would like to be able to do in a dream, and why.
- Give children time to look closely at the pictures and think about how the things that Bella sees reappear in her dream, e.g. the ship/shipwreck (pages 2 and 5) the fish earrings her teacher wears (page 5) and the fish in her book (page 7). Ask children if they sometimes have familiar objects appearing in their dreams, but in different forms.
- You could introduce a class project where children make an underwater collage with lots of different coloured fish, using a variety of materials and colours. Encourage them to describe their collage to you in English.

Level 3 But I Love My Clothes

Topic: Clothes

Key vocabulary: *big, clothes, hat, jeans, small, T-shirt*

Key structures: *My clothes are too small. You need new clothes. I don't want new clothes. Try a new colour.*

Word count: 173

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Ask children to read the title and discuss what they think the story is about. Then ask children in L1 what their favourite clothes are.
- Turn to pages 2 and 3. Give children time to look at the picture. Ask if they can identify where the children are and what they are doing, in L1 if necessary. See if children can name any of the clothes or identify the different colours.
- Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the main characters, Jake and Sam, and the labelled items of clothing. Ask them to listen and say each one aloud. Ask children if they are wearing any of these items of clothing, and what colours they are. Elicit, e.g. *I've got a red T-shirt or I'm wearing a red T-shirt.*

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Say *My clothes are too big!* Ask children to look and find the correct picture (page 12). Say *My clothes are too small!* and repeat (page 7). Then do a picture dictation. Ask children to draw an outline of a person, or give out cardboard templates. Say *I love my ... red T-shirt. I love my ... yellow hat. I love my ... green jeans.* Children draw and colour the correct items.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Sam wearing her new clothes from page 21). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscrip

Hello. [*Hello.*]

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

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

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

How many T-shirts can you see? [*Two.*]

What colour are the T-shirts? [*Blue and white.*]

Are you wearing a T-shirt today? [*Child's own answer*]

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

What colour are your clothes today? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to go back through the story and think about what is happening in the different pictures. Ask *Does Sam want new clothes? (No, she doesn't.) Why not? (She loves the clothes she has already.)*
- Talk about the difference between *want* and *need*. Elicit things that children might want, such as a chocolate bar or a new toy, and compare these to things children need, such as water and healthy food. Explain that Sam needs new clothes because hers don't fit, even though she doesn't want to change the things she likes.
- Discuss with children how Sam's brother Jake helps her. Ask them to suggest the different things he does and how Sam feels about this. Ask *Does Jake want Sam to try something different? Is Sam happy at the end? Why?*
- Look at pages 2 and 3 again and ask *Is Sam happy here? (No.)* Children can now talk about why Sam isn't happy in this picture. (*She likes blue. She likes her jeans and her T-shirt, not the clothes she is trying on here.*)
- Ask children how they feel about shopping for new clothes. You could ask children to draw a picture of themselves in their favourite clothes, or give them some magazines to look through for pictures of clothes they like. They can cut these out and stick them in the shape of a person, and say *I love my new clothes!*

Level 3 But it's a school day, Mack!

Topic: Clothes and daily routines

Key vocabulary: *clean your teeth, get dressed, put on your (shoes), wake up, coat, jumper, shirt, shoes, socks, trousers*

Key structures: *Ivy is sleeping. Croc and I are dancing. Where are Mum and Dad? Put on your socks.*

Word count: 193

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Look at the cover of the book together. Discuss, in L1, where Mack is and what Ivy is doing. Read the title with the children and ask them to think about who might be saying this: *But it's a School Day, Mack!* Ivy, Mack, the parents? And why? Ask the children for their ideas about what might happen in the story.
- Turn to pages 2 and 3. Give the children a few seconds to look at the pictures. If they have read any other books in the *Ivy and Mack* series, ask them to identify the boy (Mack) and his favourite toy (Croc). Play the audio on *Peapod Pal CEFR Pre-A1*. Ask the children to point to the pictures and repeat the phrases.
- Mime an action from one of the pictures for the children to say the phrase. Then ask them to mime actions for you or their partner to guess. Ask children if they do all these things before they go to school, too. What else do they do?

After reading

- Picture dictionary (page 22):** Ask children to look at the pictures and the words. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words aloud for them to listen and repeat. Ask them to point to items of their own clothing and say the words from page 22.
- After reading (page 23):** Ask children to look at the pictures and point to them in the correct order. Encourage them to give details about what happens in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask them to look at the starred image of Mack putting on his socks and Ivy dancing with Croc (from page 11). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

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

Are they in the bathroom? [*No, they aren't.*]
Are they in the bedroom? [*No, they aren't.*]
Where are they? [*In the kitchen.*]
Is the boy cleaning his teeth? [*No, he isn't.*]
Is the boy putting on his shoes? [*No, he isn't.*]
What is he putting on? [*His socks.*]
Is the girl wearing shoes? [*No, she isn't.*]
Is she wearing a coat? [*No, she isn't.*]
What are you wearing? [*Child's own answer*]
Thank you. Goodbye. [*Goodbye.*]

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

- Go back to page 4 of the story. Ask *What is Ivy doing?* And confirm that she is sleeping. Point to the image of Ivy and Mack racing to get into school and the teacher waiting for them and discuss how Ivy is having a dream that she and Mack are late for school. She is worried that the teacher might be cross with them. Discuss why this makes Ivy think it's a school day and why she hurries Mack to get ready even though Mum and Dad have not woken up yet. Go back through the book and find where Mack asks Ivy where Mum and Dad are and discuss how Ivy's too busy and worried to think about it.
- Turn to pages 20 and 21 and discuss how Ivy and Mack feel when Mum and Dad come downstairs in their pyjamas. Ask the children if they have ever made a mistake like the one Ivy makes in the story. *What happened?*
- Ask children if they enjoyed the story. Ask them to find their favourite page and tell you why they like it.
- You could have children act out the story in groups of four. Encourage them to use some words and phrases from the reader, e.g. Ivy: *It's a school day, Mack.* Mack: *Where are Mum and Dad?* Ivy: *Get dressed. Put on your socks. Eat your breakfast. Clean your teeth. Put on your shoes.* Mack: *Croc and I are dancing. My shirt is dirty.* Dad: *Today is not a school day.* Mum: *Who wants breakfast?*

Level 3 Bye-Bye, Turtle!

Topic: At the beach, saving a turtle

Key vocabulary: bag, beach, cut, pedal boat, rock, shell, swim, turtle

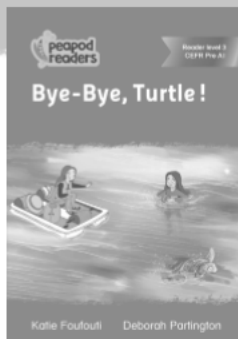
Key structures: *Julia loves the beach, but today she doesn't want to swim. She wants to try a pedal boat. Julia can jump in the sea. What is that? The turtle isn't swimming.*

Word count: 177

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Read out the title, *Bye-bye, Turtle!* And encourage children to repeat it after you.
- Turn to pages 2 and 3. 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. Ask children where the characters are and what they are doing. Then ask children if they like going to the beach. Have they been on a *pedal boat*? Discuss ideas, in L1 if necessary.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then play *Stick it!* Write the words on sticky notes and have children go back through the book and stick each word on a picture that matches.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the fish under the boat 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 image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

Can you see a turtle? [No.]

Can you see a shell? [No.]

Can you see a rock? [No.]

Can you see some fish? [Yes.]

How many fish can you see? [Nine]

Can you see a boat? [Yes.]

How many people are on the boat? [Two.]

Do you like going on boats? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look back through the story and talk about what happens. Discuss where Julia and her family are and what they are all doing on pages 4–5. Look at the different activities in the picture and ask children what they like doing when they go to the beach.
- Turn to the picture of the pedal boat on page 9. Ask children if they think this looks fun. What can Julia and her mum see and do on the pedal boat? Ask children if they enjoy swimming in the sea and seeing fish.
- Ask children to describe what is wrong with the turtle. Discuss how litter and pollution puts animals' lives in danger in the sea. Remind children of the importance of looking after the natural world and how careless actions can have bad consequences.
- Discuss what Julia's mum does to save the turtle. You could explain that cutting the bag off is easier than trying to pull it. If you have to handle wildlife like this, it's important to be very gentle. What else could they have done? Discuss marine rescue charities and talk about how they can help animals.
- You could ask children to make a poster about how important it is to keep our seas and oceans clean. You can also look online to find campaigns about this issue.

Level 3 Can I do yoga?

Topic: Me and my body

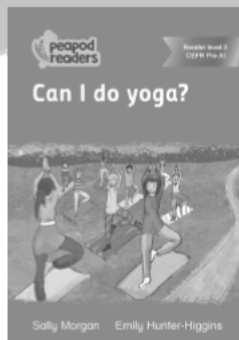
Key vocabulary: *arm, back, bend, bridge, camel, cat, close, eyes, foot, hand, head, knee, kneel, leg, lie, lion, listen, mouth, pull up, push up, sit, snake, stand up, tree, yoga*

Key structures: Imperatives and questions, *What are the people doing? How do you do yoga? Yoga helps you understand your body.*

Word count: 188

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Look at the cover and ask children to say what they can see, using English if possible. Read out the title and explain that the people are doing yoga. Ask children if they have ever tried yoga.
- Turn to pages 2 and 3 and ask children why they might need to know animal names for this book. Discuss ideas in L1. 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 items and say each one aloud. Ask children why the bridge and the tree might be important.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then close the Picture dictionary and say the actions or parts of the body. Children do the action or point to the correct part of the body.
- After reading (page 23):** Help children to read the words aloud and match them to the correct yoga picture. Read the book aloud again or play the audio on *Peapod Pal CEFR Pre-A1* for children to find the corresponding pictures and check their ideas.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the child doing the cat posture from page 15). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the 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.]

Look at the girl doing yoga. Is she standing up? [No, she isn't.]

Is she lying down? [No, she isn't.]

Is she on her knees and her hands? [Yes, she is.]

Is she pulling her body up or pushing her body up? [She's pulling her body up.]

Do you think this is easy or difficult? [Child's own answer]

Would you like to do yoga? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look back through the book. Discuss why some of the yoga poses have animal names. Look back through the pictures for *lion, cat, snake* and *camel*. Talk about the ways in which these poses are like animals.
- Turn to page 11 and show how this pose looks like a tree. Ask children to stand up and follow the instructions. Can they balance in the tree pose? You can tell them to focus on something in front of them to help.
- Show the pictures on pages 16–17 and focus on why this looks like a bridge. Explain that this exercise makes your legs and back strong.
- Discuss why yoga helps you understand your body, be strong and do your lessons. Why is it so good for you? You can tell children that it is good for calming your mind and helping you to think about breathing, so it has lots of benefits.
- If possible, work through the book following each of the instructions. Start by sitting down calmly and focussing, as on pages 8–9. Explain that in yoga it is important to be calm and focussed, and this is a good way to begin. Tell children that they can try this any time they want to relax and feel calm.
- If you are able to do each of the poses, ask children which is their favourite, and which ones they found easy or difficult. At the end, ask them to lie down quietly and breathe slowly. Ask how they feel after doing the exercises.

Level 3 Can we use it again?

Topic: Reusing material

Key vocabulary: box, can, candle, coin, paper, peg, plastic bottle

Key structures: Imperatives and questions, *Can we use it/these again? What can we make? You can put them on a wall.*

Word count: 156

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover and discuss what children can see. Ask the title question and discuss what the characters are talking about. Ask children what they could do with these boxes.
- Turn to pages 2–3 and look at the characters and the items in the picture. Read the words or play the audio on *Peapod Pal CEFR Pre-A1* for children to point to and repeat. Discuss where the characters are and what they are using. Give children time to notice the different details. Ask if they enjoy craft activities and what they like to make.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then write each word on a separate piece of paper. Put them in a recycled plastic bottle or box with a wide enough neck for children to reach in. They take turns to pull out a word, read it, draw a picture of the item and spell out the word.
- After reading (page 23):** Help children to read the words and match them to the correct picture. You can read the book again or play the audio on *Peapod Pal CEFR Pre-A1* to check their ideas.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the girls playing from page 18). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

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

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

Are the houses made from boxes or cans? [*Boxes.*]

Are there dolls in the houses? [*Yes, there are.*]

Have you got a doll's house? [*Child's own answer*]
Do you like playing with dolls? [*Child's own answer*]
Thank you. Goodbye. [*Goodbye.*]

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

- Turn to pages 4–5 and discuss what is happening. Ask children *Where is Dad getting the materials from? (the recycling bin)*. Say *Look at what else they need* and elicit *scissors, tape, glue*. Ask if they ever use recycled items to make new things. Ask *What can you make?*
- Turn to pages 6–7. Go through what the girl makes with the cans and ask children if they can think of any other ideas.
- Turn to pages 10–11. Ask children *Why is plastic a good thing to build with? (It is light, strong and easy to clean)*. *Why is it a good idea to do something with plastic rather than throw it away? (You should recycle or reuse plastic because it lasts a long time if it is thrown away as rubbish)*.
- Discuss the different things that the boy makes with plastic. Why are these things useful? Ask children which idea they think is best. Can they think of any other ideas?
- Turn to pages 16–17 and ask what the characters are using now. Ask children if they get a lot of cardboard boxes at home, for example with online deliveries or after moving house. What can they do with the boxes? Discuss the fact that you can make large items such as toy trains, rockets or houses, or smaller items such as robots. Ask children to share any other ideas. Go through pages 18–21 to show what the characters have made, and ask children to think about how they made them.
- If you have the resources, you can let children choose one of the items in the book to make. Collect recycled materials and any other resources they need.

Level 3 Catch, Patch!

Topic: Playing games

Key vocabulary: *basketball, computer game, football, catch, hit, jump, kick, play, throw*

Key structures: *What are you doing?
I'm playing a computer game. Do
you want to play basketball with me?
I want / don't want to play basketball.
Can cats play basketball? Cats
can't play basketball but my cat can
play football!*

Word count: 198

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover. Talk about the title. Discuss in L1 what the children can see.
- Turn to pages 2 and 3. Give children time to look at the picture. Read the words with the children or play the audio on *Peapod Pal CEFR Pre-A1*, then have children point to the labelled items and say each one aloud.
- If possible, show flashcards of the items or real items (basketball, football and computer game). Ask children to point to a card or item and say the word. If the children are confident, model the phrase *I can play basketball*. Ask a child to choose an item and repeat the phrase so it is true for them.
- Point to Jay, Candy and Patch, say the names and ask the children to repeat. Ask the children to look through the book and find Jay, Candy and Patch on the different pages.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR Pre-A1* and children point to the words and repeat. Ask the children to stand up. Say the action words, show the action and ask them to repeat and copy you. Repeat, saying the words in a different sequence. If they are confident, say the sequence faster. Play *Simon Says* with the actions. Say *Simon says throw a football*. The children should mime the action. Repeat for other actions, but if you don't say *Simon says* before the action, the children should not do the mime.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Encourage them to say what Jay is doing in each picture and what Patch can/can't do. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen. Children mime the action words on each page as they hear them.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star next to it on page 23 (Jay and

Patch the cat playing with the smaller ball from page 20). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the learner to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

How many balls are there? [*Two.*]

What colour is the big ball? [*Orange.*]

Is the cat jumping? [*No.*]

Is the boy throwing a ball? [*No.*]

What is the cat doing? [*Kicking/hitting/playing with the ball.*]

Can you play football? [*Child's own answer*]

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. Can they name anything in the picture, remember any of the words, or describe what is happening?
- Ask children how Jay is feeling in the story. *Why? What does he want to do?*
- Invite learners to think about what Jay does in the story and why (*he tries to find someone to play basketball with him because he doesn't want to play alone*). *What happens in the house? (Jay tries to make the cat play basketball, but it can't play because it's a cat and so doesn't want to.)* Do children think this was a good idea? Why or why not?
- Invite learners to talk about games they enjoy playing. Discuss how it feels to play a game that everyone can play and how it makes people feel.

Level 3 Cave Boy

Topic: At the park

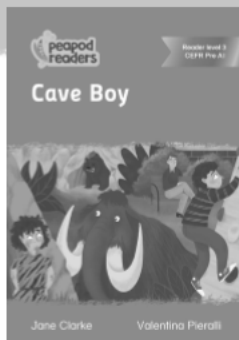
Key vocabulary: bear, cave, climbing frame, mammoth, park, pond, slide, swing

Key structures: *Dan is reading a book. Let's go to the park. Cave Boy comes out of his cave. Dan can see a big boy in the slide. His cat is happy, too!*

Word count: 150

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Show the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and explain what it means, in L1 if necessary. Ask children what they notice about the picture. Is it in the present, the past, or both?
- Turn to pages 2 and 3. 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. Give children time to look at the picture in more detail and think about where the people are and what is happening. Discuss in L1 when mammoths existed. Elicit what else the children might know about this time in history.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then close the Picture dictionary and say a gapped sentence to elicit each word, e.g. *We can climb up the (climbing frame). There are ducks on the (pond). Cave Boy lives in a (cave).*
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or Play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Cave Boy swinging – from page 13). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

Can you see a boy? [Yes.]

Can you see an animal? [Yes.]

What animal can you see [A bear.]

Where is the bear? [It's in a cave.]

Is the boy on a climbing frame? [No, he isn't.]

Is the boy swinging? [Yes, he is.]

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

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look back through the story. *Where does it start?* Look at the book Dan is reading and ask children to describe what they can see on the cover. Ask children if they think this looks like a good book.
- Look at the next scene and check understanding of what is happening. *What is Dan doing?* (Leaving his house to go to the park.) *What is Dan imagining?* (That he is Cave Boy, leaving his cave to go outside.) Ask children if they play games where they imagine they are different characters. Who or what do they pretend to be?
- Go through the subsequent scenes and focus on the parallels between what Dan is doing and what he is imagining. Ask *What does he climb up in the park?* *What does Cave Boy climb up?* *Who does Dan see in the slide?* *What does Cave Boy see?* Show how Dan is using the real world to develop his game. Ask children if they do similar things. And ask them to suggest other links between real and imaginary objects, e.g. a puddle could be the sea, a skateboard could be a boat.
- Turn to pages 14 – 17. Ask *Who is the mammoth?* (Dan's dad). *What does Dad want to do?* (go home). Ask children to describe the scene that Dan imagines in L1. *What does the mammoth do?* Ask children why they think Dan imagines his dad as a mammoth. Encourage children to use descriptive words and give reasons for their ideas.
- Turn to pages 20 and 21. Ask the children to look at the two scenes and describe the differences and similarities between them. Discuss why both these pictures look welcoming and comfortable.
- If possible, you could take children outside or to the park to play *Cave Boy* on playground equipment. Alternatively, they can draw a scene of themselves playing and then themselves as a cave boy or girl in a Prehistoric scene, and describe what is happening.

Level 3 Choose some shoes!

Topic: At the shoe shop

Key vocabulary: *boots, climb, dance, jump, learn, put on, shoes, sports shoes, play, take off, walk, win*

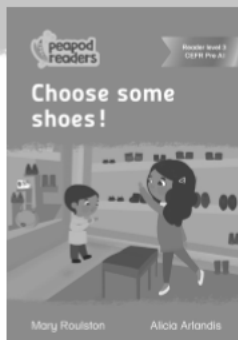
Key structures: *Meltem sees some brown boots. I can walk in these boots! We are winning! There are some green boots. Meltem doesn't like the shoes but she loves school!*

Word count: 151

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Show the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Read out the title and ask the children to think about who might say this, when and why.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the names with the children, then have the children point to the labelled characters and say each name aloud. Ask children what they think is happening in the picture and where the family is.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then put all the words on separate pieces of card, and pass the pile around while you play some music. Stop the music and ask the child holding the pile to turn over the top card and say the word on it. Challenge children to look back through the book to find each word and translate to L1.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Meltem standing in the water from page 14). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

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

Where is she? [*She's in the water.*]

What has she got on her feet? [*Boots.*]

What colour are her boots? [*Green.*]

What have you got on your feet? [*Child's own answer*]

What colour are they? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back through the story and discuss how the story starts. Ask children if they enjoy shopping for new shoes, and what kind of shoes they enjoy buying.
- Go through each of the different scenes which Meltem imagines. Recap the types of shoes, ask e.g. *What can Meltem do in brown boots?* (*She can climb a mountain.*) *What can she do in blue sports shoes?* (*She can play football.*) Talk about the many different activities that are possible, and the opportunities that are open to us.
- Discuss why some shoes are more suitable for certain activities than others. Ask, e.g. *Why can't you dance and jump in brown boots?* Discuss ideas in L1 if necessary, e.g. *they are heavy, they don't move very well.* Help children to see that different activities require particular features.
- Turn to pages 18–19 and ask children to look at the picture and say what is happening (*Meltem is imagining dancing and jumping in ballet shoes, when her mum tells her to try on some school shoes*). Ask how she feels now (*cross*). Ask *Does Meltem want the school shoes?* (*No*).
- Ask children to think about how and why Meltem changes her mind. Go through all the scenes on pages 20–21 and discuss what Meltem does at school all day. Elicit ideas, e.g. *see friends, do art*. Ask children to point and say their favourite activity at school.
- You could ask children to draw a picture of themselves in their favourite shoes, and write or say a sentence saying what they can do, e.g. *I can run in my red sports shoes!*

Level 3 **Croc knows!**

Topic: Clothes and dressing up

Key vocabulary: *bag, bird, dress, flower, fruit, hat, horse, monster, necklace, rabbit, shoes, sheep, zebra*

Key structures: *Let's get the box! What am I? Are you a (rabbit)? No, I'm not. Try again! I don't know.*

Word count: 211 words

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover of the book together. Discuss, in L1, what Mack and Ivy are doing. Can they name any of the clothing items they can see? Ask them to predict what they think Ivy and Mack will do with the clothes in the story. Point out Croc and for any children who have not previously read an *Ivy and Mack* story, clarify that Croc is Mack's toy crocodile. Ask children what they think Croc might *know* in the story.
- Turn to pages 2 and 3. Ask children to look at the picture. If the children have read other books in the series, ask which characters they can see. Read the words or play the audio on *Peapod Pal CEFR Pre-A1*. Ask the children to point to each of the costumes, and the bowl of fruit on the table, and say the word.
- Describe one of the costumes in the picture for the children to guess the creature, e.g. *It's black and white. It's got a tail. (Zebra)*. Ask the children to describe other creature costumes from the picture for you or the class to guess.
- Ask children, in L1, which creature they would most like to dress up as and why.

After reading

- Picture dictionary (page 22):** Ask children to look at the pictures and the words. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words aloud for them to listen to and repeat.
- Mime putting on one of the items for the children to guess what it is. Ask the children to mime another item for you, or their classmates, to guess.
- After reading (page 23):** Ask the children to look at the pictures and point to them in the correct order. Encourage them to give details about what happens in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask children to look at the starred image of Ivy and Mack with the dressing up box (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 the child to find the picture.*]

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

Has the girl got a dress? [*Yes, she has.*]

What colour is the dress? [*Purple and white.*]

Has the boy got a bag? [*No, he hasn't.*]

What has the boy got? [*A hat.*]

What other clothes can you see? [*Child's own answers but could include: scarf, bag, necklace, t-shirt.*]

Are you wearing a dress? [*Yes./No.*]

Thank you. Goodbye. [*Goodbye.*]

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

- Go back to the beginning of the story. Focus on the toolbox and Mum's clothes on page 4. Discuss, in L1, why they are all at the house. (*Mum is going to do some jobs for Grandpa*). Establish that the children need a game to play while mum is busy.
- Go back through the story, asking questions about the pictures on each page, e.g. *Are there lots of toys at Grandpa's house? What's in the box? Can Ivy guess what Mack is?* Encourage children to answer in English.
- Play *Can you find a ...?* Ask the children to look through the pages and find the following clothes: a black shoe, a brown hat, a white hat, a purple necklace, some brown shoes, a white bag. Who can find them the quickest?
- Discuss the feelings of the characters. How do Ivy and Mack feel when Mum says "Let's get the box!" Ask *Do they like dressing up? How does Ivy feel when she can't guess what Mack is? How does Mack feel? How does Ivy make Mack feel better?*
- Look at the clothes from the box, on pages 6-9, and ask the children for ideas about what they would dress up as.
- Ask the children to draw a picture of themselves in their costume. And to write a sentence saying what they are.

Level 3 Do giant pandas have cereal for breakfast?

Topics: Daily routines; Pandas

Key vocabulary: *afternoon, breakfast, brush teeth, cereal, dinner, giant panda, lunch, morning, night, play games, put on, walk to school*

Key structures: *Do giant pandas have cereal for breakfast? After breakfast, I brush my teeth. Then I put on my shoes. They like sleeping in trees. Today, we're having fish.*

Word count: 173

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover and ask children to say what they can see, using English if possible. Draw attention to the title and ask the question to the class. Discuss ideas in L1. Ask children if they know what pandas eat. Ask the children if they have cereal for breakfast.
- Turn to pages 2 and 3 and discuss who they can see and what he is doing. 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. Ask children why they think the boy is asking this question. *(The cereal box suggests that pandas eat this cereal, but Fred doesn't think this is right.)*

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then close the Picture dictionary and say an action or meal for children to reply *morning, afternoon* or *night*. For *put on*, you can add *my clothes* or *my shoes*. For *brush teeth*, see if children can say *morning* and *night*.
- **After reading (page 23):** Help children to read the words aloud and match them to the correct picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* for children to find the corresponding pictures and check their ideas. Play a miming game. Mime one of the actions for children to say the word and point to the correct picture. Invite children to mime the words for you or their classmates to guess.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Fred eating cereal 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 the child to find the picture.*]

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

What is he doing? [*He's eating.*]

Is he eating breakfast, lunch or dinner? [*He's eating breakfast.*]

Is it morning or afternoon? [*Morning.*]

What is he eating for breakfast? [*Cereal.*]

What do you eat for breakfast? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back through the book and find all the different things that Fred wonders about pandas. What does he want to know about them? Find the different parts of the day when Fred is thinking about pandas and recap the question he asks at each point. Then help children to summarise the answer, e.g. *Do giant pandas play games? Yes, they like rolling and climbing trees.*
- Ask children if they learned anything new or surprising in the book, e.g. did they know that pandas sleep in trees?
- Show how some things in the panda's day are similar to Fred's day, and some things are different, e.g. They both go to sleep at night. Fred sleeps in a bed, but giant pandas sleep in trees.
- Help children to make a poster showing a giant panda's day. Mark out *morning, afternoon* and *night*, and let children look through the book for ideas. They can draw and say what pandas do at each time of day, and add any more information if possible.

Level 3 Don't worry, Croc!

Topic: School

Key vocabulary: *alphabet, book, classroom, pencil, pencil case*

Key structures: *I love school. Croc doesn't like the classroom. She's very nice. Don't worry. (Sit/Write/Draw/Play) with me. Alex and Mack (write/draw/play).*

Word count: 198 words

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Look at the cover of the book together. Discuss, in L1 if necessary, where the children are and what they are doing. If children have read other *Ivy and Mack* stories ask them who they recognise in the picture (*Mack and Croc*).
- Turn to pages 2 and 3. Ask children to look at the picture. Discuss where the scene is (*at school*). Read the characters' names or play the audio on *Peapod Pal CEFR Pre-A1*. Ask the children to point to each character and say the name. If the children have read other books in the series, ask them if any characters are new in this story. (*The children may not have seen Alex and Miss Sweet before*).
- Give the children a minute to study the picture and then ask them to close their books. Ask questions for them to answer from memory, for example, *What class is Ivy in? Where is Alex? What colour is Mack's coat?* Encourage them to use English. Then ask them to open their books and see how well they remembered.
- Ask children, in L1, to look at the picture and think about how Ivy and Mack are feeling. Can they guess why Mack is feeling nervous? (*It's his first day at school*).

After reading

- Picture dictionary (page 22):** Give children time to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* for the children to listen to and repeat the words. If possible, hold up or point to the real objects in the classroom and have children say the words in English. Write A, B, C on the board or on paper for them to say *alphabet*. Then say a word for a child to point to or find the object. When you say *alphabet* they write, A, B, C on the board or on paper.
- After reading (page 23):** Ask the children to look at the pictures and point to them in the correct order. Encourage them to give details about what happens in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask children to look at the starred image of Mack and Alex in the classroom (from page 15). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each

phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

How many children can you see? [Two.]

Can you see a teacher? [Yes.]

Are they in a classroom? [Yes.]

Can you see a table? [Yes.]

Can you see any books? [Yes.]

Are the boys playing with a ball? [No.]

Are they writing? [Yes.]

Do you like writing at school? [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 on each page, for example, *Where are the children going? Does Mack want to go to school? Can Mack take Croc with him?* Encourage children to answer in English.
- Play a treasure hunt game. Ask the children to look for the following things in the pages of the story: *two bikes, a green pencil case, some crayons and a football*. Who can find them the quickest?
- Discuss the feelings of the characters. *Why is Mack worried? Why is Ivy happy? How does Mack feel when he gets to the classroom? What makes him feel better? How does he feel at the end of school?*
- Ask the children to think about their first day at school. *How did they feel? Who did they meet? Was there anything special that helped them to settle in?*
- You could act out the story with the children.

Level 3 Fun in the Sun

Topic: At the beach

Key vocabulary: *beach, ice cream, rock pool, sand, sandcastle, sandwich, sea, shell*

Key structures: *They are at the beach. Let's have ice cream. Mum doesn't like sand. Sara and Oz are playing ball. Look at this beautiful shell.*

Word count: 156

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Check understanding of the title and ask children to predict what the story will be about. Discuss ideas in L1.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the names with the children, then have children point to the labelled characters and say each name aloud. Ask children to look at the picture and think about where they are going, what they are carrying and why.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Check children have got paper and coloured pencils, then say each item for them to draw. You can ask them to draw them individually or as a beach scene. Encourage them to use a range of colours where they can, e.g. for shells and ice creams. Use adjectives such as colour words, and size words big and small, and numbers 1–10.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Sara and Oz playing in the sea 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 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.]

How many children can you see? [Two.]

What colour is the boy's hat? [Blue.]

What colour is the girl's hat? [Pink.]

Are the children looking in rock pools? [No.]

Are they eating ice creams? [No.]

Are they playing in the sea? [Yes.]

What do you like doing at the beach? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look back through the story and talk about the different pictures. Ask *How do Sara, Oz and Mum feel when they arrive at the beach?* Talk about the different things they are carrying and what they want to do (*make sandcastles, have a picnic, etc*). Ask children to describe their favourite things to do at the beach.
- Go through the pictures and ask children to think about the differences between how each character is feeling, e.g. turn to pages 8–9 and ask *Is Mum happy? (Yes.) Are Sara and Oz happy? (No.)* Give children time to look through all the scenes and identify who is having fun in each one and who isn't.
- Discuss reasons why the characters think about things differently, e.g. *Sara and Oz like sandwiches. Mum doesn't like sand in her sandwiches.*
- Ask children to think about days out that they have with their families. Does everyone enjoy doing the same thing? What kinds of things do they all enjoy?
- Turn to pages 20–21 and ask how the characters feel at the end of the day (*tired, happy*). Ask in L1 if the characters had a good day. (Yes.)
- Act out the story with the children. Encourage them to use as much English as they can as they act.

Level 3 Get the glue, Lew!

Topic: Crafting

Key vocabulary: *bit, castle, fit, glue, kit, present, tool*

Key structures: *Grandpa has got a present for Lew. Lew and Grandpa can make it. What do we do? Where is this?*

Word count: 171

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children to predict what the story might be about. Discuss ideas, in L1 if necessary.
- Turn to pages 2 and 3. 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 objects and say each one aloud.
- Give children time to look at the picture and think about where the characters are and what is happening. Ask children what they think Lew likes, and what he enjoys doing. You can supply other vocabulary if the children are interested, e.g. *knight, sword*. Ask children if they like castles, and if they enjoy making models.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Play *Spelling Bee* with the words. Start with the short ones and build up to *present*. Say each word and ask children to spell it out back to you.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Lew holding the box 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 the child to find the picture.*]

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

Has Grandpa got a kit? [*No.*]

Who has got a kit? [*Lew/The boy.*]

Are Grandpa and the boy happy or sad? [*Happy.*]

What picture is on the kit? [*A castle.*]

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

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

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back through the story and talk about the different things that happen. Ask children how Lew and Grandpa feel when they first open the kit. Point to all the pieces and ask children if they think it looks easy or difficult to make.
- Point out the tool on pages 6 and 7, then turn to pages 10 and 11 and ask children if they can see the tool now. Look at pages 8 and 9 and see if children can find the piece of the kit that Grandpa is looking for. Ask children what the cat is doing in each scene. If children have a pet cat, ask if it is curious about what people do, too.
- On pages 10 and 11, compare the thought bubble from Lew with the thought bubble from Grandpa. Which idea do the children think is best?
- Look at pages 12 to 15 and ask children what the problem is with the glue (*It is very messy. It is going on the carpet.*). Ask children what they think about the first 'finished' castle. *Why does it collapse?*
- Ask what Lew finds on page 19, and why this is a good thing. Talk about how it is important to follow instructions, especially when trying to make something complicated. You need to use the right tools and follow each step of the instruction. Show the second finished castle and talk about how this is different to the first attempt with glue.
- You could help children to make a castle using recycled materials. Encourage them to first make a plan for what steps they will need to do, then follow these steps to build it. For this castle, they can use glue, and practise the phrase *Get the glue, Lew!* Or they could use tape and change the sentence to *Get the tape, mate!*

Level 3 Grandpa's Cake

Topic: A secret

Key vocabulary: *cake, face, living room, secret, table, tell*

Key structures: *I love (Banjo).*

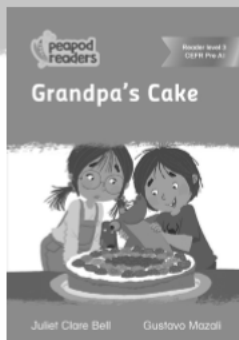
Let's (go in and say hello!). Don't (tell Grandpa).

Word count: 186

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children, in L1, what they think the story is about.
- Turn to pages 2 and 3. Give children a few seconds to look at the picture. Read the characters' names or play the audio on *Peapod Pal CEFR Pre-A1*. Ask the children to point to each character and say the name.
- Describe characters for children to say the names, for example, *He's got grey hair. (Grandpa!)*

After reading

- **Picture dictionary (page 22):** Ask children to look at the pictures and the words. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words aloud for them to listen and repeat.
- Use the words from the picture dictionary to ask questions about the story, for example, *Where is the cake? (In the living room / on the table) What's on Banjo's face? (cake) Who has a secret? (Ivy and Mack)*
- **After reading (page 23):** Ask children to look at the pictures and point to them in order. Encourage them to give details about what happens in each picture as they point.
- **Cambridge Starters Exam Preparation (page 23):**
NOTE: Children can do this individually, with a partner or as a class. Ask children to look at the starred image of Ivy and Mack looking at the cake on the floor (from page 10). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the learner to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

How many children can you see? [Two.]

Can you see a cat? [No.]

Can you see a dog? [Yes.]

Are the children in the bedroom? [No, they aren't.]

Are the children in the kitchen? [No, they aren't.]

Where are the children? [They are in the living room.]

Is the cake on the table? [No, it isn't.]

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

Thank you. Goodbye. [Goodbye.]

Plenary (Note: This can be done in L1 or L2 as appropriate)

- Go back through the story, asking questions about the pictures on each page, for example, *Where are Ivy and Mack? (In the garden.) Who is in the house? (Grandpa)*
- Ask children to look at the cake on pages 8 and 9 and describe it in English, for example, *It's big. There's fruit on it. It's white, green, red, pink and purple.* Ask *Is Grandpa's cake good?* Teach the words 'yummy' and 'yuck' with actions and have children mime and say how they feel about the cake.
- Look at the pictures of Ivy and Mack throughout the story and discuss their feelings. Ask children to describe Ivy and Mack's emotions and explain why they feel that way. Discuss the moral issues of the story. *What did the children do that was wrong? (They lied about the cake.) Did they do the right thing in the end? (Yes, they did.)* Ask children if they have ever told a lie about something. How did it make them feel? Did they tell the truth and say sorry afterwards?

Level 3 Happy birthday, Mum!

Topic: A birthday

Key vocabulary: *bell, birthday, birthday cake, present, grandpa, water bottle*

Key structures: *Let's go (on a bike ride). Sit with Croc. Open your presents. Mum loves her birthday breakfast. We can ride our bikes.*

Word count: 232 words

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the cover of the book together. Focus on the title and ask, in L1, what Ivy and Mack are doing. Ask for ideas of what might happen in the story.
- Turn to pages 2 and 3. Ask children to look at the picture. Read the names or play the audio on *Peapod Pal CEFR Pre-A1*. Ask the children, in L1 what's happening in the picture (*they're having a party*). Ask them to name some of the things they can see, e.g. balloons, drinks, cakes.
- Choose a character and describe what he or she is doing in the picture for the children to guess who it is, e.g. *He's playing with Ivy and Banjo. He's jumping. (Mack)*. Ask the children to describe what a different character is doing for you or the class to guess.
- Ask children if they like to go to parties and what they like to do there.

After reading

- Picture dictionary (page 22):** Allow time for the children to look and the words and pictures. Say the words or play the audio on *Peapod Pal CEFR Pre-A1* for the children to listen to and repeat the words. Give clues about the different things for the children to point to the pictures and say the words, e.g. *You eat it on your birthday. (Birthday cake)*.
- After reading (page 23):** Ask the children to look at the pictures again and point to them in the correct order. Encourage them to give details about what happens in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask children to look at the starred image of the family with Mum and her presents (from page 10). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

Can you see a man and a woman? [*Yes.*]



How many children can you see? [*Two.*]
Are they in the kitchen? [*No, they aren't.*]
Where are they? [*In the living room.*]
Can you see some presents? [*Yes.*]
Where are the presents? [*On the table.*]
Do you like giving presents? [*Yes, I do./No, I don't.*]
Thank you. Goodbye. [*Goodbye.*]

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

- Go back through the story, asking questions about the pictures on each page, e.g. *Where are Ivy and Mack? What day is it? Is Mum sleeping? What are Ivy and Mack making for Mum?* Encourage children to answer in English.
- Ask the children to name the presents Mum receives for her birthday (*a bell, a water bottle and a book*). If necessary, remind the children that Ivy also gives Mum some promise cards (*on page 20 of the story*). Look at these together and ask the children to read the promises. Do they like the promises? What promises would they make to their mum or dad?
- Discuss the feelings of the characters in the story. *How does Ivy feel at the beginning of the story? How does Mack feel? Does Mum like her birthday presents? How does she feel when she loses the present Ivy gave her? How does Ivy feel? Why do Ivy and Mack and Dad want Mum to open her present from Dad? How does Mum feel when she sees it? How does she feel when Grandpa finds her lost bike bell from Ivy?*
- Children could make some promise cards in English for someone special in their family. Have them draw a picture and write a promise on each one.

Level 3 How can we make beautiful cupcakes?

Topic: Baking and decorating cupcakes, making sweets

Key vocabulary: bee, birthday, bowl, candle, chocolate, cupcake, flower, icing, icing sugar, ladybird, panda, sheep, star, spider, spot, sweets, tiger

Key structures: *How can we make our cupcakes beautiful? Put some icing sugar in a bowl. Now you can write on the cupcake. Can you write your name? Let's draw two eyes.*

Word count: 196

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Look at the cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children to predict what the book will be about. Check understanding of *cupcakes* and ask children if they have tried one, and if so, if they enjoy eating them, and when they eat them. Discuss ideas in L1.
- Turn to pages 2 and 3. 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. Ask children to look at the cupcakes and think about how they are decorated. Ask *What could you use to make these different animals?* Have the children do an action or mime for each word?

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Say each word in turn and ask children to look back through the book to find and say the item. Then play *On my cupcake*. Start by saying *On my cupcake, I've got icing*. The next child repeats and adds a word, e.g. *On my cupcake, I've got icing and chocolate*. Ask children *Which two words won't work in this game?* (bowl, icing sugar).
- After reading (page 23):** Help children to read the sentences, then ask them to match each one to the correct picture. Read the book aloud again or play the audio on *Peapod Pal CEFR Pre-A1* again for children to check their ideas.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the birthday cupcake from page 17). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

Look at the cupcake. Can you see an animal on it? [*No.*]

Can you see any sweets on it? [*No.*]

Can you see a candle on it? [*Yes.*]

What colour is the candle? [*Blue and white.*]

Can you see any spots? [*No.*]

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

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

What do you like on cupcakes? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back through the book and talk about the different cupcakes. Recap the different toppings you use to make each one, e.g. *orange and black icing* (page 13), and sweets. Ask *What animal can orange and black icing, and sweets make?* (tiger).
- Ask children which cupcake they like best and why. Ask *What other animals would you like to make on a cupcake?*
- Ask children which one they think would be easiest to make and which one would be hardest. Discuss whether children have decorated cupcakes and what patterns they have done.
- Turn to the birthday cupcakes (page 16). Ask children if it's traditional to make and eat cupcakes at birthday parties. What other foods are traditional at birthday parties for them? Discuss ideas in L1 if necessary.
- If you have the resources, you could decorate cupcakes together. The cupcakes can be made or bought beforehand, and you can make or buy the icing first as well, depending on the situation. Let children choose the colours of the icing and the decorations, and try to make one of the cupcakes from the book following the instructions.

Level 3 I don't like orange!

Topic: Making friends

Key vocabulary: box, car, happy, house, make, new, orange, paint (verb and noun), purple, sad, stripe, wheel

Key structures: *Amal's family has a new house, in a new town. There are lots of boxes. Amal is helping. I can make a car. What are you doing, Amal? Do you want orange wheels? I would like a stripe, too.*

Word count: 207

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Show the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. What colours can they name? Read out the title and ask children to predict what the story might be about and which girl might be saying it.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children, then have children point to the labelled characters and say each one aloud. Give children time to look at the picture and describe any details they notice. Talk about the different colours and what the girls are doing.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then close the Picture dictionary and do a drawing dictation using the words. For example, tell children to paint a purple car with orange wheels and a pink stripe.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the two girls painting boxes from page 17). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

Look at the girls. What are they painting? [Boxes.]

Look at the girl with black hair. Is her box pink? [No, it isn't.]

Is her box blue? [No, it isn't.]

What colour is her box? [It's purple.]

Has it got a stripe? [No, it hasn't.]

What colour is the stripe on the orange box. [It's purple.]

What's your favourite colour? [Child's own answer]

Thank you. Goodbye [Goodbye.]

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

- Ask children to look back and discuss what happens in the story. Check understanding of the fact that Amal and her family have moved to a new house. Ask children if they have ever moved to a new house. *What was it like?* Ask if Amal likes her new house.
- Discuss what the family do next (*unpack boxes*). Look at the boxes and talk about what is inside them, and which rooms they will go in.
- Ask children *What does Amal decide to do with an empty box?* Ask if they enjoy making things from boxes. What kinds of things can they make?
- Talk about what happens when Amal takes her paints and goes outside. (*She meets her new neighbour, Sara*). Ask children if they enjoy playing with children who live near them.
- Discuss how Amal and Sara become friends. *What does Amal do when she realises that Sara is sad?* Discuss the value of sharing and being kind. This helps the girls to play together and become friends.
- How do the girls resolve the fact that they each have a different favourite colour? Show how they use stripes in the alternate colour to complete their cars. Ask children if they like the finished cars.
- Children could make small models of cars using old boxes, and paint them in their favourite colours.

Level 3 I love your hobbies!

Topic: Hobbies

Key vocabulary: *bike, computer, drawing, eating, hobbies, homework, making, pizza, playing, reading, riding*

Key structures: *I love (reading). Me, too! You don't make pizza with Dad. You can't ride a bike.*

Word count: 197 words

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover of the book together. Discuss, in L1, what each member of the family are doing. If the children have read other books in the *Ivy and Mack* series, ask which characters they can see.
- Turn to pages 2 and 3. Ask children to look at the picture. Read the words or play the audio on *Peapod Pal CEFR Pre-A1*. Ask the children to point to each of the items and say the word.
- Play a game of *I Spy* using the labelled items and other known items from the picture.

After reading

- Picture dictionary (page 22):** Ask children to look at the pictures and the words. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words aloud for them to listen and repeat.
- Ask the children questions about the different hobbies, e.g. *Do you like reading/drawing/riding a bike/playing computer games?* Ask them to think of two things they like eating and two things they like making. Mime a hobby for children to guess.
- After reading (page 23):** Ask the children to look at the pictures again and point to them in the correct order. Encourage them to give details about what happens in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask children to look at the starred image of Ivy reading a book while Mack draws a picture (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.

Audioscript

Hello. [*Hello.*]

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

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

Is the girl drawing? [*No, she isn't.*]

Is the girl making pizza? [*No, she isn't.*]

Is she riding her bike? [*No, she isn't.*]

What is she doing? [*She's reading (a book).*]

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

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

Thank you. Goodbye. [*Goodbye.*]

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

- Before the children look at the story again, ask them if they can remember all the hobbies that Ivy has (*reading, making pizza, riding her bike*).
- Go back through the story, asking questions about the pictures on each page, e.g. *What has Mack got? Who can help Mack with his homework?* Check if children remembered all of Ivy's hobbies. Ask *What does Ivy like doing?*
- Talk about the feelings of the characters. How does Mack feel about having homework? Does Ivy like helping him? How does Ivy feel when Mack says he and Dad play computer games and eat chocolate when she's on a bike ride? How does Mack cheer her up?
- Discuss the hobbies from the story with the children. Do they like all of the things Ivy and Mack mention? Do they have any other hobbies that don't appear in the story?
- Ask the children to do *Mack's homework* with you or a partner (*Ask your family about their hobbies. Draw pictures.*) Children take turns to ask about the other person's hobbies and draw pictures.

Level 3 Izzy's Butterfly Garden

Topic: Pets

Key vocabulary: butterfly, cat, dog, flower, garden, rabbit

Key structures: *This is my (dog). Do you like (dogs)? Yes, I do. I like/love (dogs). Sorry, Izzy!*

Word count: 196

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 names with the children or play the audio on *Peapod Pal CEFR Pre-A1* and ask the children to point to the characters and pets, and say each name aloud.
- If possible, display real photos of the pets in the picture and other pets, e.g. parrot, hamster, goldfish. Ask the children to look at the photos and point to the animals that appear on pages 2 and 3. (They should point to the dog, cat and rabbit, but not to the hamster, for example.)
- Show pages 4 and 5. Say *Izzy is in her garden. She's thinking about something.* Point to the thought bubble on page 5 and elicit what Izzy is thinking about (*animals/pets*). Invite the children to guess what pet Izzy is going to choose.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words. Say the words aloud or play the audio on *Peapod Pal CEFR Pre-A1* for children to find each word in the picture dictionary and repeat. Then ask them to close their books and play *Spelling Bee*. Call out a word and invite a child to spell it. If he/she spells it correctly, award them a point or simply praise him/her. Alternatively, write the words with missing letters on the board and invite children to complete the gaps.
- **After reading (page 23):** Look at the pictures from the story with the children. Encourage them to say what they can see and what is happening in each picture. Have children order the pictures as they appear in the story. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Have children look at the picture with a star next to it of the rabbit (from page 18). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

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

Can you see a cat. [*No.*]

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

Is the rabbit black? [*No.*]

Is the rabbit brown? [*No.*]

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

Have you got a rabbit? [*Yes. / No.*]

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. Encourage them to explain what is happening in the picture and why they like it. If possible, encourage them to use English to do this.
- Invite children to think about what Izzy decides at the end of the story and why. (*She decides not to get a new pet because they might ruin her garden and disturb her butterflies.*) What does this show about Izzy? (*She is responsible and she respects the flowers and insects.*)
- Ask children to look through the book and find a page which has got six butterflies on it. (There are two: pages 16 and 21). Ask whether they like butterflies and what they know about them.

Level 3 Karate Club

Topic: At karate club

Key vocabulary: belt, karate, karate club, kick, stand, wall, yellow

Key structures: I'm cleaning the car.

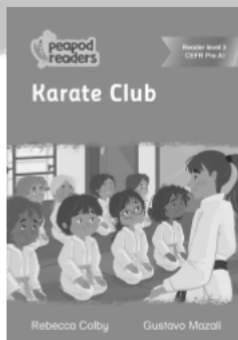
She is sad. I want a yellow karate belt. Bella has got a yellow karate belt. I can colour your belt yellow. Stand up tall and look at the wall. Kick with your legs and feet. Why isn't Ms Brett looking at me?

Word count: 222 words

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover of the book together and read the title. Draw attention to the initial sounds of the words and show how the *k* and the start of *karate* makes the same sound as the *c* at the start of *club*.
- Focus on the picture. Ask *Where are the children?* Say *Point to the teacher*. Then ask the children, in L1, if they do karate or if they can tell you anything about the sport.
- Turn to pages 2 and 3. Ask children to look at the picture. Read the names or play the audio on *Peapod Pal CEFR Pre-A1*. If the children are familiar with the *Ivy and Mack* series, ask which characters are new (*Bella and Ms Brett*). Ask the children to look at the children's belts. Are they the same colour? Ask children, in L1, if they know which belt has the higher ranking – white or yellow? (The higher ranking is yellow belt).

After reading

- Picture dictionary (page 22):** Allow time for children to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* for the children to listen to and repeat the words. Make tongue twisters for the children to repeat, e.g. *blue belt, brown belt, black belt, Kick at the karate club, Where's the white wall?, Stand in the street*.
- After reading (page 23):** Ask the children to look at the pictures again and point to them in the correct order. Encourage them to give details about what happens in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask children to look at the starred image of Ivy holding up her yellow belt (from page 21). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

Can you see a girl or a boy? [A girl.]

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

Is the girl wearing football clothes? [No, she isn't.]

Is she wearing karate clothes? [Yes, she is.]

Has the girl got a hat? [No, she hasn't.]

What has the girl got? [A belt.]

What colour is the belt? [Yellow.]

Do you go to karate club? [Yes, I do./No, I don't.]

Thank you. Goodbye. [Goodbye.]

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

- Go back through the story, asking questions about the pictures on each page, e.g. *Where does Ivy go with Bella? What is Mack doing? What has Bella got?* Encourage children to answer in English.
- Ask the children to look at the instructions that Ms Brett gives to the class on page 12 and 14 of the story. If you have room, play a game of *Ms Brett* says, using instructions with action verbs, e.g. *jump, kick, run*. If you say *Ms Brett* says before the instruction, the children copy you. If you don't, they stand still.
- Discuss the feelings of the characters. *How does Ivy feel at the beginning of the story? Why does she want a yellow belt? How does Mack try to cheer her up?* Talk about the moral of the story. What does it tell us? (*If you don't give up, you'll achieve your goal in the end*).
- Show a short video clip of a child's karate class. Pause, and ask children to say what they can see and what the children are doing.

Level 3 Let's Catch a Rainbow

Topic: Colours

Key vocabulary: *blue, catch, green, jump, orange, purple, rainbow, red, run, yellow*

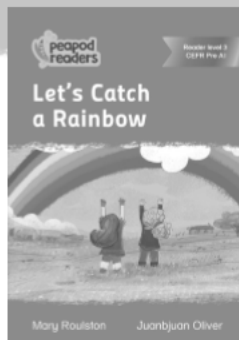
Key structures: *It's got lots of colours. I want to catch the rainbow. They are running very fast. They can't catch the rainbow. We can jump and catch the rainbow. The children are jumping.*

Word count: 176

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Teach the word *rainbow*, ask children to repeat *rainbow* and then challenge them to find the word on the front cover. Use L1 if necessary, to ask *When do you see a rainbow?* (On a sunny and rainy day.)
- Turn to pages 2 and 3. Give children time to look at the picture. Ask if they can identify where the children are and what they are doing, in L1 if necessary.
- Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Ask them to listen, point and say each one aloud. Point to the rainbow and ask children how many colours they can identify.
- If you have room, play *Catch, run, jump*. Throw a small soft ball to one child to catch. They run with the ball to the other side of the room, and when they reach it, they jump once on the spot. Encourage children to say *catch, run or jump* for the correct action. The child then throws the ball to the next child to continue.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Use coloured crayons, paint or card to hold up and elicit the correct colour word. (You will need something blue, green, orange, purple, red and yellow.) Then give out the coloured items to children. Write each word on the board or on a piece of paper, and encourage the correct child to stand up with their item when they see their colour word. When you write *rainbow*, all the colours should stand up.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the three children in the garden, pointing to the rainbow from pages 4 and 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 the child to find the picture.]

Can you see a bird? [Yes.]

Is it a red bird? [No.]

What colour is the bird? [Blue.]

How many children can you see? [One.]

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

What colours can you see on the rainbow? [Red, orange, yellow, green, blue and purple.]

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

What's your favourite colour? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look back through the pages and find their favourite picture. Ask *Can you catch a rainbow?* (No.) Ask what the children do to try to catch it (*run, jump*) and how Matt feels when they can't do it (*sad, tired*).
- Discuss how the children find out about the rainbow inside (they find out by chance, when Matt puts his water on the windowsill). Look at the final picture again on pages 20 and 21. Ask children to think about how Matt, Fatma and Anna feel now.
- If possible, take a glass of water and put it on a sunny windowsill to demonstrate how you can make a rainbow in the room. Experiment with different amounts of water and see what size rainbow you can make. Explain that rainbows are made when sunlight shines through water. You may be able to find simple online resources in English or L1 if you want to extend this learning.
- Have children draw and colour their own rainbows and then write colour word labels for them.

Level 3 Let's Make a Rocket

Topic: Recycling, upcycling

Key vocabulary: astronaut, castle, jetpack, star, rocket, box, colour (verb), crayon, glue, scissors, tape

Key structures: *Let's make a castle, too. How can we make our rocket? The children colour the rocket with the crayons. Ivy makes some stars for the rocket.*

Word count: 202 words

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Look at the cover of the book together. Discuss, in L1, what Mack and Ivy are doing. Can children name the things they are using in English?
- Turn to pages 2 and 3. Ask the children to look at the pictures. If the children have read other *Ivy and Mack* books in the series, ask which child, Ivy or Mack, drew each picture. Read the words or play the audio on *Peapod Pal CEFR Pre-A1*. Ask the children to point to the items from the pictures and say the words. Ask the children if they can name other objects from the pictures in English, e.g. *tree, flower, sun, windows, stars*.
- Ask the children to count the following items in the pictures: Picture 1 – *stars, windows (in the rocket)*; Picture 2 – *trees, flowers*. Encourage them to report back using full sentences, e.g. *There are five stars*.
- Ask children, in L1, which picture they like best and why.

After reading

- Picture dictionary (page 22):** Give children time to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* for the children to listen to and repeat the words. Point to the pictures again and ask the children to say the words. If possible, get a small box, a crayon, glue, scissors and tape. Display the items, then have children close their eyes. Remove one item and move the position of the others. Children open their eyes and try to say which item is missing.
- After reading (page 23):** Ask the children to look at the pictures again and point to them in the correct order. Encourage them to give details about what happens in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask children to look at the starred image of Ivy and Mack making the rocket (from page 16). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

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

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

Are the children making a house? [*No, they're not.*]

Are they making a castle? [*No, they're not.*]

What are they making? [*A rocket.*]

Do you like making things from boxes? [*Yes, I do./ No, I don't.*]

Thank you. Goodbye. [*Goodbye.*]

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

- Go back through the story, asking questions about the pictures on each page, e.g. *What are Ivy and Mack doing? What are the children on TV making? What are Ivy and Mack making? What do they need?* Encourage children to answer in English.
- Make sentences about the story for the children to respond *True* or *False*. Encourage them to correct the false sentences e.g. *The children are making a rocket from paper. False! They're making a rocket from boxes.*
- Ask the children, in L1, if they like making things. What kind of things do they like to make? What do they use to make models? What's the best thing they have ever made? Do they have any models at home at the moment?
- Ask the children to imagine that they can make a model of anything they like. They draw a design of their model, like Mack's drawing on page 7, and write down the materials they need. If possible, the children could make their models.

Level 3 Let's try it, and buy it!

Topic: Shopping

Key vocabulary: *blue, clothes, green, hat, jacket, orange, pink, purple, rainbow, red, scarf, scarves, shoes, skirt, trousers, yellow*

Key structures: *Anna and Sid go shopping. They look great! Do you want them? Can I try (this jacket)? It's too small! I need seven!*

Word count: 175

CEFR level: Pre-A1

Cambridge English Qualification:
Starters



Before reading

- Look at the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Read out the title and ask children what they think the story is about. Then ask *Do you like shopping?* Discuss ideas, in L1 if necessary.
- Turn to pages 2 and 3 and look at the picture in more detail. 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.
- Ask children to point and say each of the colours in the rainbow. Then point to the items of clothes and elicit the colour for each one.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then play *Draw it!* Ask children to draw an outline of a person, then draw each item of clothing as you say it. You can specify the colours as well. At the end, say *rainbow*, and encourage children to draw and colour a rainbow somewhere on their character, e.g. on their hat or jacket.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to describe what they can see in each picture, e.g. by saying the colour and the name of the clothing items. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Anna and Sid in their jackets from page 7). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

Look at the girl. What colour is her jacket? [*Green.*]

What colour are her trousers? [*Blue.*]

Look at the boy. What colour is his jacket? [*Brown.*]

What colour are his shoes? [*Red.*]

What colour are your shoes? [*Child's own answer*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Go back through the story and talk about what is happening. Where are Anna and Sid on pages 4–5 and what are they doing? Let children look at the picture and find all the different hats, scarves and shoes. Ask children if they like this shop and why.
- Discuss what the shop assistant brings over and what the jackets look like. Talk about how they fit properly and they are sensible colours – but this isn't what Sid and Anna want!
- Go through the story and show how they choose different items. Ask children to describe the colours and sizes of the clothes that Anna and Sid choose.
- Talk about what Anna and Sid are going to be in the fancy dress party, and why the clothes they choose are suitable.
- Look at the pictures on pages 20 and 21 again. Ask children if they can describe any of the other costumes which the characters are wearing. Can they see a rabbit, a king and a dancer? Discuss in L1 if necessary.
- If you have the resources, you could let children dress up and have a party, either in clothes from a dressing-up box or normal clothes, which they can adapt, like Anna and Sid.

Level 3 Lottie loves music!

Topic: Music

Key vocabulary: *alien, drum, flute, harp, orchestra, piano, queen, violin*

Key structures: *I'm playing the violin. Lottie isn't listening! Let's try the harp.*

Word count: 186

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children, in L1, what they think the story is about. Explain that Lottie is a girl's name. Then ask *Do you love music?*
- Turn to pages 2 and 3. Give children time to look at the picture. Ask if they can identify what the children are doing, in L1 if necessary. Ask if children play any of the instruments in the picture, or any others that aren't shown.
- 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. If possible, find audio clips of each instrument in the picture and play these for children to match to the words. Alternatively, you can mime playing each one and have children copy.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then play *Sticky Words*. Make sticky notes with each of the words. Encourage children to look back through the book from page 4 onwards to find each item and stick the word on the picture. If you have a large class, you could make sets of words for groups rather than each child.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Can they make a sound effect for each picture? Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Lottie playing the flute in the jungle 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.*]

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

Can you see an alien? [*No.*]

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

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

Is she singing? [*No.*]

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

What is Lottie playing? [*The flute.*]

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

Can you play the flute? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look again at the different situations Lottie imagines. Say an instrument from the story and ask children to remember or find the corresponding scene in her imagination, e.g. drums – playing to the queen. Ask children to choose their favourite scene and say what they like about it. Suggest a different instrument, e.g. a guitar, and elicit suggestions about what scene Lottie might imagine for this. You could let children draw or paint, or act out their ideas.
- Discuss with children why it is important that Lottie tries different things (*she tries different things until she finds something she loves and is good at*).
- If possible, give children some of the instruments from the story – flute, drum, violin, a piano or keyboard, or toy versions of these. Encourage children to play the instruments and see what different sounds they make. Ask children what their favourite instrument is.
- Look at the final picture again on pages 20 and 21. Ask children if they enjoy performing – either in concerts as on pages 20 and 21, or acting in plays. How does it make them feel?

Level 3 Meg Finds an Egg

Topic: The natural world

Key vocabulary: *bird, crack, crocodile, dinosaur, egg, grass snake, nest, turtle*

Key structures: *The egg is long and white. There is a crack in the egg. Turtles come out of eggs. Meg would like a turtle. It isn't a bird's egg. Meg and Dad can see a tail!*

Word count: 142

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Look at the front cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children to predict what the story might be about. Ask them what they know about eggs and the different animals that lay eggs. Discuss ideas, in L1 if necessary.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the labels and say each one aloud. Practise sounding out the 's' sounds in grass snake.
- Ask children if these are the same animals as they predicted above.
- Give children time to look at the picture and talk about the different features of the animals and what each one can or can't do. For example, can the animal fly or swim?

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the pictures and words. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then close the Picture dictionary and play *I spy*. Say *I spy ... something beginning with (n)*. Challenge children to look back through the pages to find the correct word from the dictionary and say *It's a (nest)!* You can play twice for c.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Meg and dad looking at birds' nest from pages 16 and 17). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

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

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

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

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

Look at the nest. Can you see an egg? [*Yes.*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back through the story and talk about the things they see in the pictures. Point to all the animals Meg imagines and recap their names and that they all come from eggs. For each animal ask the children if Meg thinks she would like to have that animal. Discuss what it would really be like to have these animals. What would be good, and what would be difficult? Ask the children if they would like to have any of these animals and why or why not.
- Look at pages 14 and 15 and ask children in L1 why Meg is worried when her dad says it is a bird's egg. (*She thinks it has fallen out of the nest and will therefore be vulnerable.*) Ask *What does a nest do?* and elicit (in L1 if necessary) that it protects the eggs. Talk about the different places where animals lay eggs, e.g. in sand, in water or in nests.
- Ask *How do they know that it isn't a bird's egg?* (*Because it looks different.*) Explain that when you are studying the natural world, observation and attention to detail are important. Noticing similarities and differences between different objects such as eggs is an important scientific skill that helps us to identify them and make deductions.
- With the book closed, ask the children if they can remember what animal was inside the egg. Point out that Meg and her dad do not touch the snake or try to capture it, and remind children that you should never touch or go too near a snake. Talk about what dad does to record what they have seen. Discuss how it is good to take photos as it doesn't hurt or interfere with wildlife and helps us to look at the animal closely afterwards.
- Find photos online of different animals and the eggs that they lay. For example, turtles, crocodiles, snakes, birds, as well as fossilized dinosaur eggs. For birds, find lots of different-sized eggs from a variety of bird species. Ask children to look closely at the eggs and notice the different shapes, sizes, colours and textures. Help them to use lots of adjectives in English as appropriate. Then have them match the eggs to the animals.

Level 3 Mona's Magic Trick

Topic: A magic show

Key vocabulary: *bucket, coin, magic trick, magician, poster, scarf, shout, ticket, theatre, wand, world*

Key structures: *Mona likes learning magic tricks. Mona would like to be a magician. She always does tricks for her brother, Alfie. Why are you laughing? Can you do it faster? The best magician in the world. There are lots of people at the theatre. What a great trick!*

Word count: 384

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover. Read out the title and ask children to look at the picture. Ask them to say where Mona is and what she is doing, using L1 if necessary. Ask if they can name any of the items in English.
- Turn to pages 2 and 3. 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. Give children time to look at the picture and talk about who the woman is and what she is doing.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Say each word aloud and ask children to look back through the book to find the item or action. Ask why each word is important in the story.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Lisa the magician on stage from page 14). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

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

What has she got on her head? [*A hat.*]

What colour is her hat? [*Black.*]

What has she got in her hand? [*A scarf.*]

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

Has she got a wand? [*No, she hasn't.*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look at pages 4 and 5 and talk about what Mona is doing. What did she get for her birthday? Discuss what Mona wants to be. Why does she practise every day? Explain that if you want to be good at something, it's important to spend time practising to improve your skills.
- Turn to page 8 and discuss what Dad and Mona see, and why Mona is happy. Ask children if they have ever seen a show or a performance by someone they really admire. Where was it? How did they feel?
- Talk about the tricks that Lisa does. Explain that she has practised for a long time to give the impression that she turns the scarf into a wand, but it doesn't really happen. Turn to the next trick and elicit what Lisa does, this time. (*She makes coins appear from Josh's nose and Mona's hands*). Ask children to think about how Lisa could have made this look real. Where did she have the coins? (*perhaps hidden between her fingers or up her sleeve*).
- Ask children *What does Mona want to do?* (*perform a trick*). Discuss how her practise has now paid off, as she is now able to perform a trick successfully in front of an audience. *How does Mona feel?*
- Look online for instructions in English for simple magic tricks, such as how to make a coin disappear. Let children practise doing, then performing the trick.

Level 3 Mr Buttons and the School Trip

Topic: A school trip

Key vocabulary: *campfire, campsite, guitar, sandcastle, school trip, tent*

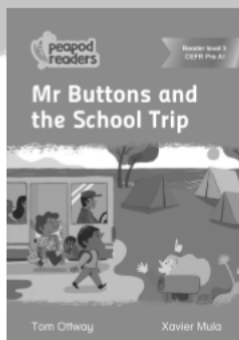
Key structures: *These are my friends. I can see the sea! Mr Samson plays his guitar and we sing. The sea is coming up the beach.*

Word count: 216

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Show the cover and ask children to say what they can see, using English if possible. Read out the title and ask children to guess who Mr Buttons is. Check understanding of *school trip* and ask children if they go on school trips. If so, do they enjoy school trips. What kinds of trips do they go on?
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the names, then have children point to the labelled characters and say each one aloud. Give children time to look at the picture and talk about where the characters are and what they are doing. Ask children if they can name any other items in English, e.g. books, pencils, chairs.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Ask them to go back through the story to find and say each item, then read out sentences that include each word.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the children arriving at the campsite from pages 6-7). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

Can you see a campsite? [Yes.]

Can you see a campfire? [No.]

Can you see the sea? [Yes.]

How many tents can you see? [Three.]

What colours are the tents? [Red, yellow and orange.]

Do you like sleeping in a tent? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look at pages 4-5 and describe what is happening. Identify who and what Mr Buttons is. Ask children if they would like to go on a school trip and to sleep in a tent. What would they take from home for comfort?
- Look at pages 6-7 and describe the campsite. Ask children if they enjoy camping. Discuss whether they like being by the seaside and what they enjoy doing there.
- Ask why Mr Samson is counting the children on page 8. Do their teachers do the same on school trips? Ask *How many children are on the trip?* (19) *And how many with Mr Buttons?* (20).
- Talk about the different activities. What do the characters do in the evening? What do they do in the daytime? Which of these activities would the children like to do? Do they think it looks like a good trip?
- Go through and find Mr Buttons in each picture. What does Billy do with him? Ask children if they have a special toy they like to play with. If they do, do they take it everywhere with them?
- Talk about how Billy feels when he can't find Mr Buttons. What do his friends and Mr Samson do? Show how everyone helps Billy, and discuss how Billy feels when they find Mr Buttons.
- You could ask children to imagine a different school trip with Mr Buttons, e.g. to a forest, a castle or a museum. Where might Mr Buttons get lost? How would they find him? Children draw their ideas and talk about their new story.

Level 3 My Treehouse

Topic: My home

Key vocabulary: *bathroom, bedroom, cushion, doll's house, garden, kitchen, ladder, living room, nest, tree, treehouse*

Key structures: *This is the living room. These are my toys. That's my doll's house. There are two bedrooms.*

Word count: 174

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Look at the front cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children what they think the story is about. Discuss what a treehouse is. You could show them some photos from the internet. Show them how the word has been made from two words they probably know, *tree + house*.
- Turn to pages 2 and 3. 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. Ask children where the characters are and what they are doing. Then ask children if they have ever played in a treehouse or seen one. Discuss ideas, in L1 if necessary.
- Ask children if they like playing outdoors in gardens or parks. Do they like climbing trees or making dens?

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then write the words in jumbled letters. Challenge children to write or spell out the word correctly, then look back through the pages to find a picture which shows it. Remind children how the word *treehouse* is made from two separate words. Help them see that *bathroom* and *bedroom* are also made from two separate words: *bath + room, bed + room*.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the bird on the doll's house on 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.]

Can you see a teddy? [No.]

Can you see a bird? [Yes.]

Is the bird sleeping? [No.]

Is the bird on a treehouse? [No.]

Is the bird on a doll's house? [Yes.]

What rooms can you see in the doll's house?

[Bathroom and bedroom.]

Can you see a kitchen? [No.]

What colour is the bathroom? [Pink.]

Have you got a doll's house? [Child's own answer]

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

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look back through the story and talk about the things they see in the pictures. Discuss how excited Betty is about showing the treehouse to her friends. *What do Jill and Yusuf think of it?* Give children time to look back at all the details of the treehouse, with the kitchen, bedroom and living room, and discuss the different things they can see. What do the children think of the treehouse? Do they like playing in pretend houses like this?
- Discuss how Betty and her friends feel when they realise that some things have been damaged. Look back through the story and ask children to find the things that have been damaged or taken. What do the characters think when they hear a noise? Are they frightened?
- Look at the pictures on pages 20 and 21 again. Discuss what has been happening in the treehouse and how Betty feels about it. Explain that the birds have been using things to make a nest, and the children are happy when they realise that the birds have got a good house too. Ask *What does the bird give back to Betty? (her teddy's ear)*
- Ask children to draw a picture of an imaginary treehouse. What rooms would they put in it? What toys or other items do they want inside? Where would they build it – in a garden, a forest, next to the sea? Encourage them to use their imaginations and include as much detail as possible.

Level 3 Noises at Night

Topic: A strange noise

Key vocabulary: cupboard, kitten, listen, scream, noise, tree, window

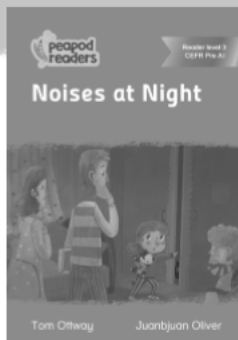
Key structures: Kane and Jodie are sleeping in their new beds in their new house. Can you hear that? I can't hear it. Go to sleep. What is that noise? The cat runs away. Let's get a kitten for our family!

Word count: 219

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and explain what it means in L1 if necessary. Ask children to predict why there could be noises at night. What noises can they hear when they are in bed at night?
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children, then have children point to the labelled characters and say each one aloud. Give children time to look at the picture and talk about where the characters are and what they are doing. See if children can notice any details, e.g. the labelled boxes. *Why might these be here? (They have just moved to a new house).*

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then close the Picture dictionary and prepare cards with the word halves on them, for example *cup board*. Mix them up and ask children to match them up correctly and say the word. For *scream*, encourage them to make the noise!
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the kitten in the kitchen from page 16). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

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

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

Can you see a window in the kitchen? [*No.*]

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

What colour is the kitten? [*Black (and white).*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back through the story and talk about what happens. Ask children to imagine how they would feel if they were in a new house for the first time and heard strange noises. What would they do?
- Ask children to think about what different things can cause noises at night. Discuss in L1 if necessary, e.g. the wind, traffic or animals outside, thunder and lightning. *Is it scarier to hear these things when it's dark?* Discuss how we sometimes imagine that things are scary at night because we don't recognise what is making them.
- Ask children how they think Jodie feels when she realises that the noise is coming from her cupboard. Ask why the children scream (*the kitten made them jump, they may not realise that it is a kitten at first, they weren't expecting to see it*). Ask children if they have ever had any similar experiences. How did they react?
- Ask children how the woman feels when she gets her kitten back. Explain that it is important for pets to have their owner's phone number on their collars in case they get lost.
- This is a fun story to act out with the children. They don't have to use all the words from the story, but they can act out the main scenes. If possible, use a toy kitten as a prop.

Level 3 On the Road

Topic: Transport

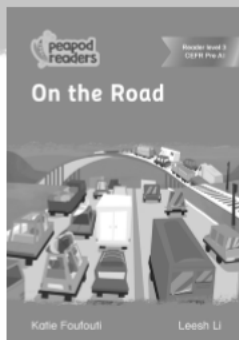
Key vocabulary: colours; *beach, bike, boat, bus, car, draw a picture, lorry, play a game, ship, train*

Key structures: *Can you see a green car? Yes, I can. No, I can't.*

Word count: 205

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Look at the front cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children what they think it means. You could draw a scene of a road with different types of transport on it or use a toy road and toy vehicles. Then ask *What can you see on a road?* Discuss ideas and see what transport words children know already.
- 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. Ask them to identify the main characters, Bella and Hugo. Have children point to the labelled items and say each one aloud.
- Look at the different activities on the beach and ask children if they enjoy going to the beach and what they like doing there.
- Ask children, in L1 if necessary, what types of transport they can see in the picture. Let them look closely and find the bike, the cars and the buses. They might also notice the boat that Hugo is drawing.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then ask *Can you see a lorry?* Encourage children to look back through the book from page 4 onwards to find each item and say *Yes, I can!* Encourage children to add the colour in to their sentences, e.g. *Yes, I can see a (white) ship.* Repeat for all the words.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Bella and Hugo looking at the ships from page 21). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

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

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

How many ships can you see? [*Three.*]

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

What colour are the cars? [*Blue and purple.*]

Can you see the beach? [*Yes.*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Look back through the pages of the story with the children. Encourage them to study the pictures carefully to look for the items in the story and any extra ones, e.g. a red car, a yellow bus (both on page 7).
- Ask children to look at pages 4 and 5 again and discuss what Bella and Hugo are doing. Ask children if they enjoy playing games on computers or tablets, or whether they prefer games that don't involve technology.
- Look at page 8 and discuss how Bella feels when the battery in her tablet goes. Ask children how they feel if their battery goes or if they can't play their game for any reason.
- Discuss the game that Hugo suggests and ask children why it is a good game to play in the car (*it is very simple, it doesn't need any technology, it uses the things they can see around them*).
- Ask children to think about how they feel when they go on holiday or on long journeys – are they excited, or do they get bored on the journey? Ask children what they do to pass the time on long journeys. Have they ever played this game, or can they suggest other games to play in the car?
- Play Hugo's game with the children, draw five or six different-coloured types of transport and then either take children for a walk around the neighbourhood or use toy vehicles in the room, playground or park.
- You could go for a walk around the neighbourhood or look out of the window and have children make a list of the types of transport they see, noting the different colours. Practise saying *I can see a (blue car).*

Level 3 Put it on the pizza!

Topic: Numbers 1–10

Key vocabulary: numbers 1–10;

banana, biscuit, cereal, cheese, grapes, marshmallow, mushrooms, onion, pineapple, pizza, tomato

Key structures: *Let's (make pizza)! Would you like any ...? I like/love (pineapple). there is/there are, lots of*

Word count: 228

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 names with the children or play the audio on *Peapod Pal CEFR Pre-A1*, then the children point to the characters and say each name aloud.
- If possible, use real food items or point to them in the picture. Ask children if they know any of the words in English. Say *Look, (tomatoes).* and ask children to repeat. Do the same for all the food items in the picture. Point to the pizza and ask children what they think the characters are going to make. (*A pizza!*) Ask them if they like pizza.
- Show pages 4 and 5. Say *Tess and Tim are making a pizza.* Ask children to look and identify the first topping. Invite them to guess what other toppings are going to go on Tess and Tim's pizza. Allow them to use L1 if necessary.

After reading

- **Picture dictionary (page 22):** Give children time to look at the pictures and the words. Then play the audio on *Peapod Pal CEFR Pre-A1* or say the words aloud for children to find and repeat. Start sounding out *banana*. Say 'B' and point to a child, who says the next sound, 'A'. He/She then points to another child to say the next sound, 'N'. Continue like this until the last sound has been produced. Do the same for more words, e.g. cheese, marshmallow, mushrooms, onion, pizza, tomato.
- **After reading (page 23):** Ask the children to order the pictures according to the toppings on the pizza. Encourage them to call out the toppings they see in 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 23)**
NOTE: Children can do this individually, with a partner or as a class. Have children look at the picture of the pizza with the star next to it (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.*]

Look at the pizza. Are there any tomatoes on the pizza? [*Yes.*]

Count the tomatoes. [*Leave time for the child to count the tomatoes.*]

Are there eight or ten tomatoes? [*There are ten tomatoes.*]

Are there any mushrooms on the pizza? [*No.*]

Are there any biscuits on the pizza? [*No.*]

Is there any pineapple on the pizza? [*Yes.*]

Are there five or six pieces of pineapple on the pizza? [*There are six pieces of pineapple.*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask the children if they liked the story. Invite children to find their favourite pizza topping. Go back through the pages in the story, pointing at the toppings and having children say them out loud. Then have them count in English how many bits of each topping they see to practise the numbers 1–10.
- Have children pretend to make a class pizza. Choose four volunteers to be the pizza makers. Draw a large circle on the floor or use skipping ropes or materials to mark it out. Have the class choose different toppings for the pizza and have the pizza makers decide how many of each thing they will have, e.g. two mushrooms, three pieces of pineapple, four olives. The pizza makers then choose children to represent each topping and they 'put them on the pizza', (inside the circle). Continue until everyone is 'on the pizza'.
- Ask children which pizza toppings they usually prefer. Which of the pizza toppings in the story are unusual? Discuss which of these toppings would taste good on a pizza. If possible, bring in a pizza base or flat bread and some tomato sauce and various toppings and make a pizza with the children. Remind them to count out the ingredients as you place them on the pizza.
- Discuss how many of the children have experience cooking. What do they enjoy making?

Level 3 Sad Snake

Topic: Wild animals

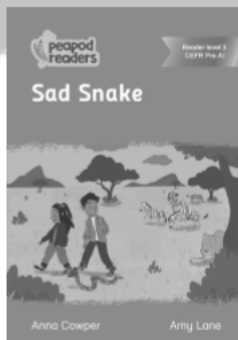
Key vocabulary: bear, bird, hippo, lion, monkey, panda, snake, spider, zebra

Key structures: *At night, Lola sleeps with her snake. There are lots of hippos. Do snakes live here? Pandas live here. This is the panda's dad. He's not happy. Can snakes swim?*

Word count: 208

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Look at the front cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children to predict what the story might be about. Ask what they know about snakes, e.g. where they live, what they eat, the things they can and can't do. Ask in L1 *Why would a snake be sad?* Discuss ideas, in L1 if necessary.
- Turn to pages 2 and 3. 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 animals, and say each one aloud. Give children time to look at the picture and talk about where the characters are.

After reading

- Picture dictionary (page 22):** Give the children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then play a game to work on the end sounds of words. Say the end sound of one of the words, for example, *po* (for hippo). Have children find the picture and say the word. Repeat for all the words, or let children play in pairs.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Lola and Tom looking at the panda from page 12). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

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

What colour is the snake? [*Purple.*]

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

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

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

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

What colour is the panda? [*Black and white.*]

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

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

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back through the story and talk about what happens. Check understanding of *dream*. Ask if this story is about something Lola really did, or if she imagined it.
- Ask children if they enjoy seeing wild animals, either on TV programmes or in zoos and wildlife parks.
- Look at the different habitats that Lola and Tom visit. Let children look back through the book to see which animals live in each place. Show how Lola and Tom see lots of exciting things in the dream, but also some things that could be dangerous. Remind children that it is important to respect the natural world and to understand that we need to be careful in unfamiliar habitats. You should never approach a wild animal that you see.
- Discuss what the children do in Lola's dream and why. Why is the snake sad and what do Lola and Tom decide to do about it?
- Talk about the idea in the story that although Lola loves her snake, she knows that snakes are happy in the wild in their own habitat. Lola's snake is a toy, but in the real world, animals thrive in their natural habitat rather than an unnatural one such as a zoo, where they might be isolated and in unsuitable surroundings. In her dream, Lola lets her snake go free because she loves it. Ask children if they think this is a kind thing to do. Discuss the positive aspect of zoos as well, in that they educate people about wildlife and often protect animals whose habitats are in danger.
- You could choose one or more of the animals in the story and look online to find video clips of them in their natural habitats.

Level 3 Small Nose

Topic: Face parts

Key vocabulary: *bush, ear, eye, face, hedgehog, mouth, nose*

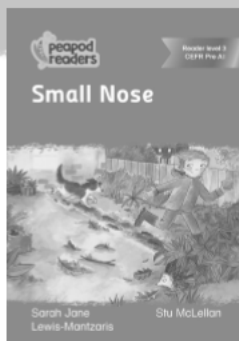
Key structures: *Jad is playing with Ziggy the dog. What is it, Ziggy? Is it sleeping? Jad can't see the hedgehog's eyes or ears. Where is the hedgehog's face? Let's give it some food.*

Word count: 196

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Read the title to the children and check understanding of *nose*. Ask how many noses they can see on the cover (*three*).
- Turn to pages 2 and 3. 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. Give children time to look at the picture and talk about where Jad and Ziggy are and what they are doing.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Say each word aloud and ask children to point to their own eye, ear, etc. Then point to each part of your own face, and encourage children to say the correct word.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the hedgehog from page 11). 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 hedgehog. [*Child points to the hedgehog.*]

Can you see the hedgehog's eyes? [*No.*]

Can you see the hedgehog's mouth? [*No.*]

Can you see the hedgehog's nose? [*Yes.*]

What colour is the hedgehog's nose? [*Brown/black/grey.*]

Is it a big nose or a small nose? [*It's small nose.*]

Point to your nose. Have you got a big nose or a small nose? [*Child's own answer*]

Point to your eyes. What colour are your eyes?

[*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look at pages 4 and 5 and talk about what Jad and Ziggy are doing and what details they notice about the garden. Does it look like a city garden or a country garden? What time of year do they think it is, and how can they tell? (*it's autumn, the trees are turning orange*).
- Look at pages 6 and 7 and identify what Ziggy finds. What does he think it is? Ask children if they have ever seen a hedgehog or a picture of a hedgehog curled up in a ball like this. *Why do hedgehogs do this?* Show what happens to Ziggy's nose on page 8 and explain that hedgehog's roll up to protect themselves when they are scared. Go through the subsequent pages and let children see how the hedgehog is curled tightly into a ball.
- Turn to page 12 and discuss what Jad and Mum decide to do. Ask *What don't hedgehogs eat and drink? What do they eat and drink? (they don't drink milk), (they do drink water and eat dog food).*
- Ask children to think about why it might be a good idea for Jad and Mum to make a house for the hedgehog. Establish that as it is autumn, the hedgehog might be looking for somewhere to hibernate for the winter. Discuss this in L1 and ask children if they know any other animals that hibernate. Discuss why Jad and Mum will come back at night (*Because hedgehogs are nocturnal and come out at night.*) You could teach children these two words, *hibernate* and *nocturnal*.
- Talk about what Jad and Mum see when they come back at night (*the hedgehog has uncurled from its ball and is eating the food*).
- You could ask children to do a project about hedgehogs, to find out what they eat in the wild, when they hibernate, what countries they live in and if they are endangered. They can draw or print images and label the parts of the face to make a small booklet.

Level 3 Splish, splash, splosh!

Topic: Getting dirty and getting clean

Key vocabulary: *clean, cook, dirty, eggs, garden, jump, kitchen, paint, puddle, sand, water*

Key structures: *Jade and Jack are cooking. Let's get dirty. Jade and Jack's boots are very dirty!*

Word count: 183

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the front cover and discuss in L1 what children can see. Talk about the title. Say the onomatopoeic words and see if children can guess what they sound like.
- Turn to pages 2 and 3. Ask children to look at the weather outside the window and elicit, in L1, *It's raining*. Explain that *splish, splash, splosh* can sound like someone jumping in water on a rainy day.
- 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 the name of each one aloud. Focus on the word *puddle* and encourage children to say *Splish, splash, splosh!*
- Look at the cooking ingredients in the kitchen and ask *What can you make with eggs?* Discuss ideas and elicit *cake*. Look at the craft items and elicit the different colours of paint.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Ask children to look back through the book to find each word and say it aloud. Say the action words *cook, jump, paint* and ask children to stand up and mime each one. Do one of the actions yourself for children to say the word. Then give further instructions for the other words: for *kitchen*, they jump to the left; for *garden*, they jump to the right; for *dirty*, they sit down and for *clean*, they put both hands up in the air, palms out. Play the game, saying the words in random order and increasing the speed as children become more confident.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Jack and Jade painting from page 7). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud.



Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

Can you see a boy? [Yes.]

Can you see a girl? [Yes.]

Are they clean or dirty? [Dirty.]

What are they doing? [They are painting.]

What colours can you see? [Blue, yellow, green and purple.]

Are they painting with their feet? [No.]

Are they painting with their hands? [Yes.]

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

Do you like painting with your hands? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

Plenary (Note: This can be done in L1 or L2 as appropriate)

- Look back through the book with the children and ask them to find all the ways that Jack and Jade get dirty. Ask *Do you like getting dirty?*
- Look at pages 4 and 5 again and ask *Where are Jack and Jade? (in the kitchen)*. Ask *What do they do in the kitchen? (cook and paint)*. Look and pages 8 and 9 and ask *Where are they now? (in the garden)*. Ask *What do they do in the garden? (jump in puddles, play and jump in sand)*.
- Look at page 14 and discuss what they are doing (*cleaning their boots*). Ask *Do you clean your boots?* Look at the rest of the cleaning up pictures and in L1 discuss why it is important to clean yourself and your surroundings after you play. Discuss why it is important to clean your hands before you eat. Turn to page 19 and ask *Is the kitchen very, very dirty, or nice and clean?*
- Look at pages 20 and 21 and ask children in L1 what they think Jack and Jade are going to do next.

Level 3 Sue's Supermarket Dash

Topic: At the supermarket

Key vocabulary: banana, cake, cheese, flower, Happy Mother's Day, supermarket, sweets, trolley

Key structures: *I would like some cheese. Would you like some cheese? Yes, please. Can I help you? Sue likes cakes. Sue is looking at the flowers.*

Word count: 192

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children what they think the story is about. Then ask *Do you like going to the supermarket?* Discuss ideas, in L1 if necessary.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the labelled characters and say each name aloud.
- Ask *Where are they now?* (*at home / in the kitchen*) *What are Mum and Daddy doing?* (*having coffee / reading*) *What is Sue doing?* Discuss ideas, in L1 if necessary, e.g. *She's writing. / She's making a list.* Ask children why she might be writing a list.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then play *What's in my trolley?* Use the initial sound of each of the items and say, e.g. *At the supermarket, there's a /k/ in my trolley.* Have children find the correct item, cake, and encourage children to sound the word out. Repeat for all the items.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the woman helping Sue with the bananas 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.*]

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

Can you see sweets? [*No.*]

What is the woman putting in the trolley? [*Bananas.*]

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

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

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back through the story and talk about the things they see in the pictures. Discuss who Sue is at the supermarket with (*her daddy*). *Why does she need other people to help her?* (*She's too short to reach some things on the shelves.*) *Why is she shopping?* *Why did she write a list?* (*She is planning a surprise for Mum.*)
- Ask children to look and find the scenes where other people are helping Sue. *What does this show?* *How does it feel when you help someone, or when someone helps you?* Practise the phrase from page 7, *Can I help you?*
- Roleplay being at a shop and asking for things at a counter. Invite children to choose what the counter is and to ask for something from the person behind it. For example:
 - Shop assistant:** *Can I help you?*
 - Customer:** *I would like ..., please.*
 - Shop assistant:** *Here you are.*
 - Customer:** *Put it/them in the trolley, please. Thank you. Bye.*
 - Shop assistant:** *You're welcome. Bye*
- Discuss what Sue says to her mum, *Happy Mother's Day!* Ask children if they celebrate Mother's Day, and what they do. If necessary, explain that this is a day for giving presents, flowers and cards to our mothers.
- Get children to make cards for people in their family, and decorate them with drawings or cut out pictures from magazines of things from the story, e.g. flowers, fruit, sweets and cakes.

Level 3 Thank you, Mack!

Topic: Losing something

Key vocabulary: cat, bird, book, garden, Grandma, happy, sad, tree

Key structures: *I can't find my book.*

Is it this book? Is it under here?

Would you like this book? Let's go in the garden.

Word count: 189

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover of the book together. Discuss, in L1, what Mack and Ivy are doing. Ask the children for their ideas about what might happen in the story.
- Turn to pages 2 and 3. Give children a few seconds to look at the picture. Say the names and words, or play the audio on *Peapod Pal CEFR Pre-A1*, for the children to find and point to them in the picture.
- Ask the children *What are Ivy and Mack doing? Do they like reading? Have they got a lot of books? What are they eating?* If the children have read any other *Ivy and Mack* stories, ask them what they can remember about each character. Point to Croc and ask them if they can remember if he is Mack or Ivy's toy. (*Mack's*)

After reading

- Picture dictionary (page 22):** Give children time to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* for the children to listen and repeat the words. Cover one of the words, then ask the children to look at the picture and say the word. Repeat with other pictures.
- After reading (page 23):** Ask children to look at the pictures again and point to them in the correct order. Encourage them to give details about what happens in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures. Point to Ivy in each picture and ask children if she is happy or sad in each one.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask children to look at the starred image of Ivy and Mack sitting under the tree (from page 16). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the 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.*]

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

Are they in the kitchen? [*No, they aren't.*]

Are they in the living room? [*No, they aren't.*]

Where are they? [*In the garden.*]

Has the girl got a book? [*No, she hasn't.*]

Has the girl got a toy? [*Yes, she has.*]

What is the boy doing? [*He's reading.*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Go back through the story, asking questions about the pictures on each page, for example, *Who is this? Why is Ivy sad? What are the children doing?* Encourage children to answer in English.
- Ask the children if they liked the story and ask them to find their favourite page. Ask them why they like it.
- Discuss the feelings of the characters. *Why is Ivy sad? What does Mack do to help? How does he try to cheer her up?*
- Ask the children to look at Ivy's special place in the garden on pages 16 and 17. *What does she like to do there? Ask the children if they've got a special place in the house or garden that they like to go to. What do they do there?*
- Have children look at pages 18 and 19 and see if they can spot Ivy's lost book and where she left it. (*in the tree trunk*)
- Play *Hide and seek* with a book or similar object. Hide the object somewhere in the room and then walk children around the space and have them point to places and ask questions modelled on Mack's question on page 8: *Is it under here?* Until they find the book. Then children should hide the object for you or their peers to find.

Level 3 The Animal Party

Topic: I like ... / I don't like ...

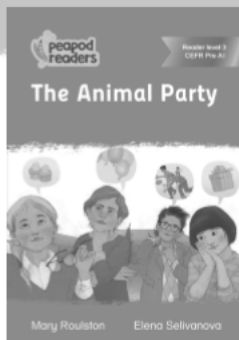
Key vocabulary: *balloon, cake, chicken, goat, horse, party, present, sheep*

Key structures: *I like parties. I don't like goats.*

Word count: 188

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Look at the front cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children if they know what a *party* is. Translate or explain the word, then ask *What do you think an Animal Party is?* Encourage children to discuss their ideas.
- Turn to pages 2 and 3 and look at the children. Play the audio on *Peapod Pal CEFR Pre-A1* or read the names with the children. Then have children point to the characters and say each name aloud. Give children time to look at the picture and discuss what the children are doing.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then write *Animal* and *Party* as headings on paper. Stick the *Animal* heading on the left of the room and the *Party* heading on the right. Ask children to stand up in the middle, and explain that if you say an animal from the picture dictionary, they jump to the left. If you say a party item, they jump to the right. Say each word for children to jump left or right, increasing the speed and mixing up the order.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Finn thinking of a chicken attacking his balloon from page 11). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

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

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

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

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

Is the boy happy? [*No.*]

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

What animals do you like? [*Child's own answer*]

What do you like at parties? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back through the pages of the story again. Recap the details by asking children to match each of Eva's friends with the party item they like. Show pages 4 and 5 again. Say each name, e.g. *Emily*, and elicit the correct sentence in the first person: "*I like cake.*" Then see if children can match each character with the animal that he or she doesn't like. Show pages 2 and 3 again for support if necessary. Say each name, e.g. *Finn*, and give the sentence starter *I like parties ...* Encourage children to complete it with *... but I don't like chickens.*
- Talk about what the animals are doing in the characters' imaginations and discuss with children why Eva's friends are worried about the party. Would they be worried in the same situation? What does Eva do to try to explain?
- Look at the final picture on pages 20 and 21. Ask how Eva's friends are feeling now. Are they glad they came to the party? Ask if the children have ever been in a situation like this, where they were afraid to try something which ended up being a lot of fun.

Level 3 The Book Monster

Topic: Stories and books

Key vocabulary: *alien, floor, forest, horse, monkey, monster, read, shelf*

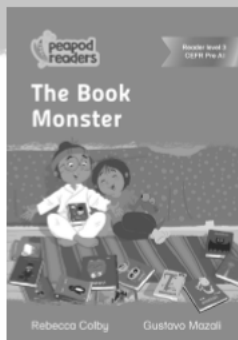
Key structures: *Why are you in my bedroom? Croc and I can help put the books on the shelf. Can you read a book to us, please?*

Word count: 189 words

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover of the book together. Discuss, in L1, what Mack and Ivy are doing. Read the title of the story together and ask the children for their ideas about what might happen. Check understanding of the word *monster*.
- Turn to pages 2 and 3. Ask children to look at the picture. If the children have read other books in the Ivy and Mack series, ask which characters they can see. Explain that the characters are in a library. Read the words or play the audio on *Peapod Pal CEFR Pre-A1*. Ask the children to name other objects in the picture using English, e.g. books, a train, trees, chairs.
- Play a game using the covers of the books in the picture. Say *Find a book about zebras/bees/bears/robots*. Children find and point to the books.
- Ask children, in L1, *Which book from the picture you would most like to read and why?*

After reading

- Picture dictionary (page 22):** Allow time for the children to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* for the children to listen to and repeat the words. Play *Draw the Monster* with some of the words from the picture dictionary: where children try to guess the word before you finish drawing the monster.
- After reading (page 23):** Ask the children to look at the pictures and point to them in the correct order. Encourage them to give details about what happens in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask children to look at the starred image of Mack showing Ivy the book about the alien (from page 14). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

Has the girl got a book? [No, she hasn't.]

Has the boy got a book? [Yes, he has.]

Can you see more books? [Yes.]

Where are they? [On the shelf.]

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

Do you like stories with monsters? [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 children questions about the pictures on each page, e.g. *Where is Mack? Where are the books? Who does Mack say put the books on the floor?* Encourage children to answer in English.
- Discuss the feelings of the characters. How does Ivy feel when she sees her books on the floor? (*A bit annoyed/cross*). Does she believe that there's a book monster? (*No, she doesn't.*) Why does she forgive Mack? (*Because he puts the books back on the shelf.*) Do Ivy and Mack enjoy reading the books? (*Yes, they do.*)
- Ask the children to imagine that the book monster is real and draw a picture of what it looks like. Discuss what each book monster looks like and what it likes to do.

Level 3 The Garden Game

Topic: Minibeasts

Key vocabulary: *bee, bugs, butterfly, grasshopper, snail, spider*

Key structures: *Dina can see a bug.
The snail is going. There's a spider
under the table.*

Word count: 177

CEFR level: Pre-A1

Cambridge English Qualification:
Starters



Before reading

- Look at the front cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children what they think the story is about. Then ask *Do you have a garden? What is in your garden? What games can you play in a garden or in a park?* Discuss ideas, in L1 if necessary.
- Turn to pages 2 and 3. 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 creatures and say each one aloud. Ask children to find and count the different bugs. Explain that they will learn each bug's individual name in the story.
- Give children time to look at the picture and notice details such as the magnifying glass in Ali's bag, the playhouse and the different types and colours of flowers. Encourage them to say the words in English if they can. Teach new words as appropriate.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then play *Bug hunt*. Say one of the bugs and challenge children to look back through the pages to find a picture which shows it. Encourage children to say *I can see a (spider)!*
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Dina and Ali with the bee on the flower from page 14). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

Can you see a grasshopper? [No.]

Can you see a spider? [No.]

Can you see a bee? [Yes.]

Is the bee under a flower? [No.]

Is the bee on a flower? [Yes.]

What colour is the flower? [Blue.]

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look back through the story and talk about the things they see in the pictures. Recap in English how many bugs the children were looking for. Look at pages 7, 9, 11 and 13. Discuss why the children can't see the bugs in these scenes, and talk about camouflage, using L1 if necessary.
- Discuss with children why it is important that Dina and Ali respect the bugs they are looking for. Look again at pages 14 and 15 and ask children in L1 what Dina is going to do (*catch the bee in a jar*). Why does her mum stop them?
- Focus on Dina's idea for a better garden game. Ask children if they think it is a better idea to take photos from a distance rather than get too close to the bugs.
- Look at the pictures on pages 20 and 21 again. Ask children which bug Dina and Ali still need to find, and where it is. Encourage the children to point to the list and count to five.
- You could make a scavenger hunt for the children to play – this can be adapted for any setting, e.g. classroom items, natural items in the garden or park, or objects around the house. Give children a list of five items to find and tick off. You could use toy bugs and hide them in specific places to elicit phrases using prepositions of place, such as *The spider is on the chair!*

Level 3 True Story

Topic: What does an illustrator do?

Key vocabulary: *alien, hot air balloon, bear, bird, fish, illustrator, monster, robot*

Key structures: *There are aliens in this story. She draws (the alien in her garden.) She flies in a hot air balloon and draws the birds.*

Word count: 143

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Translate the title to L1 and discuss what children think it means. Can they give you an example of a true story? What is the opposite of a true story?
- Turn to pages 2 and 3. 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. Ask children to predict what the story might be about, using these pictures as clues.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then let children practise being illustrators. Say each word for children to draw. Encourage them to be creative and use their imagination, e.g. they can design their own monster, their own robot. Ask them to label each picture after they draw it.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Sam holding the bear from page 16). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

Point to the book. Can you see a monster in the book? [No.]

Can you see a robot in the book? [No.]
What can you see in the book? [A bear.]
Has the boy got a bear? [Yes.]
What colour is the bear? [Brown.]
Do you like bears? [Child's own answer]
Thank you. Goodbye. [Goodbye.]

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

- Ask children to look back through the book and talk about the different stories Dad tells Sam. Say sentences for children to complete, e.g. *Dad says she sees aliens in ... (her garden)*. Give children time to look back through the story and notice the details in the artwork.
- Ask children to think about how illustrators get their ideas for drawing things that they might not have seen. (*For things such as monsters and aliens, they can use their imagination. For birds and fish, they can study the world around them.*) Ask children to imagine an extra scene in the story, e.g. how could this illustrator draw a spaceship or an elephant, or a person from the past?
- Explain that Dad is using his imagination to tell Sam a story. Ask children if they like telling and listening to stories. Do they think it is important for stories to be true, or not? Does Dad make the stories sound exciting?
- You could ask children to look through other books in the classroom or at home to find an illustrator they really like. Let them look at the pictures and say what they like about them. You could help children to write a letter to the illustrator saying why they like their work.

Level 3 TV Time

Topic: Television

Key vocabulary: *computer, phone, picture, tablet, television, TV, watch*

Key structures: *Max is playing a game on his tablet. Max sees Grandpa in the living room. It's great! I can see a young me and my family watching our old TV.*

Word count: 188

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the front cover and ask children to say what they can see, using English if possible. Read out the title and ask children to predict what the story might be about. Ask if they enjoy watching TV and what they like to watch.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the names with the children. Then have children point to the labelled characters and say each one aloud.
- Give children time to look at the picture and think about where the characters are and what they are doing. Elicit any other items children can identify in English. You could point out the phone and computer and ask children if they use these items of technology at home or at school.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then write each word on card and cut it into two roughly equal sections, using sound chunks where possible, e.g. *ph/one, wa/tch*. Ask children to match them up, say the complete word and point to the correct picture.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Grandpa playing a football game on the tablet from page 11). 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.]

Who can you see? [Grandpa and a boy (Max).]

Are they watching TV? [No.]



Are they playing a game? [Yes.]

Are they playing on a computer? [No.]

Are they playing on a tablet? [Yes.]

What is the game? [football.]

Do you like playing football games on a tablet?

[Child's own answer]

Do you like watching football on television? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look back through the pictures and talk about the story. Discuss how Max feels when he sees Grandpa on his own in the living room. Suggest that he might think that Grandpa feels lonely, as everyone else is looking at gadgets. *What does Max do? (He shows Grandpa his football game on his tablet.)*
- Ask children in L1 if they agree that overuse of phones, tablets and computers can be antisocial. What are the good and bad points of television compared to new technology?
- Show how Grandpa thinks back to his childhood. Look at the pictures of the past compared to the present day, and ask children what things are different and how they have changed.
- Go through the different events that Grandpa learned about through television (winning the football World Cup, seeing men on the moon). Ask how these would be different if people watched them individually on their own devices rather than as a family group. Encourage children to consider how you may talk more when you are watching something together.
- Turn to pages 20 and 21 and discuss what Max suggests and how the family feel about it. Look at the final picture and ask children to describe how the family is now, compared to how they were at the beginning. If appropriate, you could ask children whether similar things happen in their family and how they feel about it.
- Ask children to think about a programme they enjoy watching with their family, or an interesting thing they have learned from television. They can draw a TV frame outline and draw or stick pictures of the show inside it, then show it to their family. Have them practise the phrase *Let's watch TV with [name of someone they like to watch TV with].*

Level 3 Wait for me!

Topic: The beach

Key vocabulary: beach, ice cream, sand, sandcastle, sea

Key structures: I love (the beach).
Let's make a sandcastle. Where's our sandcastle? Where are Mum and Dad?

Word count: 209

CEFR level: Pre-A1

Cambridge English Qualification:
Starters

Before reading

- Look at the cover of the book together. Ask questions about what the children can see. Use L1 as necessary. Ask for their ideas about what might happen in the story.
- Ask the children to open the book and look at the picture on pages 2 and 3. Say the names and words, or play the audio on *Peapod Pal CEFR Pre-A1*, for the children to find and point to them in the picture.
- Point to different people in the picture and ask the children to tell you what they are doing, using L1 where necessary (*Ivy and Dad are playing beach tennis (bat and ball); Mum is putting sun cream on Mack; other people are swimming in the sea, sitting on the sand, walking, running/jogging*). Point to the lifeguard and discuss what their job is (*to keep people safe in the sea*).

After reading

- Picture dictionary (page 22):** Play the audio on *Peapod Pal CEFR Pre-A1* for the children to listen to and repeat the words. Allow a few moments for the children to look at the words and the pictures and then ask them to close their books. Play Pictionary with the words. Start to draw one of the items on the board, or on paper, for children to guess what you are drawing. You could allow the correct guesser to do the next drawing, or set a time limit for them to guess in.
- After reading (pages 23):** Look at the pictures together. Point to each one and encourage children to tell you what they can. Then ask children to order the story by pointing to the pictures in turn and saying the number. Play the audio on *Peapod Pal CEFR Pre-A1* or read the story aloud again and have the children follow the story by pointing to the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask children to look at the starred image of Ivy, Mack, Mum and Dad running onto the beach (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.*]

Is the family at the park? [*No, they aren't.*]

Is the family at the beach? [*Yes, they are.*]

Can you see a book? [*No, I can't.*]

Can you see a ball? [*Yes, I can.*]

Who has got the ball? The boy or the girl? [*The girl (Ivy).*]

Do you like the beach? [*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 in English about the pictures, for example, *Where is the family? (At the beach), What does Mack want to do? (He wants to make a sandcastle), What does Mum want to do? (She wants to read her book).*
- Ask the children what they most like to do at the beach – make a sandcastle, buy an ice cream, go in the sea or read a book. Is there anything else that they like to do?
- Use L1 to discuss the feelings of the characters throughout the story. Ask *How do Ivy and Mack feel when they arrive at the beach? (excited), How does Ivy feel when she is lost? (scared and worried), How does Mack feel when he finds her? (happy and relieved)*
- Ask the children if they have ever been lost. Ask *Where were they? What happened? How did they feel?* Discuss staying safe in public places and what you should do if you think you are lost.
- Have the children act out the story. Help them find appropriate props and to set out a space as the beach, the sea and the ice cream van.

Level 3 We are great!

Topic: All about me

Key vocabulary: *brother, family, Grandpa, photo, sister, big/small, dirty/clean, old/young, tall/short*

Key structures: *I'm six years old. I'm at school. I'm old and you're young. I'm old, too. I can read.*

Word count: 180

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the cover of the book together. Discuss, in L1, what the children can see.
- Turn to pages 2 and 3. Give children time to look at the picture and say what they can see in L1. Make sure they can see that the three pictures are photos in a photo album. Ask if they can name any of the people or the items in the picture in English, for example, *flowers, park, tree, garden, teddy*.
- If the children have read the *Ivy and Mack* story series before, elicit the names of the characters. If they haven't, point to each one in turn and introduce them, for example, *This is Ivy*.
- Say the words on the page, or play the audio on *Peapod Pal CEFR Pre-A1*, for the children to point to and repeat.
- Make sentences about the characters for the children to complete with an opposite adjective, for example, *Grandad is old. Ivy is ... (young)*.

After reading

- **Picture dictionary (page 22):** Allow time for the children to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* for the children to listen to and repeat the words. Say an adjective and have children mime the word. Ask the children to close their books. Say some of the adjectives for children to give you the opposite word. Write the adjectives onto pieces of paper or card and shuffle them. Place them face down in two rows of four. Children take turns to turn over two cards and try to find an adjective pair, for example, *big* and *small*. If they find a pair, they keep the cards. If they don't find the pair, they turn them face down again.
- **After reading (page 23):** Ask the children to look at the pictures and point to them in the correct order. Encourage them to give details about what happens in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask them to look at the starred image of Ivy reading her book to the class (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.*]

Look at the children. Where are they? [*At school.*]

Look at the girl with the book. Is she old? [*No.*]

Is she young? [*Yes.*]

Can she read? [*Yes.*]

Can you read? [*Yes.*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Go back through the story, asking questions about the pictures on each page, for example, *What has Ivy got? What's in the book? What are the children doing in the photos?* Encourage children to answer in English.
- Ask questions about the different photos in the story using opposite adjectives, for example, *Is Mack small in this photo? Who is clean in this photo? Who is dirty?*
- Ask the children if they liked the story and ask them to find their favourite page. Ask them why they like it.
- Discuss the feelings of the characters and the message of the story. Are you really more important if you're bigger, older or taller?
- Ask children to talk about the people in their own families *Who is tall? Who is short? Who is young? Who is old?* etc.
- Have children draw a family photo and label the people. Ask them to tell you about each person using adjectives.

Level 3 Welcome to Horse-Riding Club

Topic: Horse-riding

Key vocabulary: *brush, clean, club, horse, horse-riding, jump, rider, riding hat, saddle*

Key structures: *Let's clean our horses.*

This is how you (brush a horse). OK, I can do that. Why don't you try? Jo and Mary are riding their horses.

Word count: 187

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Show the front cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and explain it in L1 if necessary. Ask children if they like horses and whether they have ever ridden a horse.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the labelled characters and say each one aloud. Give children time to look at the picture and talk about where the people are and what they are doing, e.g. getting food and water for the horses. Talk about what the girls are wearing on their heads (*riding hats*) and why this is important.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Write *h _ _ _ _ - r _ _ _ _* in the centre of the board or on a piece of paper. Challenge children to complete the letters. Then brainstorm related words and actions and make a horse-riding ideas map.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Mary jumping with Chip from page 21). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

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

What colour is the horse? [*Brown.*]

Is the horse walking or jumping? [*Jumping.*]

Has the girl got a hat? [*Yes.*]

What colour is her hat? [*Black.*]

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

Can you ride a horse? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back through the story and talk about what happens. Ask children if they have ever joined a new club or started a new activity. What does it feel like? Is it nice when someone is there to make you feel welcome?
- Go through all the different things that Mary shows Jo. If children have any experience of riding or caring for horses, discuss what they do.
- Ask if it is nice of Jo to show Mary what to do. (*Yes, it is kind to welcome people.*) Ask if Jo really listens to Mary or asks her how much she knows already. (*No, she doesn't.*) Explain that it is important to listen to other people and not assume you know more than they do.
- Ask children to describe what happens in their own words. Ask *Can Mary ride a horse?* (*Yes, she can.*) Look at the pictures and show how Jo sometimes makes mistakes. Suggest that she might not know quite as much as she thinks she does.
- Find the lyrics online and teach children the rhyme: *Horsey Horsey don't you stop*. Have them make *clip clop* sounds of horses' hooves either using body percussion, coconut shells or other percussion instruments.

Level 3 Well done, Ivy!

Topic: Sport

Key vocabulary: children, egg, race, spoon, sports day, clapping, hopping, jumping, running, throwing, walking

Key structures: *I love sports day. Croc loves sports day. Ivy is throwing the ball. Mac and Croc are running. Are they hopping?*

Word count: 164

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the cover of the book together. Discuss, in L1, what the children can see. Read the title with the children and ask them for their ideas about what might happen in the story. If they have read an *Ivy and Mack* story before, remind them of it and talk about Ivy and Mack and that they are brother and sister.
- Turn to pages 2 and 3. Give children a few seconds to look at the picture and describe what they can see in L1. Do they know any of the activities that the children are doing or playing? Have they done or played them, too?
- If the children have read any of the series ask them to look at the scene and to find Ivy, Mack and Croc. If they haven't, point to each one in turn and introduce them, for example, *This is Mack*.
- Say the words on the page, or play the audio on *Peapod Pal CEFR Pre-A1*, for the children to point to them and repeat. Ask questions about what's happening in the picture for the children to reply in English, for example, *What's Mack doing? (He's running in the race.) What have the children got on their spoons? (Eggs).*

After reading

- Picture dictionary (page 22):** Give children time to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* for the children to listen and repeat the words. Mime one of the verbs for the children to guess. Ask children to work in pairs, or with you, taking turns to mime and guess the rest of the verbs.
- After reading (page 23):** Ask children to look at the pictures and point to them in the correct order that they appear in the story. Encourage them to give details about what happens in each picture as they point. Read the story or Play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask children to look at the starred image of Ivy jumping (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 the child to find the picture.*]

How many children are there? [*Two.*]

Point to the girl. [*Child points to the girl (Ivy).*]

Is she running? [*No, she isn't.*]

Is she throwing? [*No, she isn't.*]

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

Point to the boy. [*Child points to the boy (Mack).*]

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

What is the boy doing? [*He's clapping.*]

They are at Sports Day. Do you like Sports Day?
[*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 about the actions that the children are doing. Encourage children to answer in English, using the verbs from the Picture dictionary.
- Ask the children if they liked the story and ask them to find their favourite page. Ask them why they like it.
- Discuss the feelings of the characters. Ask *How do Ivy and Mack feel at the beginning of the story? How does Ivy feel when she's jumping? How does she feel when she drops her egg? How does Mack help her finish the race?* Discuss the message of the story. What do the children learn? (*That taking part is more important than winning.*)
- You could have a mini sports day with the children. Use soft balls or beanbags for a throwing competition, and draw chalk lines or have children run or hop across the room for races. You could use plastic spoons or small bats with beanbags or small balls for an egg and spoon race. Talk about what you have to do in each race using the action words.

Level 3 What can fireworks do?

Topic: Fireworks

Key vocabulary: fireworks, fountain, rocket, smoke, sparkler, spin

Key structures: *Jim and Jill are watching the fireworks. How many different fireworks are there? There are lots. They can do different things. These fireworks are rockets. They spin and they make colours. Don't stand too near!*

Word count: 208

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children to predict what the book will be about. Ask what they know about fireworks.
- Turn to pages 2 and 3. 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. Ask children if they enjoy fireworks, or if they find them too noisy. Have they been to any fireworks event?

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then choose a word and write the correct number of dashes for each letter. Ask children to suggest a letter. If it is correct, write it on the line. If it isn't, draw one line of a rocket. Children try to get the correct word before you can complete the rocket picture and it takes off!
- After reading (page 23):** Help children to read the sentences and match each to the correct picture. Read the book aloud again or look back through the book and play the audio on *Peapod Pal CEFR Pre-A1* for children to check their ideas.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the sparklers from page 11). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

Can you see a fountain firework? [No.]

Can you see sparklers? [Yes.]

Are the children writing with the sparklers? [Yes, they are.]

Can you read the words to me? What do they say? [Jim and Jill/Jill and Jim.]

What's your name? [Child's own answer]

How do you spell your name? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Go back through the story, and look at the different kinds of fireworks: rockets, fountain fireworks, fireworks that spin, sparklers, and fireworks that move cars or animals. Ask children which is their favourite and why.
- If children are interested, you could ask them to think about how and why a firework makes the car and animals on wheels move. Discuss ideas in L1.
- Discuss how fireworks can make words, numbers and shapes. Ask if children have ever seen this, and if so, where and when this happened.
- Look at the scenes of crowds on pages 4, 5, 6 and 17. Compare this to the scenes on pages 18 and 19 where people are watching fireworks on television at home. Ask children what they think the good and bad points are about each way to see fireworks.
- Look at pages 10 and 11. Discuss where this might be and what the children are doing. Point out the safety railing around the fire and explain that it is important to be very careful around a bonfire and only use sparklers with adult supervision.
- Turn to pages 20 and 21 and read the text again. Ensure children understand the safety aspects of enjoying fireworks.
- You could find video clips of fireworks online to watch together, such as New Year's Eve celebrations in London or other big cities. Then take children outside to paint firework pictures by splashing different coloured paint onto paper. Encourage them to say *Whizz! Bang! Crackle! Pop!* as they paint.

Level 3 What can I make with my old socks?

Topic: Craft

Key vocabulary: arm, ear, eyes, nose, thumb; bean bag, bottom, cup, cut, cut off, fill, fold, glue, hole, knot, pet, puppet, rice, scarf, sock, stitch, sweater, top

Key structures: *Mark's cleaning his bedroom. He's got lots of old socks. What can I make with my old socks? Fill the sock with rice.*

Word count: 196
CEFR level: Pre-A1
Cambridge English Qualification: Starters



Before reading

- Show the front cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Read out the title question to the children and ask them to predict what the book might be about.
- Ask the children if they enjoy making things. Discuss ideas, in L1 if necessary. Can they suggest things that can be made from socks?
- Turn to pages 2 and 3. Discuss where the boy is and what he is doing. Give children time to look at the picture and notice the different things in the room. 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.
- Talk about the room, in L1 if necessary. Is it tidy or messy? Ask children if they have a tidy bedroom or a messy one. How often do they tidy up?

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask them to point to each one and repeat. Children can look back through the book to find each word and see it in context. For each one, ask if it is something you do (a verb) or a thing (a noun). Then write each word with some gapped letters and ask children to complete and say the words.
- **After reading (page 23):** Help children to read the labels. Ask them which is the odd word out (*glue because it is not a part of the face or body*). Ask them to find each item in the main picture. They point and say the correct word. Check answers by saying each word and having children point to the feature on their own body. They should not point to a part of their body for *glue*.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Mark making a puppet 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 the child to find the picture.*]

What is the boy making? [*A puppet.*]

Can you see an animal puppet? [*Yes.*]

What animal is it? [*A cat.*]

What colour is it? [*Brown and grey and pink.*]

What colours are the puppet's ears? [*Pink and grey.*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back through the story and talk about the different things that Mark makes. Ask children which of the craft items is their favourite and why. Ask children if they have ever tried to make anything similar.
- Talk about how one simple object can have lots of different uses. Discuss in L1 the idea that if we look at objects in a creative way, we can use them to solve problems. Read out some of the questions in the book and ask children to say what Mark does to solve them, e.g. cold arms, a hot cup.
- Ask children if they can think of any other things they could make with old socks. You could go online together to look for ideas.
- Ask children why it is a good idea to reuse objects rather than throw them away. Show how Mark makes new items rather than creating waste. He also has fun doing it and it doesn't cost money.
- If you have enough old resources, you could help children to choose one of the projects in the story and make it, using an old sock and any other materials they need.

Level 3 What can we grow?

Topic: Growing fruit and vegetables

Key vocabulary: beans, butterfly, carrots, flower, greenhouse, grow, plant (v), potatoes, rabbit, seed, tree, vegetables

Key structures: *What can we grow?*

*The families are planting vegetables.
The tomatoes aren't cold in there.
What are these? The trees have got flowers on them now.*

Word count: 176

CEFR level: Pre-A1

**Cambridge English
Qualification:** Starters



Before reading

- Look at the cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Ask the title question to the children *What can we grow?* and elicit ideas in English, then translate and discuss in L1.
- Turn to pages 2 and 3. 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. Give children time to look at the picture and talk about where the characters are, who they are and what they are doing.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then write each word on a separate piece of paper or card and arrange them on a table or the floor. Point to each word and say it aloud, then turn the cards over. Ask, e.g. *Where's 'rabbit'?* children try to remember where each word was.
- After reading (page 23):** Help children to read the sentences, then ask them to look at the pictures and remember what they read in the book. They decide if each sentence is true (Yes) or false (No). Read the book aloud again or play the audio on *Peapod Pal CEFR Pre-A1* for children to check their ideas.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the man and woman looking at the fruit trees from page 19). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

Can you see any children? [*No.*]

Who can you see? [*A man and a woman.*]

What are they looking at? [*(Fruit) trees.*]

Are the trees in a greenhouse? [*No.*]

Have the trees got flowers? [*No.*]

Have the trees got fruit? [*Yes.*]

What colour are the apples? [*Red.*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look at pages 4 and 5 and describe what the garden looks like. Use L1 if necessary but encourage use of English.
- Look at pages 6 and 7 and talk about the different jobs that each person is doing. Ask children if they have ever grown anything at home or in their garden. What did they have to do?
- Go through each of the subsequent pages and let children see how the garden changes over time. Ask what they think about the garden on pages 18 and 19 compared to pages 4 and 5.
- Turn to page 10 and show how the trees in the van have got flowers on them. Explain that we see flowers on fruit trees such as apple, pear and cherry in the springtime, and that the flower is an important first stage in growing fruit. If they are interested, you can research more information about the cycle of fruit trees.
- Talk about the food that the families grow. Ask *Which vegetables do you like? Have you ever grown anything in a garden and did it taste better than food from a shop?* Show the final picture of the families eating together (pages 20 and 21). Discuss how the garden has brought everyone together as well as improving the environment and providing healthy food.
- You could do an experiment with the children to grow some cress seeds or bean plants. Plant the seeds in a pot, and give them water and sunlight. Children can look after the seeds and study what happens.

Level 3 What do lizards do?

Topic: Pets

Key vocabulary: *climb, fish, hamster, lizard, mouse, pet shop, rabbit, snake*

Key structures: What pet do you want?

I want a lizard. Look at the fish. They swim. The hamsters are squeaking. Can lizards hop? No, they can't but they can climb. Snakes are nice but they don't have legs. Lizards have legs.

Word count: 224 words

CEFR level: Pre-A1

Cambridge English Qualification:
Starters

Before reading

- Look at the cover of the book and read the title together. Ask the children, in L1, where they think Mack and his friend are. *What are they looking at?* Ask the children if they like lizards.
- Turn to pages 2 and 3. Ask the children to look at the picture. Read the names or play the audio on *Peapod Pal CEFR Pre-A1*. If the children have read other books in the *Ivy and Mack* series, ask them which characters are new in this story (*Alex and Alex's dad*).
- Make sentences about the picture for the children to say *True* or *False*, e.g. *Alex has got a red coat. True!*
- Ask the children to look carefully at the window on the right-hand side of the picture and tell you, in English or in L1, the animals they can see (*a tortoise, a hamster and some mice*). Ask them to suggest other animals that might be in the shop.

After reading

- Picture dictionary (page 22):** Allow time for the children to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* for the children to listen to and repeat the words. Describe an animal for the children to guess, e.g. *It's got four legs. It's green. (The lizard!)* Ask the children to take turns with you, or a friend, to describe and guess the other animals.
- After reading (page 23):** Ask the children to look at the pictures and point to them in the correct order. Encourage them to give details about what is happening in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR Pre-A1* again for children to follow using the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the starred image (Mack and Alex looking at the mouse from page 10). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

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

Are they boys or girls? [*Boys.*]

Are they in the supermarket? [*No, they aren't.*]

Are they in the pet shop? [*Yes, they are.*]

Can you see an animal? [*Yes.*]

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

Is it a lizard? [*No it isn't.*]

Which animal is it? [*A mouse.*]

What colour is it? [*White.*]

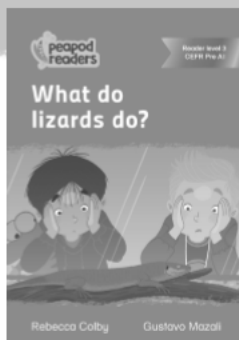
Do you like mice? [*Yes, I do./No, I don't.*]

Do you have a pet? [*Yes, I do./No, I don't.*]

Thank you. Goodbye. [*Goodbye.*]

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

- Go back through the story, asking questions about the pictures on each page, e.g. *Where are the children? Which pet does Alex want? What are the boys looking at? What can the animal do?* Encourage children to answer in English.
- Remind children of the title of the story *What do lizards do?* and ask them to try to remember the different things Alex likes about lizards. (*They can swim, they can climb, they have legs.*)
- Discuss Alex's feelings throughout the book. Ask *How does he feel when he arrives at the pet shop? Which animal does he want? How does he feel about the other animals? How does he feel when his dad buys him the lizard?*
- Ask the children which animal they would choose from the pet shop and why. Have them draw a picture of their favourite animal. Then show it to you, or a partner, and say what it can do.



Level 3 Where's Dad?

Topic: Time

Key vocabulary: *afternoon, Grandpa, Grandma, lunch, morning, night, picture, water, window*

Key structures: *It's morning. Can we go to the shops this morning? Would you like a toy, Sid? Grandpa is making lunch. Where's Dad?*

Word count: 190

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover and ask children to say what they can see, using English if possible. Draw attention to the title and encourage them to suggest places that Dad could be and why. Discuss ideas in L1.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the names with the children, then have children point to the labelled characters and say each one aloud. Elicit understanding of *Grandma* and *Grandpa*. Ask *Whose parents are they?*
- Give children time to look at the picture and notice the details. Point to the different things Sid has with him and encourage children to predict what might happen (*Sid is spending the day with his grandparents*). Elicit that Boz is Sid's toy dog.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then write the letters for each word in a jumbled sequence and ask children to order them.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* and have children point to the pictures in order as they listen.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (Sid waiting for Dad at the window from page 19). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the 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.]

Look at the boy. Is he drawing a picture? [No.]

Is he eating lunch? [No.]

Look at the window. Is it the afternoon? [No.]

What time of day is it? [It's night.]

Is it morning, afternoon or night now? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look back through the story and talk about what happens. *Why is Sid with his grandparents for the day? Where does Dad go in the morning?*
- Talk about the things Sid does to pass the time. Ask children whether they guessed that Sid was getting a real dog. Show how all the activities he does – buying toys, getting food and water, making a bed – can work for playing with a toy, and also for preparing to welcome a new pet.
- Discuss how Sid feels as he waits. What does he ask? (*Where's Dad?*) Ask children how they feel when they have to wait for something. Are they patient or impatient? What kinds of things can they do to pass the time?
- Talk about the things which pets need. How does Sid provide all these things? Let children look back through the pictures to see what Sid gets in the shop on pages 8–9. Talk about why a dog needs each of these items. Turn to pages 12–13 and ask what Sid uses to make a bed. If children have a pet, ask what food it eats and if it has a special bed. What do they enjoy doing with their pet?
- Show how the day progresses through morning, afternoon and night. Recap the activities Sid and his grandparents do at each time of day.
- You could ask children to choose a time of day and an activity. Help them to draw and say an activity, e.g. *It's the afternoon. I'm playing a game.*

Level 3 Where's my sock, Mack?

Topic: Favourite things, personal objects, collecting things

Key vocabulary: favourite, picture, pillow, ruler, sleep, sock

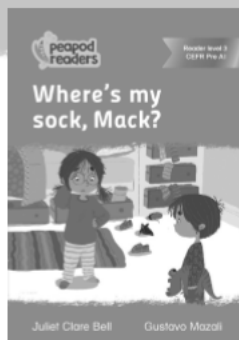
Key structures: *Where's my sock? I don't know. Is it under (my/your) pillow? Would you like my sock? This is my favourite ...*

Word count: 183

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover of the book together. Ask questions about what the children can see. Use L1 as necessary. If children have read other *Ivy and Mack* books in the series, ask them to guess who is looking for their sock.
- Ask the children to open the book and look at the picture on pages 2 and 3. Say the names of the characters and the objects, or play the audio on *Peapod Pal CEFR Pre-A1* for them to find and point to them.
- Say the names of the objects in a random order for the children to find and point to them. Can children hear which two words rhyme? (*sock and Croc*)
- Can children name any other things in the picture in English?

After reading

- Picture dictionary (page 22):** Play the audio on *Peapod Pal CEFR Pre-A1* for the children to listen to and repeat the words. Have children look around them and see if they can see or find any of the items (picture, pillow, ruler, sock). You could get them to do a treasure hunt and see how many of each item they can find in a certain time. Have them mime sleep. Check comprehension of 'favourite' by asking them to say what their favourite colour or animal is.
- After reading (pages 23):** Look at the pictures together. Point to each one and encourage children to tell you what they can in English. Then ask children to order the story by pointing to the pictures in turn and saying the number. Play the audio on *Peapod Pal CEFR Pre-A1* or read the story aloud again and have the children follow the story by pointing to the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask children to look at the starred image of Ivy and Mack looking at the toys under the pillow (from page 17). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each question for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

Can you see a book? [Yes, I can.]

Can you see a ruler? [No, I can't.]

Can you see a pillow? [Yes, I can.]

Can you tell me one more thing you can see? [a ball, a pencil, glasses, a picture, a glove, a pen, a whistle, a pillow, a tractor]

Has the girl got a book? [No, she hasn't.]

Has the girl got a picture? [Yes, she has.]

Do you like drawing pictures? [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 in English about the pictures on each page, for example, ask *What does Ivy want?* (*Her sock*), *Where are the children now?* (*In Mack's bedroom*), *Where is Ivy's sock?* (*Under the pillow*).
- Ask the children if they can see the ruler on page 19 and point to it (*It's in Mum's pocket*). Ask *what happens to the ruler on the next page?* (*Mack takes it*), *Where is it on page 21?* (*Under Mack's pillow*).
- Look at the pictures of Ivy and Mack throughout the story and discuss their feelings. Ask *How does Ivy feel to begin with?* (*She feels a bit angry / annoyed with Mack for taking her sock*), *Why does Ivy give Mack her other sock?* (*Because she understands that the sock Mack has taken is special to him*), *How does Mack feel?* (*Very happy and grateful*), *Why doesn't he want Ivy's other sock?* (*Because this sock isn't special to him*).
- Ask the children if they have any special things at home? *What are they? Why are they special? Where do they keep them?*
- Play *What's missing?* with the objects from the story or similar objects the children know the words for in English. Place all the objects on a cloth and give children time to look at them and say the words in English. Have children close their eyes. Remove one item. Children open their eyes and see if they can say which object is missing. Repeat with other objects, too. Invite children to take turns to remove an object.

Level 3 Who cleans the streets?

Topic: Jobs, recycling

Key vocabulary: *bin, brush, clean, dirty, rubbish, truck*

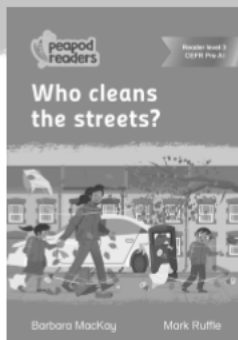
Key structures: *Holly and Mark are going to school. Who cleans the streets? The truck has got two small brushes. He cleans between the cars. There are lots of bins here. Joe's truck can clean this.*

Word count: 178

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Ask where they think the family is going, and what the street looks like. Discuss ideas, in L1 if necessary.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the names with the children, then have children point to the labelled characters and say each one aloud. Discuss who the different groups of people might be.
- Give children time to look at the page 2 and notice what Mum, Mark and Holly are doing. Then look at page 3 and ask children if they recognise the symbol on the bin (*Recycle*).

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then close the Picture dictionary. Starting with *bin* and ending with *truck*, play *Spelling Bee*. Say each word and ask children to spell it out. Focus on the *sh* sound in *brush* and *rubbish*, and the consonant clusters *tr* and *br*. You may need to remind children of the double *b* in *rubbish*.
- After reading (page 23):** Have children look at each of the different vehicles and match them to the correct drivers. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* to check their ideas.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the truck with rubbish bags). 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 the truck white or yellow? [*White.*]

Has the truck got brushes? [*No.*]

Has it got rubbish? [*Yes.*]

Are there people in the truck? [*No.*]

Do you like clean streets or dirty streets? [*Child's own answer*]

Where do you put your rubbish? [*Child's own answer: may say: In the bin.*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back through the book and talk about the things they see in the pictures. What is the street like in the morning when Holly and Mark are going to school? Ask children if they see things like this in their neighbourhood, and if so, how it makes them feel.
- Recap each of the different people and the jobs they do. Ask *What truck has Bill got? (a small truck)* *Has Bill's truck got brushes? (Yes, it has)* *Does Bill clean big streets and small streets? (Yes, he does).*
- Turn to pages 12–15 and discuss Dan and Grace. Ask *What street are they cleaning? (Park Street)* *What is Dan doing? (Taking the rubbish out of the bins).*
- Turn to pages 16–19 and ask *What does Joe's truck clean? (big streets)* *What is he cleaning? (water).*
- Ask children why Joe stops his truck and what he does. Discuss how big trucks can be dangerous for wildlife on the roads, and why it is important to be aware of our surroundings.
- Discuss what Bill, Grace, Joe and Dan are wearing and why. Discuss in L1 why they need to wear bright colours (e.g. *they are moving around traffic all day, so they need to be safe*). Why do they need gloves and boots? Talk about any dangers and disadvantages to their job. Show how this work is an essential part of the community and discuss ways in which we can all make it easier to do, e.g. not dropping litter, recycling as much as we can.
- You could ask children to find out about when and how rubbish is collected in their local area. What do they recycle at home as a family? Is there anything they can do to create less rubbish? For example, do they buy single-use drinks instead of taking a water bottle?

Level 3 Why can't I swing like a monkey?

Topic: Monkeys

Key vocabulary: arm, back, climb, forest, fur, leg, monkey, mountain, swing, tail

Key structures: *Alice can jump. Why can't I swing like a monkey? These monkeys are swinging in the trees. Monkeys can swing very well.*

Word count: 199

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the front cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children what they think the book is about. Then discuss in L1 what children know about monkeys already. *Where do they live? What do they eat?*
- Turn to pages 2 and 3. 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.
- Ask children to think about the two different settings – the *forest* and the *mountain*. What do they know about each of these places? Give children time to look at the pictures and notice details such as the different types of trees, the colours of the monkeys, and things they might eat.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then draw a monkey and point to each part of its body, asking children to say the correct word for each part as you draw it.
- After reading (page 23):** Have children look at the pictures and read each caption. They match each picture to the correct word. Have them mime each action.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the monkey climbing a tree from page 2). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

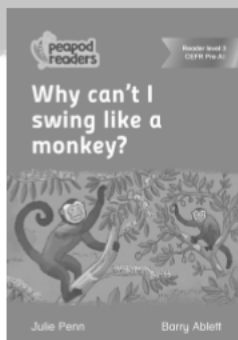
Audioscript

Hello. [Hello.]

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

Can you see a monkey? [Yes.]

What colour is the monkey? [Grey/black.]



Can you see flowers? [No.]

Can you see leaves? [Yes.]

Is the monkey eating? [No.]

What is the monkey doing? [Climbing (a tree).]

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

Do you like climbing trees? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look back and find their favourite picture and say what they like about it. Then ask them to look and find the most interesting thing they learned from the story.
- Go back through each of the sections and discuss what they are – what monkeys can do, what they eat, who they live with, their families, and where they live. Ask questions to check understanding. Focus on page 10 and show how the monkey is using a rock to open a nut. Ask children if they knew that monkeys could do this. Ask if they know of any other ways in which animals can use tools.
- Focus on Lucy's two questions, *Why can't I swing like a monkey?* and *Why can't I sleep in a tree like a monkey?* Ask children if they think it would be fun to swing like a monkey and sleep in a tree. Ask children if they can make similar questions based on the book, e.g. *Why can't I jump like a monkey?*
- You could look online for video clips of monkeys in their natural habitat, and watch how they swing, climb, eat and sleep. Ask children to make a factfile about monkeys, including drawings or photos. Challenge children to find out one more monkey fact that isn't in this book.

Level 3 Why can't I walk upside down?

Topic: Spiders

Key vocabulary: *change, climb, eyes, hair, legs, silk, spiders, sticky, upside-down, web*

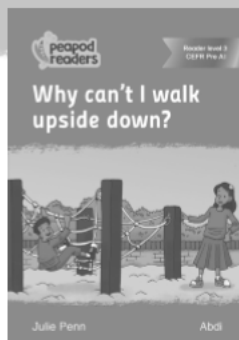
Key structures: *Matt is playing a game. I can walk upside-down! Spiders have hair on their legs. Lots of spiders live in our gardens. There are spider eggs in the ball.*

Word count: 180

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Ask where the children are and what they are doing. Have children played on similar equipment in a playground? Translate *upside down* and discuss ideas in L1.
- Turn to pages 2 and 3. 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 animals and say each one aloud. Give children time to look at the picture and think about what Matt is trying to do. Repeat *upside down* and point to the spiders on the ceiling.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then write the initial letter of each word and dashes for the rest of the letters, e.g. c _ _ _ _ _ . Say the word (*climb*) and elicit the letters together. Remind children of the soft g in *change* and the silent b in *climb*.
- After reading (page 23):** Ask children to read the captions and match each one to the correct picture. Read the book aloud again or play the audio on *Peapod Pal CEFR Pre-A1* for children to check their ideas.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the spider on the flower from page 13). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

Can you see the spider? [Yes.]

What colour is it? [Pink.]

Is the spider sitting on a web? [No.]

What is the spider sitting on? [A flower.]

What colour is the flower? [Pink.]

How many legs has the spider got? [Eight.]

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

Thank you. Goodbye. [Goodbye.]

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

- Go back through the book and recap the different things children have learned about spiders. Look at pages 4–5 and ask what Matt wants to know (*How spiders walk upside down*). Turn to pages 6–7 and look at the magnified picture. Check understanding of *sticky*, using a sticky note or sticky tack.
- Look at all the varieties of spiders and describe them with the children. Talk about the different sizes and colours. *Why might spiders be lots of different colours, as on pages 12–15?* Ask children if they have ever seen unusual spiders, for example in a zoo or in a book. Did they know that some spiders have eight eyes? Explain that most spiders have eight eyes, and some species have six. Others have fewer, but they always have an even number.
- Ask children if they often see spiders in their garden or inside their house. *Where do they make their webs?*
- Discuss how spiders can use colour to hide. Ask children if they know any other animals that can change colour. Why do they do this?
- Ask children if they have seen spider silk. Explain that it is very fine, but very strong. Show how the spiders can climb it, make a ball for their eggs from it, and make webs. It is a very clever and useful material.
- If possible, take the children outside to look for spider webs. Without touching anything, they can take photos of the different places they see them. Inside, they could make spider web shapes out of pipe cleaners.

Level 3 Why can't ostriches fly?

Topic: Birds

Key vocabulary: Arctic tern, beak, bird, emperor penguin, fly, hummingbird, ostrich, parrot, peacock, run, swim, tail, toucan, wings

Key structures: *Why can't ostriches fly? They're too big. They can't fly, but they can run very fast. They've got a lot of colours.*

Word count: 191

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children to predict what the book might be about. Ask them what they know about ostriches, e.g. where they live and what they look like. Have the children ever seen one? Discuss ideas, in L1 if necessary.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the labelled birds and say each one aloud. Again, ask children if they recognise these birds, and what they know about them.
- Give children time to look at the picture and talk about the different features of the birds, such as the different colours and sizes. Ask children which one is their favourite and why.

After reading

- **Picture dictionary (page 22):** Give the children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then write each word on a separate piece of card and put the cards in a bag. Draw a simple outline of a bird, without wings, a beak or a tail. Pass the bag round and have children pull out a card. If children pull out one of the parts of the bird, they say the word and draw it on the picture. If they pull out one of the verbs, they mime the action and don't draw. How quickly can the drawing be completed? If you have a large class, put in several copies of the verbs so it takes longer to complete the bird or have children play in small groups.
- **After reading (page 23):** Help children to read the labels and match them to the birds. They can look back through the book as you read it aloud again or play the audio on *Peapod Pal CEFR Pre-A1* to check their answers.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the parrot from page 17). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

Is this a peacock? [*No.*]

What bird is this? [*A parrot*]

What colour is the parrot? Say four colours. [*Blue, yellow, white and black.*]

What colour is the parrot's beak? [*Black.*]

Is the parrot flying? [*No.*]

Is the parrot running? [*No.*]

Is the parrot swimming? [*No.*]

What is the parrot doing? [*It's eating (a nut).*]

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

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

Thank you. Goodbye. [*Goodbye.*]

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

- Ask the title question again for children to answer. They can look back to find the correct section and explain why ostriches can't fly. Ask which other birds can't fly.
- Ask children to look back through the book and talk about the things they see in the pictures. Recap in English the different features and abilities of each type of bird. Say a fact, e.g. *They fly 70,000 km a year*: and ask children to find and say the correct bird.
- Turn to pages 20 and 21 and discuss children's answers. Why did they choose their favourite? Is it the same as they chose in the Before reading section, or have they changed their mind now that they have read the book? What else would they like to find out about their favourite bird from the book? You may be able to find online video clips of these types of birds to show children.
- You could ask children to choose and draw one of the birds in the book, then cut their picture up into large pieces to make a jigsaw puzzle. They can complete their own or a partner's puzzle saying *It's got wings. It's got a beak.*, etc.

Level 3 Why do baby animals play?

Topic: Baby animals

Key vocabulary: bear, catch, climb, dolphin, eagle, elephant, hunt, kitten, lion, monkey, run away, swim, tail, trunk, wing, zebra

Key structures: *The kittens are playing. The mummy cat isn't playing. Why do baby animals play? We call baby lions 'cubs'. Zebras run away from lions.*

Word count: 180

CEFR level: Pre-A1

Cambridge English

Qualification: Starters

Before reading

- Look at the front cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children to predict what the story might be about. Ask if they can name any baby animals, e.g. *kitten, puppy*. If children have a pet, what was it like when it was a baby? Did it like to play? Discuss ideas, in L1 if necessary.
- Turn to pages 2 and 3. 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. Ask children if they recognise these animals, and what they know about them.
- Give children time to look at the picture and talk about the different features of the animals. *Which one can fly? Which one can swim?* Ask children which is their favourite and why.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Write each word from the Picture dictionary on a piece of paper and put them in a bag. Have children pull them out one by one and mime the action or the body part.
- After reading (page 23):** Help children to read the sentences. Ask them to look carefully at the pictures and decide if the sentence is correct or not. They read and say *Yes* or *No*. They can look back through the book to find the relevant pictures to check their ideas.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the zebras and the lions 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.*]



Point to the black and white animals. [*Child points to the zebras.*]

What are they? [*Zebras.*]

How many zebras can you see? [*Three.*]

What are the zebras doing? [*Running away.*]

Can you see bears? [*No.*]

Can you see lions? [*Yes.*]

Are the lions swimming? [*No.*]

What are the lions doing? [*Hunting (the zebras).*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask the title question again for children to answer. They can look back through the book to find each baby animal. Recap how each baby animal plays and what it learns by playing. *Why do they need to know this?*
- Talk about the different names for baby animals. Say, e.g. *chick*, and ask children to look and find the correct animal (*eagle*).
- Look at the different places and habitats where the baby animals live and play. Ask *Who plays in a tree?* *Who plays in the sea?*
- Turn to pages 20 and 21 and talk about where the children in the picture are and what they are doing. Do children think that they learn while they play? Talk about the different things they play and what they can learn from it, e.g. taking turns, making things, being creative. Ask why it is good for them to learn these things.

Level 3 Why do hippos like mud?

Topic: Hippos

Key vocabulary: *body, breathe, eye, grass, hippo, mud, nose, run, teeth, water*

Key structures: *Hippos live in Africa. Hippos don't like being hot. They are in the water all day. It can see and breathe. Hippos have got big bodies.*

Word count: 171

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the front cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Draw attention to the title and ask children to predict what the book will be about. Ask them what they know about hippos. Discuss ideas in L1.
- Turn to pages 2 and 3. 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. Ask children what else they can say about this picture, e.g. *Is it a hot or a cold place? Are the hippos big or small?*

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then close the Picture dictionary and find an image online of a hippo. Help children to find and name its eye, ear, body, nose and teeth. Then ask questions to check understanding of the other words, emphasising the wrong words: *Does a hippo eat mud? (No, it eats grass.) Does a hippo run in water? (No, it walks in water.)* Have children look back through the book to find and say each word.
- After reading (page 23):** Help children to read the sentences, then ask them to look at the picture and decide if each one is correct or not. Read the book aloud again or play the audio on *Peapod Pal CEFR Pre-A1* for children to check their ideas.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the hippos in the water from page 14). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [Hello.]

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

How many hippos can you see? [Two.]

Can you see a baby hippo? [Yes.]

Are the hippos in the mud? [No.]

Are they in the water? [Yes.]

Are they eating? [No.]

What are they doing? [They are running.]

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

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look back through the book and talk about the things they see in the pictures. Is there anything they found surprising about hippos? e.g. they walk under the water, they can run fast.
- Look at the opening scene on pages 4 and 5 and ask children why the girl starts to wonder about hippos (*her little brother jumps in mud and says he is a hippo*). Look at pages 6 and 7 and ask *Why do hippos love mud? (Africa is hot and the mud is cold)*. In L1, ask the children what they do to keep cool in hot weather.
- Ask *How do hippos breathe when they are in water all day?* Let children look through the book to find the correct picture (pages 10–11) Ask them to explain in their own words, using the picture.
- Talk about what hippos do in and under the water. You can challenge children to find out how long hippos can stay under the water (*up to five minutes*).
- Ask children if they are surprised that such a big animal only eats grass. Ask if they can find out what other big animals such as elephants and rhinos eat.
- You could have children make hippos out of modelling clay. Encourage children to point and say each part of the body as they make it. If you have space, you could use card or paint to make a mud bath with grass around, and place the hippos in it. Encourage children to talk about the hippos they have made and the habitat in English.

Level 3 Why do I feel bad?

Topic: Emotions

Key vocabulary: *afraid, angry, bad, feel, good, happy, sad, share*

Key structures: *Mia isn't happy. Why do I feel bad? Some days we don't feel good. Peter is playing with trains. Mark can't play with trains. There's a spider in the bathroom. What can we do?*

Word count: 178

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover and ask children to look at the picture. Ask them to say what they can see, using English if possible. Talk about the different characters. Can children suggest how the characters are feeling? *Who is happy? Who is sad?*
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the names with the children. Then have children point to the labelled characters and say each name aloud. Give children time to look in more detail and notice facial expressions, the spider in the tree, etc. Ask children to imagine why the children who don't look happy might be feeling that way.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then play a miming game. Say, *I feel angry* and children mime the emotion. Say *I can share* and children mime sharing an item with you or a classmate.
- After reading (page 23):** Have children read each sentence, then look at the pictures and match. They can read each sentence aloud as they point.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the girl and the spider from page 11). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the image or by indicating yes or no physically

Audioscript

Hello. [Hello.]

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

Look at the girl. Does she feel happy? [No.]

Does she feel angry? [No.]

What does she feel? [Afraid.]

Why is she afraid? [There's a spider.]

Are you afraid of spiders? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Discuss what question Zac asks Mia on page 5 (*Are you OK?*) Say *Does Mia know why she feels bad?* (No). Explain that sometimes when we feel bad, we know why. Other times we might have to think about it a bit more.
- Look at the subsequent pages and talk about why each child feels bad. Look at pages 6–7. Can children describe what is happening in the playground? How do the other characters apart from May feel? Ask children how they feel if they don't have anyone to play with at school.
- Look at pages 8–9. Ask children how they feel if a friend doesn't share toys. You can discuss the idea that if a child has a special toy, or has just started playing with a particular toy, these are things which they might not be happy to share. In other situations, such as if there are lots of bricks, trains, etc, it can be more fun to share and play together.
- Look at pages 10–11. Ask children if there is anything which makes them afraid. If children are afraid of something, look at what Jill is doing on pages 18 and 19, and ask if they think this is something they could try.
- Then turn to the positive steps we can take to make ourselves and others feel better. Go through each of the scenes and talk about why each character starts to feel happier.
- Remind children of the importance of getting enough food and sleep. Ask if Mia has realised why she feels bad. (*She is hungry/She'd like some food*).
- Ask children to choose one of the emotions and to make a poster showing what makes them feel this way and ways they can stop feeling this way.

Level 3 Why do people have horses?

Topic: Horses

Key vocabulary: back, cart, ear, face, grass, hay, horse, horse-riding, jump, leg, police, pull, rider, run, sport, tail, vegetables

Key structures: *I like horses and I like horse riding. I clean Lady, too. Some people ride their horses to the shops. We are going to town! Horses can pull carts.*

Word count: 187

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Show the cover and ask children what they can see. Ask if they like horses and if they have any experience of them. Ask the title question *Why do people have horses?* Ask if children have any ideas.
- Turn to pages 2 and 3. 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. Give children time to look at the picture and discuss what the people are doing and where they are. Ask children if they have ever been horse riding. If not, would they like to try it?

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then write anagrams of each word on the board for children to unscramble and say.
- **After reading (page 23):** Help children to read the actions and match each one to the correct picture of the horse. Read the book aloud again or play the audio on *Peapod Pal CEFR Pre-A1* for children to check their ideas.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the horse pulling the cart from page 14). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the 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 cart. How many people are on the cart? [*Three.*]

What two animals can you see? [*A horse and a dog.*]

Is the horse pulling the cart? [*Yes, it is.*]

Has the cart got vegetables on it? [*No, it hasn't.*]

Has the cart got hay on it? [*Yes, it has.*]

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

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

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to discuss what they have learned about horses. Ask *What does Lian do with her horse, Lady?* (*She rides her, cleans her and gives her food.*)
- Turn to pages 8 and 9 and ask children to point to and say the different parts of the horse. Look at what Lian is using to clean Lady. Ask *Why do you think she needs water?* Discuss the fact that horses can get muddy when they live outdoors, and it's important to look after them and keep them clean. In L1, ask children what Lian would use to look after Lady's tail and mane (*a brush*).
- Ask children why Lian has a horse (*she enjoys riding her and looking after her*). Discuss the ways in which people use horses for transport and work. Discuss why horses are useful (*they are strong, you can train them*). Ask children to suggest reasons why the police use horses. Encourage them to think about a horse's size and temperament. Look at pages 16 and 17 and ask why it is useful for horses to be able to go on streets.
- Discuss the sports on pages 18 and 19. Ask children if they think these look fun. Ask *Have you seen people do this?*
- If children are interested in horses and why we have them, find some video clips on the Internet to show and discuss with them.

Level 3 Why do we dance?

Topic: Dance

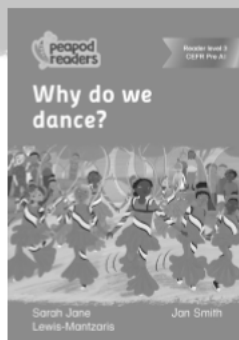
Key vocabulary: *carnival, dance, dancer, dancing, hopping, kicking, music, musician, street, television, theatre, ballet, Hopak, Zumba*

Key structures: *Why do people dance? The people are dancing. Some dances tell a story. Do you know this story?*

Word count: 200

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Look at the cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Ask the title question *Why do we dance?* and elicit any ideas in English. Then translate and discuss in L1.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR Pre-A1* or read the words with the children. Then have children point to the labelled sections and say each one aloud. Give children time to look at the picture and discuss what the people are doing and where they are. Ask children if they like dancing or if they play any musical instruments.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then ask children to look back through the book to find where each word first appears. Help them to form a sentence which uses the word in context.
- After reading (page 23):** Help children to read the types of dance and match each one to the correct picture. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* for children to check their ideas.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the Hopak dancers from page 16). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the 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.]

How many dancers can you see? [Two.]

Can you see any musicians? [No.]

What colour are the dancers' trousers? [Yellow.]

What colour are their shoes? [Black.]

Are they running? [No.]

Are they kicking? [Yes.]

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

Thank you. Goodbye. [Goodbye.]

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

- Ask children to look back through the book to find their favourite kind of dance. Ask what they like about it.
- If children do any type of dance as a hobby, ask them to talk about what they wear, what they do, and what kind of music they dance to. They could show you some of the moves.
- Ask what we learn about dance on pages 6–8 (*Dancing is very old*).
- Turn to pages 9–11 and ask children if they know of any dances in their culture which tell a story. Can they describe the story? You can help by looking up information if they want to find out more.
- Discuss the carnival on pages 12–13. Have children ever been to anything similar? How did it make them feel? You could find an age appropriate video clip of a carnival to watch and talk about.
- Talk about the different reasons people dance, e.g. for fun, for social contact, for exercise, to entertain people. Look at the children dancing on the beach and in the playground on pages 20 and 21. Ask children if they ever dance with their friends for fun.
- You could play some of the different styles of music mentioned in the story and let children try different styles of dancing. They can make up their own movements according to how the music makes them feel.

Level 3 Why does a ball bounce?

Topic: How and why a ball bounces

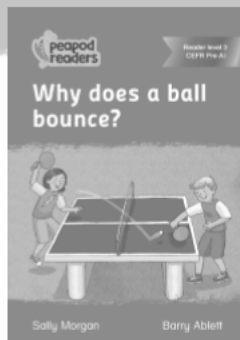
Key vocabulary: ball, basketball, bounce, drop, football, press, rubber, rubber band, table tennis, tennis, player

Key structures: *He's bouncing the ball. Why does a ball bounce? We play many sports with lots of balls. Can you play these sports? Is there a big ball?*

Word count: 209

CEFR level: Pre-A1

Cambridge English Qualification: Starters



Before reading

- Look at the cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Ask the title question to the children *Why does a ball bounce?* and elicit ideas. Then demonstrate *bounce* using a small rubber ball. Translate and discuss ideas in L1.
- Turn to pages 2 and 3. 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. Give children time to look at the picture and notice all the different details. Ask children which of these sports they enjoy playing.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Play *Word Bingo!* by having children cover three of the words with counters or pieces of paper. Then call out the words and have children place a coin or counter on each uncovered word they hear. When a child has covered all the pictures, he or she shouts *Bingo!* and wins the game.
- After reading (page 23):** Ask children to look at the names of the different balls and match each one to the correct picture. Read the book aloud again or play the audio on *Peapod Pal CEFR Pre-A1* for children to check their ideas, or they could find the images in the book to check their answers.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the girl playing football 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 the child to find the picture.*]

Can you see a girl or a boy? [*a girl.*]

Look at the ball. Is she throwing the ball? [*No.*]

Is she bouncing the ball? [*No.*]

Is she kicking the ball? [*Yes.*]

What game is she playing? [*Football.*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look back and find out where the girl is when she asks her question: *Why does a ball bounce?* (a basketball match). Ask children if they have ever played basketball, or if they have watched it.
- Turn to pages 6–7 and talk about the different sports. Elicit the names in L1, then in English (*football, tennis, table tennis, cricket, golf, basketball*). Then invite the children to mime playing each sport.
- Turn to pages 8–9 and have children look and find all the balls in the picture. They can think about different things which have the shape of a ball (e.g. the planets poster). Ask if they can find a ball which is a different shape, and ask if they know what sport this is for (*rugby*).
- If you can collect enough rubber bands to make a ball, try the rubber band experiment with the children and see how well the ball bounces.
- Take the children outside to try out the games and activities suggested from page 14 onwards. You will need a variety of balls in different sizes, and some cardboard boxes. If possible, you can also try bouncing the balls on different surfaces, such as grass and concrete, to compare how well they bounce.

Level 3 Why is it bedtime?

Topic: My body, sleep

Key vocabulary: *bed, bedtime, dream, learn, play, run, sleep, tired*

Key structures: *Kitty and Toby are playing a game. It's time for bed. Why is it bedtime? We like to sleep at night. He is not listening.*

Word count: 148

CEFR level: Pre-A1

Cambridge English

Qualification: Starters



Before reading

- Look at the cover and ask the children to look at the picture. Ask them to say what they can see, using English if possible. Ask the title question to the children *Why is it bedtime?* and elicit any ideas in English. Then translate and discuss in L1.
- Turn to pages 2 and 3. 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. Give children time to look at the picture and notice the different details. Then ask children what time they go to bed and if they like going to bed, use L1 if necessary.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR Pre-A1* and ask children to point to the words and repeat. Then play a miming game. Give children time to think of a simple action for each verb. Explain that when you say *tired*, they stop what they are doing and close their eyes. Say the verbs in random order for children to mime, adding *tired* at different intervals.
- After reading (page 23):** Help children to read the sentences, then ask them to look and match them to the correct pictures. Read the story aloud again or play the audio on *Peapod Pal CEFR Pre-A1* for children to check their ideas.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the picture with the star beside it on page 23 (the child asleep in bed from page 7). Play the audio on *Peapod Pal CEFR Pre-A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam. At this level, children may respond by pointing to the correct image or by indicating yes or no physically.

Audioscript

Hello. [*Hello.*]

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

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

Is he playing? [*No.*]

Is he running? [*No.*]

What is he doing? [*Sleeping.*]

Where is he? [*He's in bed.*]

Are you sleeping? [*No.*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children to look at pages 4 and 5 and discuss what is happening. Ask how Toby and Kitty feel when their dad says *It's time for bed*. Ask children how they feel if they are playing a game and have to stop to go to bed.
- Look at pages 6 and 7 and ask how we know that Toby and Kitty are tired. Discuss in L1 what we do when we are tired (e.g. yawn, stretch). Mime these actions with the children.
- Look at the different activities that are shown for the daytime. Ask children to suggest other things they do in the day that make them tired at night. Talk about how we need energy to be active, and also for our minds to work well. Show the cycle on pages 10–11 and explain that each part of this cycle is important for the whole balance to work. Ask children how they feel in the daytime if they don't sleep well at night. Compare the different children on pages 12–13 and discuss who is tired and who isn't.
- Show page 14. Explain that children need ten to twelve hours of sleep a night. Help children to calculate how many hours of sleep they get, using the time they go to bed and the time they wake up. Do they usually get enough?
- Talk about the different animals in the pictures to show that animals need lots of sleep as well. If children have any pets, ask how much they sleep.
- Finally, talk about the idea of dreaming. Discuss what they dream about and how well they remember their dreams.
- You could ask children to keep a sleep diary for a week. Ask them to write down the time they go to bed and what time they get up every day for seven days. How much sleep do they get in a week? Do they sleep more at weekends? How do they feel in the morning?



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