



peapod readers

READING GUIDES SET 2: CEFR A1



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





READING GUIDES

SET 2: CEFR A1



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



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Level 4 A Turtle Needs Help

Topic: A beach clean up

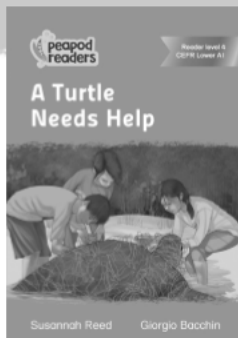
Key vocabulary: beach, bottle, cut, egg, fishing net, forest, idea, nest, pick up, rubbish, string, turtle

Key structures: *Let's go to the beach. We can swim in the sea. They were very excited and they ran to the beach. There were often fish in the water. Where's it going?*

Word count: 401

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what the children can see. Talk about the title. Ask children if they know where turtles live. Have any of them seen a turtle?
- Turn to pages 2 and 3 and look at the setting and the characters. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Give children time to look at the picture and notice the details. Show how the turtle has made a nest for its eggs, and then gone back to the sea. Ask children to think about why turtles bury their eggs.

Are the children happy? [No.]

Is it good to have rubbish on the beach? [No.]

Thank you. Goodbye. [Goodbye.]

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Then play *Describe it!* Choose one of the words and give a description without using the word of the item. Children listen, then find and say the correct word. If children are confident, they can take a turn to describe a 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 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 on the beach with the rubbish from page 7). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

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.]

Where are the children? [They're on/at the beach.]

Is the beach clean? [No.]

What can you see on the beach? [Rubbish.]

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

- Look back through the book and talk about the different things that Alex, Jess and Kim do. For example, ask *Why do they go to the beach? (It's hot, they want to swim.) What do they find at the beach? (rubbish).*
- Ask children if they have ever had a similar experience of finding rubbish on a beach, or another beauty spot. How did it make them feel? What problems does it cause?
- Discuss how rubbish can get onto beaches and what we can all do to stop this (*dispose of our litter responsibly; reduce, reuse and recycle*).
- Turn to the picture of the turtle trapped in a net. Explain that some fishing activity can be harmful for other animals. What would happen to the turtle if they weren't able to cut it free?
- Show where the turtle lays its eggs in the sand. Ask *Why do the children say the nest isn't safe?* Point out the other person and the dogs on the beach, and explain that the nest could be disturbed and the eggs damaged. Discuss the children's solution. Explain that this protects the nest and also lets the baby turtles get to the sea. Find clips online of baby turtles hatching from their eggs and making their way to the sea.
- Tell children that some beaches are protected so that turtles can lay their eggs safely. Can they find out about some places where this happens?
- Children can do research to find out about turtle rescue sanctuaries around the world. What sort of problems do they find and what do they do to help?

Level 4 Are there forests in the clouds?

Topic: Forests

Key vocabulary: clouds, crocodile, dark, elephant, forest, frog, hide, light, monkey, parrot, safe, sloth, snake, sunny, tall, teeth, wet

Key structures: *Are there forests in the clouds? This is the cloud forest. These forests always have clouds. It's sleeping. You can walk in the forest and see many things. Can you see the baby playing with its mother?*

Word count: 422

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Ask the title question to the class and discuss ideas in L1.
- Turn to pages 2 and 3 and let children look closely at the picture to notice the different details. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Then have children point to the labelled features and animals and say each one aloud. Encourage children to describe the animals using words they know in English.
- Turn to page 4 and play the audio on *Peapod Pal CEFR A1* or read the story aloud.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Write each word on a separate piece of card and pass the cards round face down while you play some music. Stop the music at random and ask the child holding the cards to turn over the top one, read the word, then spell it out letter by letter. Focus on the *ph* spelling for the *f* sound in *elephant*, when that card is shown.
- **After reading (page 23):** Look at the activity with the children. Explain that they should look at each picture and decide whether it reflects the story accurately or not. For example, point to the first picture and elicit the character's name (*Kissa*). Ask *Does Kissa live in a cloud forest?* (*No*). Repeat for each image.
- **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 (Victor with the parrot). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

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

What colour is his coat? [*Orange.*]
What bird can you see? [*A parrot.*]
What colour is the parrot? [*Blue and red.*]
Is the parrot flying? [*Yes, it is.*]
Do you like parrots? [*Child's own answer*]
Thank you. Goodbye. [*Goodbye.*]

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

- Ask the title question to the children again, *Are there forests in the clouds?* Encourage children to discuss what they have learned about cloud forests. *Why is it good for forests to have clouds?*
- Discuss the different birds and animals that can be seen in the cloud forests. Which ones are their favourite?
- Help children to look up the countries where these three different forests are found. Explain that this cloud forest is in Costa Rica, and there are other cloud forests throughout Central and South America. Bwindi Forest is in Uganda, and the Daintree Rainforest is in Australia. Show these places on a map or globe.
- Talk about the Bwindi Forest. What do we learn about it? (*It is very dark, it is beautiful, there are a lot of trees so you can't see the sun*). Ask *What animals can you see there?* (*Elephants*).
- Talk about the Daintree Forest. Explain in L1 that this is a rainforest, and discuss if children know anything about these. Do they know any other rainforests? (for example, the Amazon rainforest). Ask *What other natural features can you see there?* (*rivers*). *Are these rivers safe to swim in?* (*No*).
- Discuss how the three characters are communicating. Ask *Do you use video calls to speak to your friends? Why are video calls useful?*
- Look online for photos or videos of each forest for children to see first-hand, or websites about each place. What else can children learn about them? Which one would they like to visit? If you can play videos, ask children if they can hear any animals in the forests, and what they might be.

Level 4 Are there pink dolphins in rivers?

Topic: Rivers

Key vocabulary: *bird, brown bear, catch fish, hippo, kangaroo, parrot, pink dolphin, platypus, river, snake, spring, turtle, winter*

Key structures: *It's a very long river.*

We often see pink dolphins. What animals are there in your river? The Mackenzie River is the longest river in my country. And then brown bears come, too.

Word count: 363

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Ask the title question, *Are there pink dolphins in rivers?* and discuss ideas in L1.
- Turn to pages 2 and 3 and ask children to look closely at the picture, to notice the different animals. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Then have children point to the labelled animals and say each one aloud. Encourage children to describe the animals using words they know in English.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Ask them to look back through the book to find each word. Then play *Categories*. Write the category headings on the board or on paper: *Animal, Season, Place, Verb*. Write the items onto sticky notes and have children stick each sticky note under the correct heading.
- After reading (page 23):** Ask children to look at each picture and match it to the correct river. Remind them to think about the animals and the landscape details. They can look back through the book 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 (a bear catching a fish from page 13). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

What two animals can you see? [*A bear and a fish.*]

What colour is the bear? [*It's brown.*]

Is the bear swimming? [*No, it isn't.*]

Is the bear in the river? [*Yes, it is.*]

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

What other animals live in rivers? [*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, *Are there pink dolphins in rivers?* Ask children if they can remember which river has pink dolphins. Turn to the contents page and help children to read out the names of the rivers. Then say an animal, e.g. *hippo*, and ask children to look through the book and tell you which chapter it is in.
- Discuss the different birds and animals that can be seen in these rivers. Which ones are the children's favourite? Have the children seen any of these animals in or near rivers?
- Help children to look up the countries or continents where these four rivers are found. The Amazon River is in South America, the Mackenzie River is in Canada, the Kennett River is in Australia and the Nile River is in Africa. Show these places on a map or globe.
- Talk about the Amazon River. What do we learn about it? (*it's a very long river*). What do we learn about pink dolphins? (*they have long noses and lots of teeth*).
- Talk about the Mackenzie River. What can you see there in the spring? (*flowers, salmon, brown bears*).
- Ask *Is the Kennett River big or small?* (*small*). When do platypuses sleep? (*in the day*).
- Discuss what Hilda likes about the Nile River. What is her favourite animal?
- Look online for photos or videos of each river, or websites about each one. Which one would children like to visit? Ask if there are any other rivers that they want to learn more about.

Level 4 Are there rainbow-coloured mountains?

Topic: Mountains

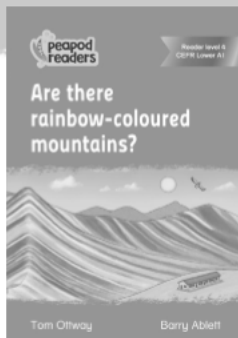
Key vocabulary: *black bear, cable car, lizard, mountain, rainbow, rock, ski, snow, top, up, wolf*

Key structures: *Are there rainbow-coloured mountains? You can see rice is growing in the fields on the mountain. The highest place is Fansipan Mountain. It's five minutes to ski to school. The mountain forests have a lot of trees.*

Word count: 417

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Ask the title question and discuss ideas in L1.
- Turn to pages 2–3 and let children look closely at the picture to notice the details. Play the audio on *Peapod Pal CEFR A1* or read the words with the children. Then have children point to the labelled features and animals and say each one aloud. Encourage children to describe other things they can see in the picture using words they know in English.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Then ask children to draw a scene as you describe it. Start with *mountain, snow* and *top*. Then add in the other features so that children create a landscape picture.
- After reading (page 23):** Look at the activity with the children. Explain that they should look at each character and match them to the correct picture. Children will have to remember what they learned about each mountain in order to identify the picture. Explain that the orange question mark relates to the child who wants to learn about mountains. Children can look back through 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 (Rainbow Mountain from page 19). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

Can you see any mountains? [*Yes, I can.*]

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

Are there flowers on these mountains? [*No, there aren't.*]

What colour are these mountains? [*They are rainbow coloured.*]

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

Are there mountains where you live? [*Child's own answer*]

Would you like to see rainbow-coloured mountains? [*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, *Are there rainbow-coloured mountains?* Encourage children to discuss what they have learned about mountains.
- Discuss the different birds and animals that can be seen in the mountains. Which ones are the children's favourite? Turn to page 15 and focus on the different animals. Which animals can children see in the wild in their own country?
- Help children to look up the location of the mountains in the book. Explain in L1 that *Mu Cang Chai* is in Vietnam, the *Alp Mountains* are in Europe, *Yellowstone National Park* is in the USA, and *Rainbow Mountain* is in Peru. Show these places on a map or globe.
- Talk about the different ways of life in the mountains around the world. For example, say *Tam walks one hour to school in the mountains. Florine and her brother ski to school. How do you get to school?*
- Talk about how some of the mountains change in different seasons. Ask *When is there snow in the Alps? What is it like in summer?*
- Turn to pages 18–19 and ask children what they think about the Rainbow Mountains. You could find photos online to show them. Explain that the different rocks give the appearance of a rainbow because of the different minerals in the rock and the weather conditions.
- You could help the children to write a simple poem about one of the mountains in the book.

Level 4 Are there real dragons?

Topic: Dragons

Key vocabulary: *claws, dragon, fire, lizard, seaweed, tail, tongue, wings*

Key structures: *The dragon is moving up and down. Are there real dragons? There are many stories about dragons in China. This dragon looks different from the dragons in China. It is the biggest lizard in the world. It climbs up and down the trees very fast.*

Themes: discovering the world around us, myths and stories

Word count: 476

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Talk about the title. Elicit any films or other books that the children know that have dragons in them. Are the dragons good or bad? Ask children what they know about dragons. Ask *Can they fly? What do they eat?* Use L1 if necessary to clarify what 'real' means.
- Turn to pages 2 and 3 and look at the pictures. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Point to the picture on page 2 and ask *Is this animal real?* (No.). Point to the picture on page 3 and ask *Is this animal real?* (Yes.). Discuss ideas about where this might be. Ask children to notice what is the same and what is different about the animals in each picture.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and the picture. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Then ask children to draw and label their own dragon picture, showing these body parts. They can talk about their picture and expand on their descriptions, e.g. *It's got a long tail.*
- After reading (page 23):** Help children to read each label and match it to the correct picture. They can look back through the book to check their ideas. You could ask them to say one thing about each animal, e.g. *A leafy sea dragon is a fish.*
- 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 water dragon from page 19). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

Is this a fish? [No.]

Is this a lizard? [Yes.]

How many legs has it got? [*Four.*]

Has it got wings? [No.]

Can you see its tongue? [No.]

Has it got a long tail or a short tail? [*A long tail.*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Ask the title question to the children again, *Are there real dragons?* Encourage children to discuss their ideas about this now that they have read the book.
- Ask children to look back through the book and study each of the pictures. What was the most interesting thing they learned? Ask questions to check understanding, e.g. *Can Komodo dragons fly? Which dragons live in the sea?*
- Talk about the differences between animals that are like dragons, and dragons in storybooks. Ask *Do some animals fly?* (Yes.) *Do some animals have fire coming out of their mouths?* (No.)
- Gather the materials on page 20 and follow the steps to make the paper dragon. Challenge children to write the instructions as they do them. Children can use the sticks to make the puppet move.

Level 4 Are tomatoes vegetables or fruit?

Topic: Fruit and vegetables

Key vocabulary: bee, bud, cucumber, flower, fruit, food, grow, leaf, pepper, pizza, plant, pollen, pumpkin, rain, savoury, seed, tomato, vegetable

Key structures: *Plants need seeds to grow. Cut open a tomato. What's inside? New tomato plants can grow from these seeds. The plant gets bigger and bigger. Which of these is your favourite?*

Word count: 387

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what the children can see. Discuss where the boy is and what he is doing. Can children name anything in the picture in English? Read the title question and discuss ideas in L1. Ask children if they like tomatoes.
- Turn to pages 2 and 3 and look at the picture more closely. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Give children time to notice the details of what is happening in the garden.

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 A1* and ask children to point to the words and repeat. Then play *Draw it*. Say each word and ask children to draw a simple picture of the item.
- After reading (page 23):** Look at the pictures showing the life cycle of a plant. Help children to put them in order. They can look back through the book to check their ideas. Encourage them to say what is happening in each stage, in their own words.
- 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 growing plant from page 11). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 plant? [Yes.]

How many leaves has it got? [It has got eight leaves.]

Can you see any seeds? [No.]

Has the plant got fruit? [No, it hasn't.]

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

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

Thank you. Goodbye. [Goodbye.]

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

- Ask the title question to the children again, *Are tomatoes vegetables or fruit?* Discuss their ideas now that they have read the book.
- Discuss why a tomato is a fruit. Show pages 8–9 and show the seeds inside the tomato. Ask children to name other types of fruit, e.g. oranges, grapes, and confirm that they all have seeds inside them.
- Then discuss why a tomato can be called a vegetable. Think about the different foods we can cook with them. Read out the examples, *we don't eat* on page 5, *tomato cake* and *tomato ice cream*. Ask children what they think of these ideas! Discuss what foods with tomatoes in they enjoy. Turn to the other examples on page 19 and ask children to point out the seeds inside these foods, and then say what food we can eat them in.
- Go through the process of how flowers start to grow on the tomato plants. Why are bees important? Ask children if they know why tomato flowers are yellow, and explain that bees are attracted to brightly coloured flowers.
- Discuss how tomatoes change as they grow, starting off small and green, and becoming big and red. You can talk about different types of tomatoes, and explain that some stay small and others are bigger. Ask children if they like eating tomatoes raw in salads, or cooked in a meal.
- You could grow tomato plants with the children. Recap what plants need to grow (*seeds in the ground, water, sunlight*). You need to keep them in a warm place. See how big the plants grow and if you get any tomatoes. Have children write a tomato plant diary as their plants grow.

Level 4 Are we there?

Topic: Going on a journey

Key vocabulary: *castle, dream, horse, helicopter, helmet, motorbike, petrol station, river, theme park, traffic jam*

Key structures: Past simple affirmative, *was/were, Can we sleep in the castle? Does the castle have horses? After lunch, Ivy and Mack went into the shop. In the afternoon, Mum drove the car. They went on the biggest ride in the park.*

Word count: 484

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the cover of the book together and ask the children to say what they can see. Invite predictions about where Ivy and Mack are going. Allow the children to use L1 if necessary.
- Turn to pages 2 and 3 and ask the children to look at the picture. Play the audio on *Peapod Pal CEFR A1* or read the words for the children to listen to and repeat.
- Ask the children to name other items from the picture that they know in English, e.g. *cars, road, trees, sandwiches*. Discuss the picture together. Ask *What is the family doing? What is Mack dreaming about?* Ask the children which activity from the picture they would rather be doing: *travelling along on the road with the cars in the background, having a picnic, like Mum, Dad and Ivy, or sleeping, like Mack.*

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 A1* for the children to listen to and repeat the words. Play Ivy and Mack's *Alphabet Game* from page 16, using the words from the picture dictionary.
- 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 A1* 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 (the family in the car with the motorbike next to them from page 4). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 bus? [*No.*]

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

What is in the sky? [*A helicopter.*]

What colour is the helicopter? [*It's yellow.*]

How many people are in the car? [*Four.*]

Who is driving: The man or the woman? [*The man.*]

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

Thank you. Goodbye. [*Goodbye.*]

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

- Go back through the story, asking questions about each page, e.g. *Where are Ivy and Mack? Do they know where they are going? What picture does Mum show them?* Encourage children to answer in English.
- Discuss the feelings of the characters in the story. *How do Ivy and Mack feel when they start the journey? How do they feel as the journey gets longer? Do they enjoy stopping at the castle? Is Ivy happy after Mum drives in a circle? How do they feel when they arrive at the theme park?*
- Ask the children to think about long car journeys they have been on. What did they do to stop themselves from getting bored? Do they know any good games to play in the car? If possible, play some of the games together.
- Look at the theme park on page 20. Ask the children which rides they would most like to go on and why.
- Ask the children to think about a special place they have visited with their family. Then they can draw a picture and tell you, or their partner, about it.

Level 4 Be careful, Banjo!

Topic: On a walk

Key vocabulary: birds, climb, path, puddle, scooter, skateboard, squirrel, sticks, strawberries, trees, wind, woods

Key structures: *I want to make a cake with grandpa. I've got some strawberries to put on the top. I don't want to go for a walk. Let's make a cake. Can we go to the woods? You love (climbing trees).*

Word count: 500 words

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover of the book. Read the title and discuss, in L1, what the children can see in the picture. If the children have read other *Ivy and Mack* books, elicit the names of the characters and who Banjo is. Ask for predictions about what might happen in the story.
- Turn to pages 2 and 3 and ask the children to look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1*. Children point to the items and say the words.
- Ask the children to look at the picture for thirty seconds and then close their books. Can they remember all of the items? Encourage children to suggest other things they might see in the woods, e.g. flowers, bees, rabbits, a river.
- Ask the children if they like going to the woods. Encourage them to give reasons for their answers.

After reading

- Picture dictionary (page 22):** Give children time to look at the words and pictures. Play the audio on *Peapod Pal CEFR A1* for children to listen to and repeat the words. Give the beginnings of some common verb/noun collocations for children to complete with the words from the page, e.g. *Jump in a ... puddle! Throw a ... stick! Go to the ... woods! Ride a ... skateboard!*
- 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 A1* 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 wind in the trees (from page 11). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

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 with their grandpa or their grandma? [Grandpa.]

Are they at home? [No, they aren't.]

Where are they? [In the woods/forest.]

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

Is it autumn? [Yes, it is.]

What animals can you see? [A dog and a bird.]

Do you like going to the woods? [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 going? What does Ivy want to do? What does Mack want to do?* Encourage children to answer in English.
- Ask the children to play Ivy's game and count the birds in the woods. They can also look for other animals (e.g. *four birds and one squirrel on page 9, a beetle on page 10 and a snail on page 13*).
- Discuss the feelings of the characters in the story. *How do Ivy and Mack feel about visiting Grandpa? Is Mack happy to go to the woods? Is Ivy happy? Why not? How does Ivy feel when Banjo splashes her? How do the children feel when Grandpa hurts his leg? How does everyone feel at the end of the story?*
- Discuss the activities that Mack and Ivy want to do with Grandpa (*Go to the woods, Make a cake*). Which one would they rather do? Ask *What do you like to do with your grandparents or other relatives?*
- Act out the story in small groups.

Level 4 **Be careful, it's a hippo!**

Topic: On the river

Key vocabulary: boat, crocodile, duck, forest, hippo, plants, river, rug, snake

Key structures: Adjectives, Past simple, was/were, But Jasmin wanted to play. Why are you sitting on the table? What can you see, Don? He could see lots of things. Crocodiles are fast.

Word count: 366

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Talk about the title, *Be Careful, it's a Hippo!* And ask children if they know or can guess what a hippo is. Can they point to one in the picture? What other animals can they see?
- Turn to pages 2 and 3 and look at the setting and the characters. Read the names or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Give children time to notice the details of the living room and ask if they can name any items in it. Ask them to think about the plants, the rug and the different colours. What kind of games could they play in this room?

What other animals can you see? [*Birds./A snake./A hippo.*]

Are the children in a boat? [*Yes, they are.*]

Is there a river in your town? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Then close books and draw a simple picture for each word for children to name.
- 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 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 (Jasmin and Don in the boat from page 17). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

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

- Talk about the story. What does Don want to do at the beginning? What does Jasmin want to do?
- Discuss the game that Jasmin starts. Ask children What does Jasmin pretend the table is? What does she imagine she can see in the rug? Do you like playing games like this? How does Jasmin get Don to take part in the game?
- Give children time to look at the pictures and see how the room is transformed into different scenes in the children's imaginations. Ask them to look at the plants, the dog, and the books on the shelves. How do they all change?
- Discuss what dangers Don and Jasmin imagine in the forest. Ask Why do they want to get rid of the crocodile? What does Jasmin do? What do the children say about the river? (This river is exciting!)
- Talk about the hippo. What is the hippo in real life? (Rocky the dog) Is the hippo angry or hungry? Discuss what Don gives to the hippo and why.
- Ask How does the game end? What do the children need to do next? (Put the table the right way up!)
- You could let children play an imaginative game using props in the room or outside. Encourage them to imagine a suitable setting and think about how they can use familiar objects in new ways to have an adventure.

Audioscript

Hello. [*Hello.*]

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

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

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

What animal can you see in the river? [*A hippo.*]

Level 4 **Bea and the Dance Show**

Topic: Putting on a performance

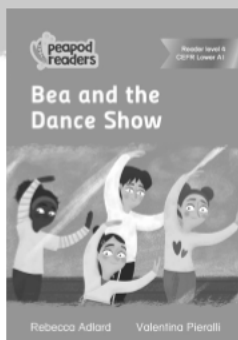
Key vocabulary: *dance class, dance show, dance teacher, judge, music, poster, turn around*

Key structures: *The children danced. It was a new dance. I can't do it! Let's try again. Miss Dint could not come to the dance class.*

Word count: 422

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what the children can see. Check understanding of the title by translating if necessary. Have children ever been in a dance show, or seen one?
- Turn to pages 2 and 3 and look at the setting and the characters. Read the names or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Give children time to look at the picture and think about where the characters are and what they are doing. What is Miss Dint's role? Where is Bea?

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

Thank you. Goodbye. [*Goodbye.*]

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Then play *Missing letters*. Write the initial letter of each word (give both initial letters where there are two words) and help children to spell out the missing letters. Focus on the soft 'c' of dance and check they give the correct letter.
- 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 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 (Bea making clothes from page 13). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

Look at the girl.

Is she in a dance show? [*No, she isn't.*]

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

Is she making clothes? [*Yes, she is.*]

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

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

- Look back through the book and talk about the beginning of the story. Ask *Was the new dance easy? (No). Who could do the new dance well? (Kitty).*
- Discuss how Kitty helps the children at first by showing everyone how to do the dance. Discuss what this shows about Kitty (*she is confident, she doesn't mind performing and being watched*). Explain that this is useful, as it helps the other dancers to learn. Ask children how they feel about performing, e.g. in front of friends or classmates. Do they enjoy it, or does it make them nervous?
- Show the poster and discuss how the different children feel about the show. Turn to page 10 and ask how most of the children feel (*excited*) and how Bea feels (*nervous, worried*). Ask children to think about why she feels this way. How would they feel in this situation?
- Turn to page 13 and talk about Miss Dint's suggestion and the different ways in which Bea gets involved. Discuss how there are many parts of putting on a performance, as well as the actual dancing. The music and costumes are central to the success of the show.
- Turn to pages 14–15 and discuss what is happening here. Show that Bea is growing in confidence because she is in a position to observe and give good advice. This develops on pages 16 and 18, when she starts to lead the class.
- Ask children what might happen when Miss Dint gets hurt (*the show could be cancelled*). What happens instead? (*Bea organises the show*). Look at pages 20–21 and ask how the judges feel when they see Bea and why (*surprised, because she is a child, not a dance teacher*).
- Ask children to think about what part they would like to do in a dance show. Would they like to be a dancer, or organise things behind the scenes?
- Children could act out the story.

Level 4 Better than Home

Topic: On holiday

Key vocabulary: *badminton, bike ride, camera, forest, holiday home/park, mountain, path, swimming, table tennis, waterfall*

Key structures: Past simple, *was/were*, *Ivy and Mack brought their bags out to the car. There were lots of things to do at the holiday park. I like climbing on the rocks. Can we sleep here? Sometimes a holiday is better than home. And sometimes home is the best place of all.*

Word count: 477 words

CEFR level: Lower A1

Cambridge English

Qualification: Starters/Movers



Before reading

- Look at the cover of the book together. Discuss, in L1, what the children can see in the picture. If the children have read other books in the *Ivy and Mack* series, elicit the names of the characters. Ask the children where they think Ivy and Mack are.
- Turn to pages 2 and 3 and ask the children to look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1*. Ask the children to point to the items from the picture and say the words. Encourage the children to name other items that they can see in English, e.g. *trees, river, ducks*, etc.
- Ask the children, in L1, if they would like to stay at the holiday park in the picture. Why or why not?

After reading

- Picture dictionary (page 22):** Allow time for the children to look at the words and pictures. Play the recording for the children to listen to and repeat. Make sentences about the story using one of the words from the picture dictionary for children to say *True* or *False*, e.g. *Ivy took her camera on holiday. True!*
- 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 A1* 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 (Ivy taking photos as Mack and Dad swim in the pool from page 9). play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 river? [*No.*]

Can you see a swimming pool? [*Yes.*]

Look at the girl. Is she reading? [*No, she isn't.*]

What has she got? [*A camera.*]

What is she doing? [*Taking photos.*]

Do you like taking photos? [*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 going? What does Mack want to take on holiday? Do the children like their holiday home?* Encourage children to answer in English.
- Focus on the section of the story where the family gets lost (pages 15–19). Ask *Do they know the way? What is Ivy's idea?* Ask the children if they have ever been lost. How did they find their way back? *Is Ivy's idea a good one?*
- Discuss the feelings of the characters in the story. *How do Ivy and Mack feel when they arrive at the holiday park? How does Mack feel when he's at the top of the mountain? How does Mack feel when they are lost? How do they feel when Ivy has her idea? How do Ivy and Mack feel when they are back at home?*
- If you have a camera, smartphone or tablet available, in groups, children could go around the school, playground or local park and take photos of different things in the order they walk. They could then print them out or give the device to another group, who tries to do the same route in reverse by following the photo trail.

Level 4 Climb to the Sky

Topic: Transport; Animals

Key vocabulary: *basket, bear, chicken, down, duck, elephant, hot air balloon, lion, rabbit, river, sheep, sky, up*

Key structures: *Can for permission; Adverbs of frequency; Would you like to go up to the sky? Two brothers made a hot air balloon.*

Word count: 425

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers

Before reading

- Look at the front cover. Discuss what children can see. Talk about the title and check children understand what it means (*to go up in the air*). Ask them to think of as many ways as possible that people can travel into the sky, using English if possible, or L1 for less confident children or less common words.
- Turn to pages 2 and 3. Give children time to look at the picture. Ask *Do these animals go up into the sky?* (*No, only the duck flies.*). Explain that children will find out more about the animals in the story. Read the words or play the audio on *Peapod Pal CEFR A1* with the children. Ask them to point to the animals as they hear them, and to repeat the words.
- Close books and start to draw each animal slowly. Encourage children to try to name each animal before you complete the drawing.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Then play *Spelling Bee*. Say the words for children to spell out letter by letter. Leave *hot air balloon* to the end!
- 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 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 (Pip looking at the animals in the basket from page 16). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

What colour is the hot air balloon? [*Orange.*]

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



What animals can you see in the basket? [*A rabbit, a duck and a chicken.*]

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

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

Is the girl in the hot air balloon? [*No, she isn't.*]

Are the animals going up in the sky? [*Yes, they are.*]

Would you like to go up in a hot air balloon? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask children what Pip is afraid of and why they think this is. Ask how Bo tries to make her feel better.
- Ask how Pip feels at the end of the story and why.
- Ask children to look back through the book. Recap the facts of the story and ask children which animals really went in a balloon, and which animals were in Pip and Bo's imagination. Ask *Which people did Pip imagine being in the hot air balloon?* Ask children to look back through the book and find the queen, king, etc.
- 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.
- If children are interested, break the name of the sheep down into the French words: *monter* (to go up) *au* (to the) *ciel* (sky). Ask children to repeat the name, flowing the words together.
- Ask children to draw, colour and label a picture of a hot air balloon, and to imagine the things they could see from it if they climbed to the sky where they live.
- You could find more information online about Joseph and Etienne, such as when and where the first hot air balloon flight was, for children to make a mini factfile.

Level 4 Crayon girl!

Topic: Comic books and drawing

Key vocabulary: comic book, crayon, everyone, family, lamp, pencil case, phone, screen

Key structures: *Maya was bored. She wanted to draw. I can zap! Our pencil case is always open. There was only The Screen. They could read again.*

Themes: free time activities, creativity, colours

Word count: 338 words

CEFR level: Lower-A1

Cambridge English

Qualification: Starters/Movers



Before reading

- Look at the front cover. Talk about the title. Discuss what children can see in L2 if possible, or L1 for less confident children.
- Turn to pages 2 and 3. Give children time to look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1* with the children. Ask them to point to the labelled items as they hear them, and to repeat the words.
- Ask the children if they can see any of these things in the room they are in. Ask them to point to and name the things.
- Show pages 4 and 5. Point to Maya. Ask children to look through the book and find Maya in the other pictures.

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 A1* or say the words aloud for children to find and repeat. Play *I spy* using the words from the picture dictionary. Children can then play in pairs. If you have these items in the room where you are, they could play with things in the room.
- After reading (page 23):** Encourage children to say what is happening and what they can see in each picture.
- Ask children to put the pictures in the order that they happened in the story. Now ask children to retell the story in their own words.
- 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 Maya's family (from pages 20–21). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the children 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.*]

Are the family in the living room or in the kitchen?
[*They are in the living room.*]

What are the family doing? [*They are drawing/looking at pictures.*]

What is on the table? [*Crayons and paper.*]

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

Do you use pens or crayons? [*Child's own answer*]

What is 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 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 to suggest how Maya was feeling at the beginning of the story. *Why?* (*She was bored. Everyone was on the phone.*)
- Invite children to think about why the crayon family want to hide from The Screen. (*He is very big. He does not need pencils. He does not need crayons.*) *Why were they happy when they saw the lamp again?* (*They could read and draw again.*)
- Ask children if they like comic books. If they do, which ones do they like to read?
- Invite children to talk about what they do when they are bored. Do they like to draw and read, or do they always use a screen? Discuss why it is important not to always look at a screen.

Level 4 Do elephants get hot?

Topic: Elephants

Key vocabulary: African/Asian elephants, baby, ear, legs, feet, forest, grasslands, herd, tail, trunk, tusk

Key structures: Look at the elephants.

They're standing under a tree. it looks hot. How big is an elephant? Elephants are the biggest animals on land. Which elephants have got bigger ears? Elephants sometimes walk in a line. Do elephants get hot?

Word count: 443

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the front cover and discuss what the children can see. Ask the title question *Do elephants get hot?* and ask children what they know about the places where elephants live. Do they live in hot countries or cold countries? What else do children know about elephants?
- Turn to pages 2 and 3 and look at the picture. Give children time to look at the adult and the baby elephant. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to each part of the body and repeat.
- Talk about the landscape and ask children to predict what the climate will be like.

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 A1* and ask children to point to the words and repeat. Then help children to make sentences starting with *Elephants ...*, e.g. *Elephants live in a forest. Elephants have got a trunk.*
- After reading (page 23):** Help children to read each caption and match them to the correct picture. They can look back through the book to find the relevant 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 two baby elephants from page 14). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

How many elephants can you see? [Three.]

How many baby elephants are there? [Two.]

What are the baby elephants doing? [They're playing in the water.]

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

Do you like playing in water? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Ask *Do elephants get hot?* (Yes, they do.) Ask children what elephants do to cool down when they are hot. Ask them to look back through the book to find ideas, e.g. *they stand under trees, they lie in water, they drink water, they move their ears*. Ask children to think about what people do to cool down when they are hot.
- Recap more information about elephants, e.g. where they live, who they live with and what they eat. Ask children what they learned from the book that they didn't know before, e.g. did they know that elephants can swim?
- Compare African and Asian elephants. Ask what is the same and what is different about them. Tell children that Asian elephants do have tusks but they are a lot smaller than tusks on African elephants.
- Discuss what elephants do with their tusks, and what they do with their trunks. Let children look back at the pictures to see how they use each one.
- Turn to pages 20–21 and ask what people and elephants have in common. Talk about why it is important to protect elephants in their natural habitats.
- You could ask children to make an information poster about elephants, labelling the parts of their body and saying where they live.

Level 4 Do plants eat animals?

Topic: Carnivorous plants

Key vocabulary: bee, bowl, carnivore, fly, hairs, jungle, leaf, leaves, plant, tree, smell, spider, sticky, teeth, wheel

Key structures: Sally and Daddy are looking at some plants. Why is this one closed? What's it eating? Animals don't make food. Some pitcher plants are tall and thin. Its leaf has two parts. Give it some water.

Word count: 424

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Point to the picture and elicit any words children know in English. Ask the title question *Do plants eat animals?* And discuss any initial ideas.
- Turn to pages 2 and 3 and give children time to look at the picture in detail. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Ask children which items are plants and which are animals. What do children know about the jungle? Can they name any other items in the picture that aren't labelled?

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 A1* and ask children to point to the words and repeat. Then play *Spelling Bee*. Close books and say each word for children to spell out back to you.
- After reading (page 23):** Help children to read the words, then ask them to look and match them to the correct picture. Read the book aloud again or play the audio on *Peapod Pal CEFR A1* for children to listen 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 Venus flytrap from page 9). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

Can you see an animal? [Yes.]

What animal is it? [A fly.]

Can you see a plant? [Yes.]

Has the plant got a flower? [No, it hasn't.]

Has the plant got teeth? [Yes, it has.]

Do you think this plant is pretty? [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 and encourage children to answer and explain their ideas.
- Look back through the book and talk about the different things the children learned. Turn to the contents page and ask comprehension questions. Ask *Which chapter tells you about a plant that has long, sticky hair?* (Sundews) *Which chapter tells you about plants that look like cups?* (Pitcher plants) *Which chapter tells you about plants that live in water?* (The waterwheel plant).
- Check understanding of the word *carnivore* and ask why some plants are carnivores. (They eat small animals and insects).
- Explain in L1 that plants have evolved these very clever features to enable them to survive. Let children look carefully at the pictures that show the process of how each plant traps the animals.
- Discuss why plants need to attract animals to them. (They can't catch animals like the lions on page 6, for example, so they have to use disguises and special features to get food.) Talk about how plants use colour, for example the Venus flytrap, and smell, for example the pitcher plant to attract their food.
- Discuss how plants keep the animal they have attracted. (They use special features such as teeth, sticky hair or traps that close).
- You could look online for video clips of these plants in the act of trapping an animal.

Level 4 Do plants eat food?

Topic: How plants get food

Key vocabulary: flower, fruit, grass, house plant, leaf, light, plant, roots, seed, soil, stem, sugar, sun, sunflower, sunny, tree, windy

Key structures: *One day Jack and Mummy had a picnic. What food do you eat? This horse is eating grass. How many shapes can you see? Some leaves are made from lots of smaller leaves. Most leaves are green, but some leaves are red and green.*

Word count: 349

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what the children can see. Check understanding of *plants*, then review what children know about them in L1. Ask *Do plants eat food?* Discuss children's ideas.
- Turn to pages 2 and 3 and look at the characters and the features of the picture. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Discuss where Mummy and Jack are and what they are doing. Let children look at the details of the picture.

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 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 appears, and find one piece of information about each one, e.g. *windy – Roots grow down and hold the plant in the ground. They stop the plant falling down when it is windy! (page 16).*
- After reading (page 23):** Ask children to read the words and match them to the correct picture. They can point to each picture and say the word.
- 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 house plant from page 21). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 tree? [No.]

Can you see a house plant? [Yes.]

How many leaves can you see? [Four.]

Has the house plant got a flower? [Yes.]

What colour is the flower? [It's orange and purple.]

Have you got house plants at home? [Child's own answer]

Do you like plants and flowers? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Ask the title question to the children again, *Do plants eat food?* Encourage children to find the correct pages and answer the question. (*Plants don't "eat" food, they make food in their leaves*). Ask *what do plants need to do this? (light from the sun)*. Go through the process on pages 14–15. Ask what the food plants make is called (*sugar*). Show how the plant makes more roots and grows more leaves. Ask children what they think happens when the plant grows more leaves (*It gets more sunlight, so it can grow faster*).
- Look back through the book and discuss the different stages of a plant's life cycle. Ask *Why is it important that seeds drop to the ground? (So they can grow in the soil and make new plants)*.
- Check understanding of the different parts of a plant, e.g. the roots and the stem. Ask what each one does and why this is important.
- If you can, try the experiment with the white flower in red water, to demonstrate what happens.
- You could go outside to study plants, or look at different house plants. Let children study the different sizes, shapes and colours of the leaves. Which plants are big? Which are small? Which have flowers? Encourage them to talk about what they notice. They could take photos to arrange into a plant presentation.

Level 4 Do you paint in martial arts?

Topic: Martial arts

Key vocabulary: *balance, belt, hold, jacket, Judo, Karate, kick, Kung Fu, fight, strike, Taekwondo, Tai Chi, trousers*

Key structures: *You don't paint. You use your (hands/body/feet). Which martial art is the best? The people are wearing special clothes. You often wear (a white jacket). Would you like to try Judo?*

Word count: 425

CEFR level: Lower A1

Cambridge English

Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what the children can see. Talk about the title. Ask children what they know about martial arts and if they have any experience of them.
- Turn to pages 2 and 3 and look at the picture. Talk about where this is and what is happening. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Encourage children to look at the different types of martial arts and see if they can notice any differences between them at this stage.

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 A1* and ask children to point to the words and repeat. Then ask them to look back through the book to match each action with the correct type of martial art and say, e.g. *hold – judo*. Then discuss what children learned about belts from the story. Say *You start with a black belt – true or false? (False)*.
- After reading (page 23):** Children look at the pictures and match each one to the correct name. Encourage them to say a word or sentence about each one, using the words in the Picture dictionary for help.
- 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 with red and blue helmets from pages 8 and 9). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

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 are their jackets and trousers? [White.]

What is different about them? [One is wearing red, one is wearing blue.]

Is the boy in blue holding the boy in red? [No.]
What is he doing? [Kicking.]
Do you like martial arts? [Child's own answer]
Thank you. Goodbye. [Goodbye.]

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

- Ask the title question to the children again and ask why Zim thinks people paint in martial arts (*because of the word 'art'*). Explain that art can have another meaning, of something you have to learn and study to do well. Discuss with children how it can take a long time to learn a martial art well, and it needs a lot of practice.
- Discuss which martial art Zim likes best, and why. Ask children which martial art in the story is their favourite, and ask them for their reasons. Focus on the things which Lisa says are good about each one, e.g. *It's good for your body, It helps you think*.
- Encourage children to look back through the book to find the different adjectives that Lisa uses to talk about martial arts, e.g. *interesting, exciting, fast, slow, difficult*. Ask children if they can think of any other adjectives to describe the pictures and activities.
- You could find clips of people doing the different types of martial arts to show to the children, if possible from the Olympic Games. Ask children to describe what they can see using the adjectives and actions from the story.

Level 4 Elsie's Selfies

Topic: Taking photos

Key vocabulary: bin, lost, parrot, photo, screen, selfie, shade, tablet

Key structures: Past simple, was/were, Let's take a new photo. I can use my tablet. Don't move. We're taking a selfie. She tried again. There was not much sun. I know where it lives. What a great photo!

Word count: 346

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Read out the title, *Elsie's Selfies*, then discuss in L1 what is happening and what the story might be about. Check understanding of *selfies/selfie* (A selfie is a photograph that you take of yourself).
- Turn to pages 2 and 3 and look at the setting and the characters. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Give children time to look at the picture and think about the different things they can see. Whose house do they think this might be? Why?

Has the parrot got a picture? [Yes, it has.]

Have you got any pets? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

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 A1* and ask children to point to the words and repeat. Then ask them to look back through the book and find where each word appears. Discuss why each item 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 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 (Grandma and Elsie with the cat from page 20). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 cat? [Yes.]

What colour is the cat? [It's grey and white.]

What other animal can you see? [A parrot.]

Has the parrot got a tablet? [No, it hasn't.]

Level 4 Harry's Hamster Hunt

Topic: Getting lost and found

Key vocabulary: *bedroom, bookcase, hall, hamster, kitchen, living room, lost, on top of, sofa, teddy, toybox, under*

Key structures: *Harry's hamster isn't there! Harry can't see his hamster! Where's my hamster? Harry finds a lot of toys, but he can't find his hamster. The sandwich was in the sofa. He looked in the bedroom.*

Themes: losing and finding something, searching, persistence

Word count: 373

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what the children can see. Talk about the title. Ask the children if they know what a hamster is. Do any of them have a hamster for a pet? If not, would they like to have one?
- Turn to pages 2 and 3 and look at the setting and the characters. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Give children time to notice the details of Harry's bedroom and ask if they can name any other items in it. Ask children if they think it would be nice to have a pet hamster in a bedroom.

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 A1* and ask children to point to the words and repeat. Then write each word in jumbled letters and ask children to put them in the correct sequence and say the word. Ask them to look back through the book to find a corresponding 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 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 next to it on page 23 (Harry in bed, with the hamster in his pocket from page 21). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

What animal has the boy got? [A hamster.]

Is the boy in the bedroom or the kitchen? [Bedroom.]

Is the hamster under the bed? [No.]

Is the hamster in the bed? [No.]

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

Would you like to have a hamster as a pet? [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 and talk about the different places where Harry looks for his hamster. He doesn't find his hamster, but what does he find in each place instead? Ask *Where does he find a sandwich? Where does he find his dirty socks?* Children look back to find the picture and say the correct place.
- Talk about why it is hard to find a hamster (*They are very small. They move quickly.*). Ask children if they have ever lost a pet and what they did.
- Ask what Harry does to try to make his hamster come out. (*He puts out food.*) What does his dad do? (*He cleans the floor.*) Why is Harry worried? (*He thinks the hamster might be in the machine.*)
- Ask children how they think Harry feels when he has looked in all the different places without finding his hamster. If they were Harry, what would they do?
- Talk about Harry's dream. How is it similar to what really happens, and how is it different? Look at the picture on page 19 and see if children can find a clue that Harry's hamster is nearby (*The book on the floor has a corner chewed off.*). How does Harry feel when his hamster finds him?
- You could help children to draw and cut out a hamster outline in card, then stick cotton wool onto it and paint it to make a hamster. They can take turns to hide this around the room for you or a partner to find. Encourage the person looking to talk about where they are looking, e.g. *Is it on the chair? Is it under the table?*

Level 4 How can I be a tiger?

Topic: Art: face painting

Key vocabulary: bee, body, brush, butterfly, cat, ear, eye, face, face paints, head, line, monster, mouth, nose, sponge, tiger, water, wing

Key structures: *What do you need?*

You need yellow face paints. Let's paint a tiger. Use a sponge. Put some water on the sponge. The bottom wings are bigger than the top wings.

Word count: 360

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the front cover and discuss what the children can see. Talk about the title and ask *How can I be a tiger?* Elicit ideas and discuss what tigers look like, and how you could make yourself look like one. Talk about fancy dress parties and ask children if they enjoy dressing up at parties.
- Turn to pages 2 and 3 and look at the opening scene. Children should recognise most of these animals, so ask them to point and name what they can. Then read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Ask children which animal is their favourite. If they wanted to pretend to be one of these animals, which one would it be?
- Explain that the book is about face painting, where children can be different animals. Ask if children have ever had their faces painted, and if so, what they were.

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 A1* and ask children to point to the words and repeat. Then ask children to stand up to play *Simon says*. Explain that if you say, e.g. *Simon says, point to your eyes*, children should follow the instruction. If you say it without the phrase *Simon says*, e.g. *Point to your ears*, they don't follow the instruction. For *wing*, say *Simon says, fly with your wings!* Children flap their hands like a bird flying. Play a few times to cover all the words. If children are confident, they can take a turn at leading the game.
- After reading (page 23):** Have children identify what is being face painted in the pictures. Children then order the pictures according to how to face paint a butterfly. Encourage them to say what they can see and what is happening in each picture. Have them look back at pages 12–15 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 top right picture of the butterfly face painting from page 13). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 girl or a boy? [*A girl.*]

What animal can you see on her face? [*A butterfly.*]

What colour is the butterfly's body? [*Black.*]

What colour are the butterfly's wings? [*Pink, green and blue.*]

Has the butterfly got teeth? [*No.*]

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

What animal do you want to be? [*Child's own answer*]

What colours do you need? [*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 face paintings. Ask which of the designs they would like best and why.
- Look at the picture on pages 4 and 5 again and see if children can identify any of the other animals, in English or L1, e.g. *ladybird, mouse*.
- Ask children to think about all the different designs and say which ones would be harder to do and which ones would be easier. Why? They can extend this to think about other animals, e.g. an elephant would be difficult because you can't paint a trunk. A spider would be easy because you can draw eight legs.
- Ask children to choose a different animal and design a plan for how they would show this animal in face painting. What colours would they need and what features could they draw? You may need to help with vocabulary, e.g. *spots, whiskers*.
- If you have time and the resources, you could supervise a face painting session, but be aware of any skin sensitivities and the fact that not all children enjoy it.

Level 4 How can we make a musical instrument?

Topic: Arts and crafts

Key vocabulary: *beans, box, glue, guitar, paper, paper cup, rice, rubber bands, scissors, shaker, sticky tape, straws, tube*

Key structures: *What fantastic music! I'd like to play music. Me, too, but we haven't got any musical instruments. We can make some. How can we make a musical instrument? Let's make the shaker.*

Word count: 381

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Show the cover and ask children what they can see. Ask what they think the characters are doing. Elicit ideas, in English if possible. Ask the title question and check understanding of *instrument*. Do children know the names of any musical instruments in English?
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR A1* or read the words with the children, then have them point to the labelled items and say each one aloud. Ask children if they enjoy doing arts and crafts 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 A1* and ask children to point to the words and repeat. Look at each item and ask children to make sentences using the materials (*box, paper cup, paper, tube*) and the instruments (*guitar, shaker*), e.g. *You can use (a box) to make (a guitar)*.
- **After reading (page 23):** Help children to read the words and match each one to the correct picture. Read the book aloud again or play the audio on *Peapod Pal CEFR 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 rubber bands from page 2). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

Can you see straws or rubber bands? [*Rubber bands.*]

Are they in a paper cup or a box? [*A paper cup.*]

Are they one colour or lots of colours? [*Lots of colours.*]

Do you like making things? [*Child's own answer*]
What do you like to make? [*Child's own answer*]
Thank you. Goodbye. [*Goodbye.*]

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

- Turn to pages 4 and 5. Discuss why Fred and Zoe decide to make instruments. Ask children if they enjoy playing musical instruments. *Do they have any at home? Would they enjoy making the instruments in this book?*
- Go through the stages for the shaker. Look at the picture of the items on page 7. Are these things easy or difficult to find? Show how you can make instruments using simple items that can be found easily around the house.
- Discuss why you need each of the items. Ask, e.g. *What do you do with the paint? What do you do with the beans?*
- Discuss the question on page 10 *Do they make the same sound?* Ask children for their ideas and their reasons why. Talk about the different size of rice grains and beans, and how this would affect the sound.
- Go through the process of making a guitar. Discuss whether the items on page 11 are easy to find. Does this look easier or more complicated than making a shaker?
- Turn to pages 12 and 13. Ask *Why is it important for an adult to help with this stage?*
- Discuss what the tube and the rubber bands do. Look at the picture on page 19 and show what the boy is doing with his fingers (*pressing the 'strings' to make a different sound*).
- Ask children which of the instruments they would like to make. If possible, let them follow the steps to make the instrument of their choice. They can make the shaker individually but will need adult supervision for the guitar. Ask children to play their instruments together and see what sounds they can make.

Level 4 How do flowers talk to animals?

Topic: Flowers

Key vocabulary: ant, bat, beak, beetle, body, butterfly, eyes, hand, head, hummingbird, invite, lizard, lemur, mouth, moth, neck, nectar, nose, parrot, patterns, pollen, possum, seed, smell

Key structures: *Plants can't move, but bees can carry pollen from flower to flower. Then the plants can make new seeds. Short plants with small flowers invite ants.*

Word count: 490

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Talk about the title (*How do flowers talk to animals?*) Ask children *Do flowers talk?* (No). Discuss what the question might mean. Why do flowers need to communicate with animals? Link to what children may have learned about flowers in Science lessons.
- Turn to pages 2 and 3 and look at the pictures. Ask where Lucy and Dad are and what they are doing. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Ask children to point to the correct part of their own body as they say the words. For *beak*, they can fold their hands into a point and put it up to their mouth.

Has it got a red beak? [Yes.]

Has it got a long beak or a short beak? [*It's got a short beak.*]

Do you think this bird is pretty? [*Child's own answer*]

Are there parrots where you live? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR 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 petal of a flower. Children try to spell the word correctly before you can complete the flower picture with five petals and a stem.
- After reading (page 23):** Help children to identify each animal and match it to the flower it likes. Have children describe each flower as they match and ask them if they can remember why this animal likes this particular flower. They can look back through the book 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 parrot from page 17). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

What animal is this? [*It's a bird/parrot.*]

What colour is the bird's head? [*It's blue.*]

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

- Ask the title question to the children again and discuss what children have learned about how plants communicate with animals. Turn to page 6 and check if children understand why flowers and bees need each other.
- Ask children to look back through the book and study each of the pictures. What was the most interesting thing they learned? For instance, did they know that bees can see patterns on flowers that we can't see?
- Go through each of the sections and ask questions to check understanding, e.g. *What does 'invite' mean? Why do flowers have a nice smell? What are bees' favourite colours? What are butterflies' favourite colours?*
- Then talk about the other animals, as children may not be aware that these are part of the pollination cycle. For instance, did children know that some flowers have a strong smell at night which bats like? Show how plants and animals work together in the natural world, with the flowers providing food and the animals moving pollen from flower to flower. Turn to pages 14–15 and show how different animals and plants have adapted to work together. Discuss which of these animals or plants the children may have seen where they live.
- Turn to pages 16–17 and point out the different shapes of the beaks. How does this affect how the birds get food?
- Recap the different ways in which flowers communicate with animals. You could let children make a range of different coloured flowers out of tissue paper, reminding them to think about shape, colour and patterns. If they are working in a group, they can each choose one of the animals from the book. If not, they can choose their favourite. They can add their animal to the picture and say why it likes the particular flower.

Level 4 How do plants grow?

Topic: Plants

Key vocabulary: apple, banana, bean, blossom, cherry, flower, fruit, leaf, lemon, mango, nuts, pear, plant (n), plant (v), root, seed, spring, summer

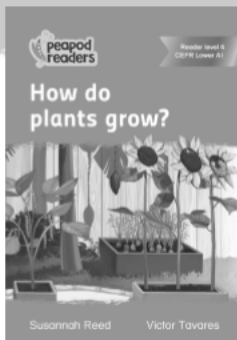
Key structures: Where do cherries

come from? Most plants have leaves and grow in the ground. The plant gets bigger and bigger. Which do you like eating?

Word count: 378

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the front cover and discuss what it shows. Ask the title question and see what children know about how plants grow. Ask if they can identify any of the plants using L1.
- Turn to pages 2 and 3. Discuss where the picture is and what it shows. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Ask children which of the types of fruit they like. Discuss how all these things come from plants.

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 A1* and ask children to point to the words and repeat. Then say each word and ask children to draw a simple picture of the item or mime the word to check comprehension.
- After reading (page 23):** Have children order the pictures to show the stages in growing a plant. Encourage them to say what they can see and what is happening in each picture. Read the book aloud again or play the audio on *Peapod Pal CEFR 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 (Emi watering the seed from page 10). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 flower? [No.]

Can you see a seed? [Yes.]

What is the girl giving the seed? [Water.]

What is the girl standing on? [Grass.]

Do you like growing plants? [Child's own answer]

What is your favourite plant? [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 and recap what children have learned. For instance, ask *Are seeds big or small, or both? (Both) What is in a seed? (A baby plant and food for it).*
- Discuss what a seed needs to grow (*food, water and sun*). Discuss where the food comes from (*the seed*). If people don't water plants, where do they get water from? (*rainwater*). Focus on the picture on page 11 and show how the roots grow down and the plant grows up. Discuss why the plant grows up (*to reach the sun*).
- Once the plant has grown above the ground, it may have leaves. Ask children why leaves are important (*they make more food for the plant*). Ask children to think about the different types of leaves on plants. Ask *Are they all the same, or different? What kinds of things are different?* If possible, you could show a variety of leaf types to demonstrate how leaves vary in size, shape and colour.
- Ask children if they grow any plants at home, or if they know anyone who does. Is it easy or difficult? Go through the different examples of plants people grow, e.g. flowers which are pretty, plants which grow vegetables, and trees which grow fruit. What would children like to grow and why?
- Show the pictures of cherry blossom and ask children if they have seen trees with lots of blossom. If possible, show pictures of the cherry blossom festival in Japan and explain that this is a very special time of year.
- Discuss what Emi and Ko decide to do with their cherry seeds. You could plant some seeds with the children and see if they grow into a plant.

Level 4 How do you make pancakes?

Topic: Cooking

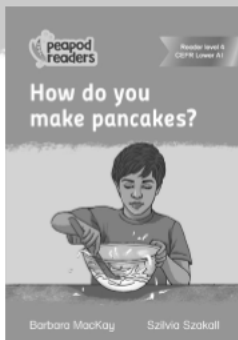
Key vocabulary: bowl, chocolate, egg, flip, flour, lemon, oil, pan, pancakes, sugar, spoon, stir

Key structures: Can we make pancakes? What do we need? How much (flour)? How many (eggs) do you need/want? Put some oil in the pan. Stir the eggs, the milk and the flour.

Word count: 301

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Show the cover and ask children to say what they can see, using English if possible. Ask if they enjoy cooking. Read out the title and check understanding of *pancakes*.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR 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 like pancakes.

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 A1* and ask children to point to the words and repeat. Make word cards for each word, then tell children to think of mimes for *flip* and *stir*. Pass round the cards and children take turns to turn one over and say the word. If they get *flip* or *stir*, they do the mime as well.
- **After reading (page 23):** Have children order the steps to make pancakes. Encourage them to say what is happening in each picture. Read the book again or play the audio on *Peapod Pal CEFR A1* for 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 (Pete and his mum cooking from page 16). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

How many people can you see? [Two.]

Are they playing a game? [No, they're not.]

Are they reading a book? [No, they're not.]

What are they doing? [They're cooking (pancakes).]

Is the mum helping the boy? [Yes, she is.]

What is Mum putting in the pan? [Oil.]

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

Thank you. Goodbye. [Goodbye.]

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

- Turn to the contents page. Show how this sets out all the stages in a process, like a recipe. Ask children to use the page references to turn to each chapter and recap the content.
- Ask children if they have any special recipe books. Do they like cooking sweet or savoury food?
- Discuss what equipment you need to make pancakes. Ask which chapter has this information. Discuss why it is important to wash your hands before cooking. Ask children what else you should do, such as tying back long hair and wearing clean clothes or an apron.
- Turn to page 11 and recap the quantities of each item. Ask the three questions from the page for children to answer. Ask if they are surprised by how simple the recipe is.
- Go through the process of how Pete makes the pancake mix. Does it look easy? Turn to page 14 and read out *Be careful!* Discuss all the things that children need to be careful about when cooking, for example, *Be careful not to make a mess! Be careful not to drop the eggs!*
- Discuss why it is important to have an adult help with putting oil in a pan and cooking the pancakes. Remind children that accidents can happen in the kitchen and it is important to be careful and safe.
- Look at the pictures of flipping pancakes on pages 17–19. Ask children if they have tried this, or if they have seen their parents do it. Does it look easy?
- Turn to pages 20–21. Ask children what topping they would choose for *their* pancake.
- If you have the resources, you could make pancakes following this recipe and the instructions.

Level 4 How do you make paper?

Topic: How paper is made and used

Key vocabulary: bamboo, bark, cardboard, crush, cut down, dung, drying, factory, fibres, growing, hot air, logs, machine, newspaper, paper, pulp, recycle, rolling, tree

Key structures: How do you make paper? There's paper in our homes, schools and shops. Can you see any

paper where you are now? Paper is made from trees. People cut down the big trees and cut them into logs. Today, we can make paper in different ways.

Word count: 435

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Talk about what the girl is making and what she is using. Read the title and activate any existing knowledge by asking children if they know anything about how paper is made. Discuss ideas in L1.
- Turn to pages 2 and 3 and look at the picture in more detail. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Ask children to think about how Nina has made her house and why she has used cardboard. Ask children if they ever make things out of big or small cardboard boxes.

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 A1* and ask children to point to the pictures and repeat. Then ask children to look back through the book and find where each word appears. Check understanding by asking children to read out the word in the context of the sentence.
- After reading (page 23):** Look at the pictures and encourage children to say what they can see. Recap each stage of the paper-making process and what happens in each one. Elicit relevant vocabulary, then have children order the pictures to show the process. Read the book aloud again or play the audio on *Peapod Pal CEFR A1* and have children point to the pictures in order as they listen. You could prepare simple cards to explain the process from pages 10–11 of making paper in factories for children to put in order, e.g. *take off the bark, crush trees, make fibres*. Depending on the level of the children you could separate the verbs and the nouns and have them match to make the phrases.
- 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 machine cutting down trees from page 9). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 factory? [No.]

Can you see a machine? [Yes.]

What colour is the machine? [It's yellow.]

Is the machine taking the bark off trees? [No.]

Is it making pulp? [No.]

What is the machine doing? [It's cutting down trees.]

Thank you. Goodbye. [Goodbye.]

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

- Look back through the book and talk about what children have learned about the process of making paper. Ask if they knew paper came from trees. Ask *How do some countries make paper as described on page 14? (using elephant dung)*. Ask children if they had ever heard of this before. What do they think about this idea?
- Look around the room and find how many things are made of paper and card. Show how paper is extremely versatile and useful. Look at the varieties of colour, size, texture and the different uses it has.
- Go through the process of making paper and talk about how many machines are used. Ask children to think about how difficult it would be to make paper without these machines and factories.
- Turn to pages 12–13 and ask children if they knew where the word *paper* came from. Have they ever seen old papyrus paper, e.g. in a museum? It is available to buy if you want to show it to the children. You can also do a craft activity to make papyrus. Mix some glue and water in a bowl, and tear up strips of thick recycled paper or brown paper bags. Dip these in the glue one at a time. Using the picture on page 13, help children to arrange the strips of paper on a mat first horizontally, then vertically. Press the strips down and leave it to dry.
- Go through the section about recycling paper. Ask children if they recycle paper, and if they use recycled paper products. Look around again and see if there are any recycled items in the room.
- If you have the resources, let children make things out of paper or cardboard boxes. They can use the pictures on pages 20–21 or their own ideas.

Level 4 How do you play table tennis?

Topic: Table tennis

Key vocabulary: Countries: *Australia, Brazil, China, Germany, Japan, Malaysia, Nigeria, South Korea, Sweden, United Kingdom (UK), ball, bat, medal, net, player, short, table, team, win*

Key structures: Past simple, *was/were*, *But she was too short to go on the Chinese team. Most table tennis players are taller. But Deng wanted to be the best player. The Olympics is the biggest sport competition.*

Word count: 441

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Show the front cover and discuss what children can see. Read out the title *How do you play table tennis?* Ask children what they know about table tennis and if they have ever played it. Discuss ideas in L1.
- Turn to pages 2 and 3 and look at the picture. Talk about where this is and what is happening. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Encourage children to describe what the different groups of people in the scene 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 A1* and ask children to point to the words and repeat. Then write dashes to show the number of letters in each word. For *bat, net* and *win*, complete the middle letter. For the longer words, give one of the letters, but not the first one. Challenge children to complete and say the words.
- **After reading (page 23):** Help children to read each sentence, then look at the picture and decide if it is true (Yes) or false (No). They can look through the book 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 (Deng with a medal from page 17). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

Look at the girl. Has she got a bat? [No, she hasn't.]

Has she got a medal? [Yes, she has.]

She is a table tennis player. Can you play table tennis? [Child's own answer]

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

Thank you. Goodbye. [Goodbye.]

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

- Ask children if they play table tennis and if they enjoy it. Ask the title question again and discuss what children learned in the book.
- Use a map to find the different countries where people play table tennis.
- Recap the achievements of Deng Yaping's career. Ask *How long was she the best table tennis player? Where is she from? When did she start playing table tennis?*
- Show how Deng progresses from playing as a five-year-old to playing as a teenager. How often did she play? If children do a sport, ask how often they train. Do they have any aims or ambitions, e.g. to win a match or a competition? How do they prepare for this?
- Discuss why Deng couldn't join the team when she was 13 (*she was too short*). How might she have felt? How did she react? Ask children how they would feel and what they would do in this situation. Turn to page 15 and show how she didn't stop playing. Explain that if you want to succeed, you have to persevere. Deng's ambition was to be the best, so she worked hard. Go through what happened next and how successful she became. Ask *What did she win?*
- Recap some of the facts from the end of the book, e.g. the longest game, the fastest ball. Are children surprised by these?
- You could find clips of people playing table tennis to show to the children, if possible of Deng Yaping. Ask children to describe what they see using the words from the story. Ask *Is it a fast game or a slow game?*

Level 4 I Can Fly a Kite

Topic: Kites

Key vocabulary: *dragon, elephant, ground, kite, lion, paper, scissors, sky, string, tail, tape, wind, wood*

Key structures: Past simple affirmative, *was/were, Let's make a kite. I can fly a kite. It's easy. No, you can't. What are you doing? I'm getting the kite down. My kite has a lion. Mine has an elephant. I would like a kite, too.*

Word count: 448 words

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover of the book together. Ask *Where are Ivy and Mack? What have they got?* Ask the children if they have ever flown a kite. If so, is it something that they enjoy? If not, would they like to try?
- Turn to pages 2 and 3 and ask the children to look at the kites in the picture. Read the words or play the audio on *Peapod Pal CEFR A1* for the children to listen to and repeat as they point to the different kites in the picture.
- Ask the children to name other items from the picture in English, e.g. *park, trees, flowers, banana, apples, sandwich*.
- Discuss the kites with the children. Ask them which kite they like the best. Encourage them to give reasons, using English if possible.

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 A1* for the children to listen to and repeat the words. Draw the first letter of a word in the air with your finger, for the children to name the letter and say the word. Repeat with the rest of the words.
- 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 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 (Dad watching as Ivy and Mack fly the kite in the garden from page 18). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 woman? [No.]

Can you see a man? [Yes.]

How many children are there? [Two.]

Are they playing football? [No, they aren't.]

Are they riding their bikes? [No, they aren't.]

What are they doing? [Flying a kite.]

Has the kite got a long tail? [Yes, it has.]

What colour is the sky? [Blue.]

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

Thank you. Goodbye. [Goodbye.]

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

- Go back through the story, asking questions about each page, e.g. *Where are Ivy and Mack? What do they see? Do they want a kite? What does Dad say?* Encourage children to answer in English.
- Discuss the feelings of the characters in the story. *How do Mack and Ivy feel about making a kite? How does Mack feel when he can't fly the kite? Does he give up? How do Ivy and Mack and their cousins feel when they all fly their kites together?*
- Talk about the different designs the children in the story use for their kites (*a dragon, a lion, an elephant, Croc and Banjo the dog*). Ask children to suggest other designs.
- Look at page 7 again. Ask the children which materials they need to make a kite (*paper, wood, string, tape and scissors*). Use L1 to elicit some simple instructions for making the kite. If possible, gather the materials and help the children to make their own kites. You could use an online video, or printed instructions, to show the process in more detail.

Level 4 I can't find my tooth!

Topic: Losing a baby tooth

Key vocabulary: cook (n), finger, mouth, teeth, tooth, tummy

Key structures: Past simple affirmative, was/were, Look, my tooth is moving. Is it here? Your tooth isn't here. They looked (under the tables). Let's look in the bathroom. Ivy always helps me. I haven't got a big sister.

Word count: 408

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers

Before reading

- Look at the cover of the book and read the title together. Ask the children where the boys are and what they think the story is about.
- Turn to pages 2 and 3. Give children a few seconds to look at the picture. Play the audio on *Peapod Pal CEFR A1* or say the names, for the children to point to and repeat. If the children have read other *Ivy* and *Mack* stories, ask if they know who Alex is (*Mack's friend*). Which characters are new in this story? (*Ms Snow and the cook*).
- Ask the children to name as many items from the picture as they can in English, e.g. *tables, chairs, pens, boxes, books, apples*.
- Ask the children to close their books. Then ask questions for them to answer from memory, e.g. *What is the girl drawing? Who has got the apples? How many people have got glasses on?*

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 A1* for them to listen to and repeat the words. Play *Simon says* with the body parts, e.g. *Simon says point to your tummy. (Children point to their tummies). Point to your teeth. (Children don't point to their teeth).*
- Explain that while we usually add 's' to make plurals in English, *tooth* has an irregular plural: *teeth*.
- 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 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 in the playground from page 4). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

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

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

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

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

Is the boy with brown hair pointing to his tummy? [*No.*]

Is he pointing to his leg? [*No.*]

What is he pointing to? [*His mouth./His teeth.*]

Have you got any new teeth? [*Yes, I have./No, I haven'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 Mack think his tooth is? Does Alex think the tooth is in Mack's tummy? Who do they ask?*
- Discuss the feelings of the characters in the story. Ask *How does Mack feel when he loses his tooth? How does he feel when Ivy finds it? Do you think Alex would like a big sister? Do you think Ivy likes helping Mack?*
- Ask the children to try to remember all of the places Mack looks for his tooth. Ask the children why Ivy thinks of Mack's lunchbox.
- Reread page 21. Ask children if they do anything special with their own baby teeth or know why Ivy tells Mack to put his tooth under his pillow.
- Use the story to review prepositions of place. Then hide a small object, e.g. a rubber. Have children find it by asking questions using the prepositions, e.g. *Is it in the box?*



Level 4 I Love Swimming Lessons

Topic: At the swimming pool

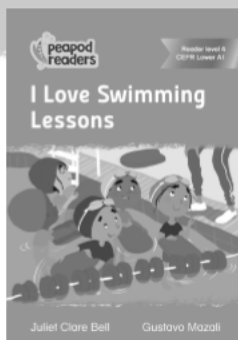
Key vocabulary: *changing room, jump, lifeguard, splash, sports centre, swim, swimming lesson, swimming pool, swimsuit*

Key structures: Past simple affirmative, *was/were, I love swimming lessons. I don't want to swim now. I want to jump. Do you think we can go on 'The Big Jump' after swimming? I don't think there are any more tickets.*

Word count: 498 words

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover of the book. Ask *Where are the children?* Elicit the colours of Ivy and Mack's hats and swimming costumes.
- Turn to pages 2 and 3. Read the words or play the audio on *Peapod Pal CEFR A1* for the children to listen to and repeat, as they point to the different pictures. Ask the children to think of an action for each word. Say the words together again, miming the actions as you do so.
- Discuss the activities from the page with the children. Which do they think looks most fun? Encourage them to give reasons.

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 A1* for them to listen to and repeat the words. Focus on the compound nouns. Write half of each compound noun on a separate card, e.g. *changing, room, sports, centre, swim, suit*. Shuffle all the cards and place them face down. Children take turns to turn over two of the cards to see if they can make a compound noun.
- 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 A1* 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 (Ivy and Mack in their swimming lesson from page 8). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

How many people are in the picture? [Five.]

How many children can you see? [Four.]

Where are they? [In the swimming pool./In their swimming lesson.]

Can you see a swimming instructor? [Yes.]

Are the children jumping? [No, they're not.]

Are they splashing? [No, they're not.]

Is it a swimming lesson? [Yes, it is.]

Do you have swimming lessons? [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 going? Why does Mack choose the purple swimsuit with the green stripe? What is happening today at the sports centre?* Encourage children to answer in English.
- Ask the children how the lifeguard got Mack mixed up with the other boy (*they had the same swimming costumes*). Play a game with the children. Give them a few minutes to look through the story and find as many pairs of things as they can that are the same in some way, e.g. *Dad's red shoes and Ivy's red shoes on page 4, two green T-shirts on page 6*, etc.
- Discuss the feelings of the characters in the story. *How do Ivy and Mack feel when they see the poster for 'The Big Jump'? What does Mack think when he sees the boy in the same swimsuit as him? How does Mack feel when the lifeguard tells him to get out? How does he feel when the lifeguard gives him tickets for 'The Big Jump'?*
- Act out the story with the class.

Level 4 I Never Drop Things

Topic: On the bus

Key vocabulary: *baseball cap, bus driver, bus stop, handbag, key, seat, shopping centre, ticket, trainers*

Key structures: Past simple affirmative, *was/were, We're going shopping with Mum now. He put his toy bus in his pocket. Three tickets to town and back, please. There you are. Go left. Now straight down the road.*

Word count: 409

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover of the book together and ask the children to describe what they see. Invite predictions about where the family might be going. Make sure they understand what the verb *to drop something* means. Ask them to predict what might be dropped and who might drop it in the story.
- Turn to pages 2 and 3 and ask the children to look at the picture. Play the audio on *Peapod Pal CEFR A1* or read the words aloud for the children to listen to and repeat. Ask children to name other items that they can see, in English, e.g. *car, cake, windows*.
- Ask children *Do you like going to the shopping centre? Which shops do you like best?*

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 A1* for them to listen to and repeat the words. Ask them to name two things that they might find: In town (*bus stop, shopping centre*), in a handbag (*ticket, key*), on a bus (*bus driver, seat*).
- 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 A1* 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 buying the bus tickets from page 8). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

Are the people on a bus? [*Yes.*]

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

Is the boy sitting on a seat? [*No, he isn't.*]

Is he talking on the phone? [*No, he isn't.*]

What is he doing? [*He's buying tickets./He's talking to the bus driver.*]

How many tickets is the boy buying? [*Three.*]

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

Do you go on the bus to 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, e.g. *What are Ivy and Mack doing today? What does Mack put in his pocket? How much do the tickets cost?*
- Ask the children to look at the maths Mack does on page 6. Ask *How many children's tickets does Mack want? (Two) How much do they cost? (£1 each) How many adult's tickets does he want? (One) How much does it cost? (£2) How much do the tickets cost altogether? (£4)*
- Discuss the feelings of the characters in the story. Ask *Why do you think Mack wants to buy the bus tickets? How do they feel when Mum loses her key? How does Mack feel when he finds out he hasn't got the tickets? How does Mack feel when Bill returns his toy bus and Ivy finds the tickets?*
- Have children role play a conversation between themselves and a bus driver. Encourage them to think of: different places they may be going to, the number of tickets they want, how much each ticket costs and the cost in total.

Level 4 I think it's a monster!

Topic: Nature in the city/town

Key vocabulary: feather, grass, nest, selfie stick, soil, sunny, swallow (n)

Key structures: After school, they play football. Tim is getting dressed. How did it get there? Was it soil from his shoe? Rob and Tim sometimes (play a sport). The boys stop thinking about the grass. When they go to their bedroom after dinner, they find more grass. There's nothing here.

Word count: 414

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the front cover and discuss who and what the children can see. Read the title and check understanding of the word 'monster'. Can children predict what the story might be about?
- Turn to pages 2 and 3 and look at the setting and the characters. Read the names or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat.

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 A1* and ask children to point to the words and repeat. Then ask them to look back through the book and find where each word appears. Discuss why each item 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 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 (Rob, Tim and Miranda looking at the feather from page 17). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

How many boys can you see? [Two.]

Look at the boy with the red and white shirt.

Has he got some grass? [No, he hasn't.]

Has he got a nest? [No, he hasn't.]

Has he got a bird? [No, he hasn't.]

What has he got? [He's got some feathers.]

What colour are the feathers? [They're blue.]

Thank you. Goodbye. [Goodbye.]

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

- Look back through the book and talk about the beginning of the story. How do Rob and Tim feel at the end of their day, and why?
- Discuss the different activities that Tim and Rob do every day. Ask children to think about how it compares to their days – do they do a lot of different activities? What do they enjoy doing after school?
- Ask children to look at the pictures and say whether Rob and Tim live in the city or the country (*the city*). Discuss differences between the city and the country, in terms of the amount of wildlife you might see on a daily basis, and also the availability of different activities outside of school.
- Show how Rob and Tim don't have time to find out where the grass and soil is coming from. Ask children if they understand how this feels. Are their daily lives busy? Is this a good thing or a bad thing?
- Discuss what Rob and Tim do when they find the soil. Where do they think it came from?
- Turn to page 14 and talk about what Fred thinks is putting the soil and grass in the room. What do the children think about this idea?
- Discuss what happens when Miranda arrives. What does she do? Ask *Does Miranda live in the city?* (No.) *How do we know?* (She takes the train to come to the city).
- Ask children how they would feel about finding a nest like this. Talk about Rob and Tim's idea for seeing what is in the nest. Why is this a good idea?
- Ask children to think about things they see in nature in their daily lives. If they live in a city, they can make a map of parks, trees and green spaces they can visit. If they live in the country, ask them to choose a favourite place. What can they do and see there? Where would they recommend?

Level 4 Is it too small?

Topic: Autumn

Key vocabulary: *autumn, conker, hedgehog, leaf, leaves*

Key structures: Past simple affirmative, *was/were, I like green leaves, but red and orange leaves are my favourites.*

Why do you need all those?

Jumping in leaves is my favourite.

This mountain of leaves is bigger.

Hedgehogs can't drink cow's milk, but they like goat's milk.

Word count: 466

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the cover and discuss the picture with the class. Ask the children, in L1, if they know what kind of animal the children have found.
- Turn to pages 2 and 3 and ask the children to look at the picture. Play the audio on *Peapod Pal CEFR A1* or read the words for the children to listen to, find and repeat.
- Ask the children to name the colours they can see in the picture (*green, orange, red and brown*).
- Explain, in L1, that in autumn, the leaves go orange or red and then brown before they fall from the trees. Some animals, such as hedgehogs, look for places to hibernate (*sleep all winter*). Ask the children if they can think of any other animals that sleep all winter, e.g. *squirrels, bears and bats*.

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 A1* for them to listen to and repeat the words. Draw attention to the last two words: *leaf* and *leaves*. Explain that, while we usually just add 's' to a word to make the plural. But if a word ends in 'f', we usually change it to a 'v' and add 'es'. Write anagrams of each word for children to unscramble and say.
- 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 A1* 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 (Ivy and Mack finding the hedgehog under the pile of leaves from page 8). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 girl and a boy? [*Yes.*]

Are they happy? [*Yes they are.*]

Is it spring or autumn? [*Autumn.*]

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

Where is the hedgehog? [*In/Under a pile/mountain of leaves.*]

What colours are the leaves? [*Red, yellow, brown, orange.*]

Are there hedgehogs where you live? [*Yes, there are./ No, there aren'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. *Does Mack like conkers? What is under the leaves?*
- Discuss the feelings of the characters in the story. *How do Ivy and Mack feel when they find the hedgehog? Do they like helping to look after the hedgehog with Helen? Why can't Mack take Peep home? How does this make him feel? What does Ivy do to cheer him up?*
- Discuss with the class what we can do to help protect wild animals like hedgehogs, e.g. don't drop litter, don't feed them the wrong food, etc.
- If possible, collect leaves with the children to make leaf rubbings. Give them plain paper and crayons in autumn colours. They put a leaf under the paper and rub a crayon over to make a copy. Have them use different leaves and colours to make an autumn collage.
- You could also have children decorate different nuts to make animals or they could make hedgehogs out of modelling clay.

Level 4 It looks terrible!

Topic: Feeling angry

Key vocabulary: *painting, paintbrush, paint pot, pretty, silly, ugly*

Key structures: *I like this picture! She's very pretty. Let's paint pictures of faces at home. Ivy painted her long hair, her eyes and her glasses.*

Word count: 361 words

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers

Before reading

- Look at the cover of the book together. Discuss what the children can see in the picture. *Where are Ivy and Mack? Encourage them to describe the paintings using English if possible.*
- Turn to pages 2 and 3 and ask the children to look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1*. Ask the children to point to the picture that doesn't match the others (*the one of the monster, because it isn't part of the family*).
- Ask the children to take turns to describe a picture for you, or the class, to guess. Then ask them to choose their favourite picture and explain, in English if possible, why they like it.

After reading

- Picture dictionary (page 22):** Allow time for children to look at the words and pictures. Play the audio on *Peapod Pal CEFR A1* for the children to listen to and repeat the words. Draw attention to the fact that three of the words contain the smaller word *paint*. Read these words again, doing a painting action as you do so. Then read all the picture dictionary words in a random order. Every time you say a word containing *paint*, the children do the action.
- 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 A1* 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 (Ivy and Mack painting pictures of themselves from page 7). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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.*]

Are the children reading? [*No.*]

What are they doing? [*They're painting.*]



Have the children got pencils? [*No, they haven't.*]
Have they got paintbrushes? [*Yes, they have.*]
Have they got paint pots? [*Yes, they have.*]
What colour paint has the boy got? [*Blue.*]
Is the girl painting a monster? [*No, she isn't.*]
Do you like painting? [*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? Which painting does Ivy like? Which painting does Mack like?* Encourage children to answer in English.
- Discuss the feelings of the characters in the story. *Why does Ivy paint on Mack's picture? How does this make Mack feel? How does Ivy feel? How does Ivy make things better?*
- Have children look at the paintings on pages 4 and 5 and describe them in their own words.
- Practise pronunciation. Ask the children to look at the text on page 6 again. Show how the first three lines have a lot of words beginning with 'p'. Practise making the 'p' sound with the children. Read the sentences to the class. Ask the children to practise reading the sentences with you or a partner, slowly at first and then faster. How quickly can they read them without making a mistake? Find some more English tongue twisters online for children to practise saying.
- Ask the children to paint or draw their own silly self-portrait pictures. Have them describe their pictures. If possible, display the pictures on the wall, like art at a gallery.

Level 4 Jim and Jane and the Baseball Game

Topic: Asking permission

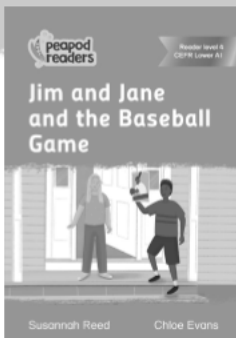
Key vocabulary: *baseball, baseball game, bat, cinema, collar, idea, laugh, parents, player, playground, poster, ticket*

Key structures: *One day, Jim went to his friend Jane's house. Let's ask my parents. Can I go to the baseball game? There are no tickets for Saturday. The baseball game was fun. Whose dog is it? It's next to the cinema. Would you like these tickets?*

Word count: 443

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Focus on the title, then look at the picture and explain that these children are Jim and Jane. Point out the poster and ask children if they know the game of baseball.
- Turn to pages 2 and 3 and look at the setting and the characters. Find Jim and Jane from the cover image and talk about what they are doing. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Give children time to look at the picture and notice the different people and locations. Discuss in L1 what they can see in the town.

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 A1* and ask children to point to the words and repeat. Then play *Order the words*. Write each word on a separate slip of paper, and help children to put them in alphabetical order. Explain that they may have to look at the letters following the initial letter for some of the words. Then they say the words in 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 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 playing baseball in the park from page 10). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

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? [Five.]

Where are they? [At the park/playground.]

What game are they playing? [They're playing baseball.]

Look at the boy with the baseball bat. What colour hair has he got? [He's got black hair.]

Do you like playing baseball? [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 and talk about the story. Ask children how Jim and Jane feel when they hear about the baseball game, and then how they feel when they realise it is sold out (*excited, then disappointed*). Ask children if they have ever seen a big stadium game such as baseball or football, and what the experience was like.
- Turn to pages 6–7 and discuss what Jane is doing (*asking her parents if she can go*). Then ask children to find another example where Jane asks her parents for permission, for example on page 9. Discuss the fact that it is important to ask a grown up before making plans.
- Explain that although Jim and Jane can't get tickets, they don't feel sad for long. What do they do instead? Discuss how this is a positive reaction to disappointment, and they will have fun playing a game they enjoy.
- Turn to pages 10–11 and talk about what happens in the park. What do the children do when the dog takes their ball? You could explain to children that if they see a loose dog in a situation like this, they should be careful about approaching it, especially if it has a ball or other toy. Show how Jane's older brother Mark helps them, and they are careful with the dog when they realise that it is young.
- What do they find on the dog's collar? Explain that it is important for pet owners to have identification like this on their pet in case they get lost.
- Discuss what happens when they return Bouncer home and why this is so lucky. *How do the children feel when they realise who Bouncer's owner is?* Talk about the ending and how everything works out well. *Who will go to the baseball game?*
- If possible, you could take the children outside to play baseball or rounders with a bat and ball. If you have a large class, you could have the children make tickets or a poster for the game and invite people to come and watch.

Level 4 Kerry's Treasure Stick

Topic: At the beach

Key vocabulary: dig, feather, fossil, pebble, rope, seaweed, shell, stick, story, tooth, treasure, wool

Key structures: Past simple, was/were, Why do we need sticks? The seaweed and the shell are nice, but I'm looking for treasure. You can't put that on a stick. This pebble is better. I've got some grass.

Word count: 454

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover and discuss what children can see. Read out the title, *Kerry's Treasure Stick*, then ask if children can point to *treasure* and a *stick*. Encourage them to guess if they aren't sure.
- Turn to pages 2 and 3 and look at the setting and characters. Find Kerry from the cover image and ask children who the other characters might be. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Discuss in L1 what they might be doing on the beach. Describe a child for children to say their name, for example, *It's a boy. He's short. He's wearing shorts and a cap. (Paul).*

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 A1* and ask children to point to the words and repeat. Then play *Wordsnake*. Draw a snake outline and write all the words, in random order, in one continuous line. Ask children to find, circle and say 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 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 in school from page 21). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

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? [Five.]

Are they on a beach? [No, they aren't.]

Where are they? [In school.]

What have the children got on their tables? [Story sticks.]

Do you like making things at school? [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 and ask children if they can explain what a *story stick* is. Ask *How do you make one and what do you use? What does a story stick do? (It tells us about a place and it encourages us to notice and explore our surroundings).*
- Ask children *What does Kerry do that is different from her classmates? (She writes her name with the stick, and digs with it.) What does she want to find? (Treasure).*
- Ask children if they can remember what each of Kerry's classmates found. Can children think of any other items you could find on a beach to add to a story stick?
- Ask children *What is Kerry doing while the other children look for items? What does this show? (She is determined to find treasure.) How does Kerry feel when they have to leave and she hasn't found anything?* Recap what happens next. Have children ever seen a fossil of a shark's tooth? You could discuss the fact that although Kerry imagined a box of treasure, this fossil is treasure to her, and she is very happy.
- If possible, you could take children to a favourite location to make a *story stick*. Remind them not to damage plants or trees, and to only use things they find without hurting wildlife. Children can make their story sticks and tell you why each item on it is special.

Level 4 Lily's Fantastic Dream

Topic: Having dreams

Key vocabulary: *dream, karate, money, monster, pillow, push, shopkeeper, superhero, teddy bear, thieves, wheelchair*

Key structures: Past simple, *was/were*.
She had a fantastic dream. I was very, very fast! There were bad monsters in my dream. What a fantastic dream! She wants to go back to bed. I'd like to help him. She thinks about helping people. I can read a book about superheroes before I go to sleep.

Word count: 417

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Read out the title, *Lily's Fantastic Dream* then discuss in L1 what is happening and what the story might be about. Check understanding of *dream*.
- Turn to pages 2 and 3 and look at the setting and the character. Read the names or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Give children time to look at the picture and think about the different things they can see in Lily's room. Focus on the poster and discuss what it shows. What do they think Lily likes about this poster?

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 A1* and ask children to point to the words and repeat. Then ask them to look back through the book and find where each word appears. Discuss why each item or person 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 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 (Lily thinking about the thieves from page 8). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 superhero? [*Yes.*]

What colours is she wearing? [*Red, blue and yellow.*]

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

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

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

What colour are they wearing? [*Black.*]

What have they got in their bags? [*Money.*]

Would you like to be a superhero? [*Child's own answer*]

Who is your favourite superhero? [*Child's own answer*]

Thank you. Goodbye [*Goodbye.*]

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

- Go back through the pages and talk about the story. *What was Lily's dream about and why did she like it?* Ask children if they think this sounds like a fun dream. Ask if they ever have dreams which they really enjoy. How does it feel when they wake up?
- Discuss the different things that happen in Lily's dream and what she is doing (*helping people*). *What does this show about Lily? What does she want to do?* (*Help people and make them happy*).
- Talk about how Lily feels when she doesn't have the same dream the next night. Discuss in L1 the fact that we can't choose what dreams we have, as they happen subconsciously.
- Ask what Lily thinks about when she is at school and at karate class. Discuss how it feels when you help someone. Ask children to think about ways in which they can help people in their daily lives.
- Ask children *What different things does Lily do to try to get the same dream back?* (*reads books, draws pictures*). Ask why Lily might think these would work. Have children ever tried anything similar?
- Turn to page 17 and discuss what Lily realises. Show how she decides to be a superhero in real life, rather than just in her dreams. Talk about what will be the same and what will be different, e.g. she can't fly in the sky, but she can help people. Discuss how Lily improves life for herself and people around her by being kind and helpful. Explain that you don't need to be a superhero to be kind and do the right thing. We can do things in our daily lives that make life better for everyone.
- Ask children what they would do if they were a superhero. What special talents would they like to have? How would they help people?

Level 4 Lost on the Train

Topic: A train journey

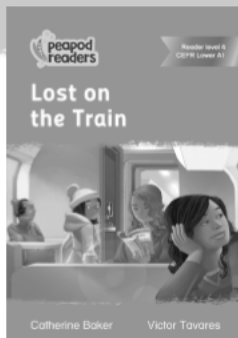
Key vocabulary: *lost, platform, station, ticket inspector, toilet, train*

Key structures: Past simple, *was/were*,
Today I can see Grandma! Then she went down the stairs. After breakfast, they walked to the train station. It isn't lunch time, but we can have a drink. Be quick! A ticket inspector can always help.

Word count: 356

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Where is the girl in the picture? Can children predict in L1 what this story might be about?
- Turn to pages 2 and 3 and talk about the setting and the characters. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Ask children what they think the family are doing. Ask children if they often travel by train and if so, where they go.

Do you like going on trains? [*Child's own answer*]
How often do you go on trains? [*Child's own answer using an adverb of frequency*]
Thank you. Goodbye. [*Goodbye.*]

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Then make word cards with half of each word on, for children to match up and say. For *ticket inspector*, make four cards: *tic / ket / inspec / tor*.
- After reading (page 23):** Have children order the pictures. Encourage them to say what they can see and what is happening in each picture in their own words. Read the story aloud again or play the audio on *Peapod Pal CEFR 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 (Jasmin getting on the train from page 8). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

Where are the man and the girl? [*At the train station. / On the platform.*]

Who is on the train: the man or the girl? [*The girl is on the train.*]

Is the man on the platform? [*Yes, he is.*]

Is there a train station in your town? [*Child's own answer*]

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

- Look back and discuss the story. Ask *Why is Jasmin happy when she wakes up on Saturday?* (*She can see Grandma*). Ask children if they have to travel to see their grandparents, or if they live nearby.
- Turn to pages 6 and 7. Ask *How do we know Jasmin is excited?* (*She's dressed and ready to go without having breakfast.*) *What does Jasmin say to her dad to ask him to hurry up?* (*Quick, Dad!*) Ask children to repeat this phrase. Ask if there are times when they could use this phrase.
- Ask what Jasmin likes about being on the train (*looking at things out of the window*). Discuss what it's like on a train and what kinds of things you can see. How is this different from being in a car, on a bike or on a plane?
- Why are Jasmin and her dad worried when they find the teddy bear? (*Because someone has lost it and they will be sad.*) How does the woman help? Discuss what Jasmin learns from this. (*If there's a problem, you can ask a responsible adult to help*).
- Discuss how Jasmin gets lost and how she feels. Ask children *Did Jasmin do the right thing by asking the ticket inspector for help?* (*Yes, she did.*) *What does her dad say to her?* (*You are clever*).
- Ask children to try to describe how Jasmin feels when she finds her dad again.
- Have children act out the story as a play.

Level 4 Lots of spots!

Topic: At the doctor's

Key vocabulary: bandage, chest, dizzy, doctor, hug, hungry, ill, medicine, spots, stethoscope, thermometer

Key structures: Past simple, was/were, Jay wanted Doctor Clare to help his teddy. Let's see what's wrong. He looks dizzy. Teddy has big spots! Teddy pox can make an ear drop off.

Word count: 332

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers

Before reading

- Look at the front cover and discuss what children can see. Read out the title, *Lots of Spots!* Ask children if they know or can guess what spots are. Can they point to any in the picture?
- Turn to pages 2 and 3 and look at the setting and the characters. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Give children time to look at the picture and think about where the characters are and what they are doing. What is Clare wearing? Ask children if they like playing doctor games.

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 A1* and ask children to point to the words and repeat. Then write the letters for each word in jumbled order and challenge children to write and say the correct word. For the longer words you can help by giving the initial letter and two or three further ones.
- 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 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 (Clare bandaging teddy from page 13). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 girl? [*Yes, I can.*]

The girl is holding a teddy. Is she giving the teddy medicine? [*No, she isn't.*]

Is she putting a bandage on the teddy? [*Yes, she is.*]



What colour is the girl's coat? [*It's blue.*]

Are the children playing a doctor game? [*Yes, they are.*]

Do you like playing doctor games? [*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 and talk about the story. Ask children if they enjoy role-playing games such as doctors, police officers or schools with their friends or siblings. Where can they play and what do they do?
- Turn to pages 6–9 and go through the questions Clare asks Jay. Ask children if they have been to the doctor's recently and if so, whether the doctor asked them any of these questions. Discuss why doctors ask questions to their patients.
- Look at the different items Clare uses as she pretends to be a doctor – the stethoscope, bandages and thermometer. Ask children if they have seen these things in real life. What do doctors use them for?
- How does Jay feel in the game when Clare tells him about teddy pox? Is Doctor Clare kind to him? [*She makes him worry because she says Teddy pox is very bad, but then she makes Teddy better by giving him medicine and bandages.*]
- Talk about how the 'spots' transfer to the dog and Jay. How does Jay feel now, and what does Clare do? [*At first she pretends that teddy pox is serious, but then she hugs Jay and tells him it's only a game to make him feel better.*]
- If you have the space and resources, children could roleplay doctors and patients. Help the 'doctors' to ask questions from pages 6–9 and the 'patients' to give answers.

Level 4 Marv and the Monkey

Topic: At the market

Key vocabulary: letter, market, monkey, pan, penfriend, phone, pocket, stall, stall holder, take a photo

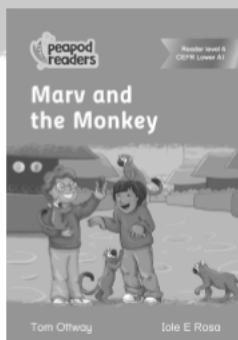
Key structures: *This is a story about Marv. He came to visit me last week. I live in a big city. Most people use email but Marv and I like writing*

letters. Would you like to visit the market? Then he saw the monkeys. I can't find my phone. Where did it go?

Word count: 399

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what it shows. Focus on the title and ask children how many monkeys they can see. What are the two boys doing?
- Turn to pages 2 and 3 and look at the setting and the characters. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Give children time to look at the picture and think about where the characters are and what they are doing. Explain in L1 that the children are in a market and elicit any English words the children know for items they can see in the market. Ask the children if they have a market where they live.

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 A1* and ask children to point to the words and repeat. Then play *Missing letters*. Give the first letter and one further letter, and encourage children to complete and spell out the word. Then they can look back through the book to find where it appears.
- 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 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 boys outside the airport taking a selfie from page 8). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audio script

Hello. [Hello.]

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

Look at the boy with glasses. What colour is his bag? [It's yellow.]

What is he holding in his hand? [A phone.]

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

Is the boy taking a photo? [Yes, he is.]

What is he taking a photo of? [He's taking a photo of himself and his friend./He's taking a selfie.]

Are the two boys happy? [Yes, they are.]

Do you take photos of you and your friends? [Yes, I do./No, I don't.]

Can you tell me the name of your friend? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Look back through the book and talk about the story. Recap how Tony and Marv know each other and how they keep in touch. Ask children if they like writing letters to their friends. Explain that having a penfriend in a different country is a good way to practise a language.
- Discuss the differences between where Tony lives and where Marv lives. If someone from a small village visits a big town, what differences might they find? How does Marv feel when he arrives?
- Talk about what Marv does with his phone at the airport, and why. Why does he want to take his phone to the market? Talk about how it is fun to take photos of new people and places when you travel. What does Carlo say about this? (*Be careful!*) Ask children if they are allowed to take items such as cameras or phones on days out. Explain that phones are expensive, but small and easy to lose, so you have to be very careful with them.
- Turn to pages 10–11 and talk about what is happening. *What do they see in the market? Is Marv enjoying his visit? What happens next?* Go through the subsequent pictures and show how Carlo, Tony and Marv follow the monkey to try to get Marv's phone back. What problems does the monkey cause, and how do the stall holders feel?
- Go through what happens when they get to the monkey. Is this Marv's phone? (*No.*) Where is Marv's phone? (*in his pocket*) Discuss how the misunderstanding happened and how Marv might feel now. Why does Marv say sorry to the monkey? (*The monkey is a baby and it wanted a toy to play with.*) Ask *What does he give the monkey?*
- Roleplay being at a market. Have children set up various stalls and talk about what they are selling, and to make price tags for the items. Then have another group of children visit the market and buy things from the stalls.

Level 4 Phippen Island

Topic: Having an adventure

Key vocabulary: *adventure, bee, big rock, birthday card, forest, goat, island, lion, map, mice, river, rock, sea, shark, smile, snake, tree, wave*

Key structures: Past simple, *was/were*.
*The family were on an adventure.
Milly was very happy and excited.
Here's the island. The map can help you. Go behind the rock and what do we find? They had a nice time, but back at the picnic ...*

Word count: 376

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Discuss where the family are and what they are doing. Can children predict in L1 what this story might be about?
- Turn to pages 2 and 3 and look at the picture more closely. Read the names or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Give children time to look at each person's expression and think about how they are feeling.

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 A1* and ask children to point to the words and repeat. Then play *Guess the picture*. Start to draw a simple picture of each item, and challenge children to say the correct word before you finish it.
- After reading (page 23):** Have children order the pictures. 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 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 (Little Mo and the animals from page 13). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 goat? [Yes.]

Can you see a snake? [No.]

Can you see a shark? [No.]

What other animals can you see? [bees, mice, lion]

How many bees are there? [There are three.]

Which animal is your favourite? [Child's own answer]
Thank you. Goodbye. [Goodbye.]

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

- Ask children if they can describe what an adventure is in their own words. What kinds of things would make an adventure fun? Recap why the family are going on an adventure. (*It's Milly's birthday*).
- Talk about the things that Little Mo is scared of. What does she think the fish is? What does she think the tree is? Look at the pictures and ask how else we know Mo is scared (*she has a rubber ring and armbands as well as a lifejacket*). Ask *Does Mo like adventures?* (*No, she doesn't*).
- Turn to Mum's map, on pages 10–11, and let children look at it in detail. What features can they see?
- Ask if Mo is worried when they get to the island (*Yes, she is*.) What is different this time? (*She can hear a noise, and it is an animal, but no one believes her*).
- Look at the birthday picnic and the presents on pages 16–17. Ask children if they think this looks like a good birthday. Do they enjoy flying kites?
- Discuss what goes wrong and how the family feel about it. Show how the picnic has been eaten, but they don't let it spoil their fun. Help children to read aloud the rhyming poem on pages 20–21.
- You could let children draw their own island map with a route to buried treasure. Encourage them to draw and colour as many different features of the island as they can, and to plan a route that takes them across the island to the correct place. They can tell you or a friend how to get to the buried treasure.

Level 4 Say "Cheese"!

Topic: Having a photo taken

Key vocabulary: basketball, battery, bird, camera, dancing, having fun, making noise, photo, playing games, selfie, singing, tablet, taking photos

Key structures: Comparative and superlative adjectives; Prepositions of place; *It was an exciting day. The children sang, danced and played games. What a great photo!*

Word count: 286

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the front cover and discuss what the children can see. Read out the title and ask children to repeat it, drawing out the word *cheese*. Ask them what happens to the shape of their mouth when they say *cheese*. (*It makes them smile.*) Explain that this is why people say this phrase when they are taking a photo. Discuss if there is an equivalent phrase in the children's own language.
- Turn to pages 2 and 3 and let children look at all the different details and activities. Then read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Say *Who's (dancing)?* and ask children to find and point to the correct people each time.
- Say the activities one by one and encourage children to do a simple mime for each one.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Then play *Sticky Words*. Make, or have the children 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. Read the story aloud again or play the audio on *Peapod Pal CEFR 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 basketball knocking the camera out of Ben's hand from page 14). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 tablet? [*No.*]

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

Is Ben holding the camera? [*No.*]

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

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

What is happening? [*The basketball is hitting the camera.*]

Is it a good photo? [*No.*]

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

Do you take selfies? [*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 remember why Ben wanted to take photos. (*It was an exciting day.*) Ask children why it is nice to take photos of exciting days, and if they enjoy looking back through photos of things they have done.
- Turn to pages 6 and 7. Ask children if they have ever had a class photo taken, and what it was like. *Is it difficult to get a group of people to work together?*
- Ask children what different problems Ben has in taking the photo. Have they had any similar experiences? Ask how they think Ben feels when the battery in his camera goes. How do the rest of the class feel?
- Focus on Micha's solution to the problem. Explain that new technology can solve lots of things. Show how the children in the class include Ben. How does this make Ben feel?
- If possible, you can take photos or selfies with the children with school equipment, or let them take photos of each other, and selfies. Assemble them into a group and practise the phrase *Say "Cheese!"* Discuss which photos they like best: selfies or non-selfies.

Level 4 That's not a fish!

Topic: Under the sea

Key vocabulary: *aquarium, jellyfish, seahorse, shark, starfish, turtle*

Key structures: Past simple affirmative and interrogative, *A starfish is not a fish. Is that a fish? They are not fish. Let's find (some fish). Get dressed in this suit. I think that's the biggest fish. The girls looked for a starfish. Did you find everything?*

Word count: 463 words

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers

Before reading

- Look at the cover of the book together. Read the title and discuss the picture. Where are the children? What are they looking at?
- Turn to pages 2 and 3 and ask the children to look at the picture. If the children have read other stories from the *Ivy and Mack* series, ask if they know who Mina and Mr Hill are (*Ivy's best friend, and Ivy and Mina's class teacher*). Read the words or play the audio on *Peapod Pal CEFR A1* for children to listen and repeat.
- Ask the children to describe some of the fish they can see, in English, e.g. big yellow fish, little pink fish, blue and black with yellow tails. Then ask them to count how many of each kind of fish they can see.
- You could have children predict what other animals Ivy and Mina might see in the aquarium. They could draw a picture for you to give the word in English.

After reading

- **Picture dictionary (page 22):** Play the audio on *Peapod Pal CEFR A1* for the children to listen to and repeat the words. Play a game with the children. Say *At the aquarium, I saw a shark*. Choose a child to repeat the sentence, adding another sea creature to the sentence, e.g. *At the aquarium, I saw a shark and a turtle*. Continue until you have a sentence with all of the sea creatures from the page.
- **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 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 Mina pointing at the starfish (from page 8). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.



Audioscript

Hello. [*Hello.*]

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

Look at the girl. Is she at the swimming pool? [*No, she isn't.*]

Is she at the aquarium? [*Yes, she is.*]

What sea animal can you see? [*Starfish.*]

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

What colour are they? [*Red/Orange/Red and orange.*]

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

What aquarium animals don't you like? [*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, e.g. *Who are Ivy and Mina visiting the aquarium with? What do they have to do? Do they find the jellyfish? Is a jellyfish a fish?*
- Ask the children to look at page 11 again. Discuss Ivy's idea. *What does she want to do? (She wants to use her imagination to go swimming in the sea with Mina).* Ask the children to name the sea creatures that the children find in the imagination scenes (pages 13–18), using English where possible. Discuss which ones are fish.
- Ask the children, in L1, if they have ever been to an aquarium. *Did they like it? What did they see?* If the children have never been to one, ask if they would like to go and what they would most like to see.
- Children could make sea creature mobiles. They cut out the shapes of different sea creatures from coloured paper/card and attach them to a stick or coat hanger.

Level 4 The Birthday Present

Topic: A present

Key vocabulary: *basketball, bookcase, clue, idea, key, lock, message, pick up, present, smile*

Key structures: Past simple, *was/were*, *I'd like a new bike. I love riding my bike. There's a big present in your garden. Open it and let's see.*

Word count: 442

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover and discuss what it shows. Focus on the title and check understanding. Ask children if they can see a present in the picture.
- Turn to pages 2 and 3 and look at the setting and the characters. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Give children time to look at the picture and think about where the characters are and what they are doing. Ask children if they can predict what might be happening. Discuss ideas in L1.

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 A1* and ask children to point to the words and repeat. Then say each word and ask children to look back through the story to find where it appears and to read out the complete sentence.
- **After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR 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 (Matt and Kim with the key from page 16). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

How many children can you see? [Two.]

What has the boy got? [A key.]

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

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

What is a good birthday present? [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 and talk about the story. Ask *What day is it?* (*It's Matt's birthday.*) Discuss what Matt wants for his birthday and why.
- Turn to page 6. Ask children *What does Kim see in the garden?* (*a big present*) *How do you think Matt feels when he opens the box?* (*What does he hope is in it?* (*a bike*) *What does he find?* (*a clue/message*).
- Ask children how they would feel if they found a clue like this. Do they enjoy games and treasure hunts? Discuss where Matt goes next and what he finds. Ask children what presents Matt imagines and why.
- Turn to pages 14–15 and discuss the clue that Paul reads out. Encourage children to point to the parts of their face as they work through the clue. Ask children if they have seen a lock like this before. Do they think Matt is feeling excited and curious at this point? Discuss ideas in L1.
- Ask children how they think Matt feels when he realises that he has got a new bike. What does he say to his parents and to Paul and Kim? Ask children if they like surprises.
- Discuss why Kim, Paul and Matt's parents set up the treasure hunt. Ask children if they think it is more fun to get a present in this way. Discuss how surprised and happy Matt is when he solves the clues.
- If possible, set up a simple treasure hunt for the children. Use clues to direct them through a series of locations before they reach a special treat or surprise.

Level 4 The Cooking Competition

Topic: A competition

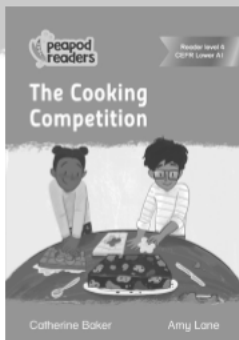
Key vocabulary: *biscuit, bowl, cake, competition, hard, mix-up, oven, prize, soft*

Key structures: *Daisy and Jim were best friends. They played in the playground. There is a prize for the best cake. Can you help me make a cake?*

Word count: 321

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Focus on the title *The Cooking Competition*. Translate *competition* and ask children if they have ever taken part in a competition. What was it, and what did they have to do? Did they win?
- Turn to pages 2 and 3 and look at the setting and the characters. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Give children time to look at the picture and think about where the characters are and what they are doing. What are Daisy and Jim watching? Ask children if they like watching these kinds of programmes.

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 A1* and ask children to point to the words and repeat. Then play *Sticky Words*. Ask children to make sticky notes with each of the words, then look back through the book to find an example of each item and stick the word on the 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 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 (Daisy standing next to the oven from page 13). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 girl? [*Yes.*]

What room is she in? [*She's in the kitchen.*]

She's cooking a cake. Where is the cake? [*It's in the oven.*]

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

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

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

What's your favourite cake? [*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 and talk about the story. Ask children why they think Jim and Daisy say *Oh no!* when they hear about the competition. If they aren't sure, refer them to pages 4–5. Ask *What does Daisy like doing?* (*running and singing*) *What does Jim like doing?* (*writing stories and playing on the computer*). Ask *Do they like cooking?* (*No*).
- Turn to pages 9–10 and ask children what Daisy and Jim do and why. (*They ask their parents for help because they think it will be difficult to make cakes and biscuits*). Ask children if they enjoy cooking and what they like to make. Is it easy to make cakes and biscuits?
- Go through the stages of how Jim makes biscuits and Daisy makes a cake. Ask what they used and what they did. Give children time to look at the pictures on pages 10–11 and see if they can name any of the other ingredients and utensils shown.
- Turn to pages 12–13 and ask children what starts to go wrong and why (*Jim goes outside and forgets about the biscuits, Daisy makes the oven too hot*). Ask children if they have ever done anything like this. *What should Daisy and Jim have done? How do they feel when they realise what has happened?*
- Talk about Daisy's solution. Elicit the meaning of *Mix-up* and ask children if they think the mix-up biscuit-cake looks tasty. Would children like to make one of these?
- Look at the cakes and biscuits on pages 20 and 21 and ask children which of the three is their favourite. Point to Daisy and Jim with their prize and ask children to describe how they are feeling.
- If possible, you could do some baking/cooking with the children, for example you could make simple biscuits or chocolate crispy cakes.

Level 4 The Fantastic Wall

Topic: Art and drawing

Key vocabulary: *brush, chalk, draw, ear, eye, giraffe, jellyfish, mouth, neck, paint, shark, spot, stripe, teeth, wall*

Key structures: *It was Wednesday afternoon. Today we're drawing animals. I like sharks. Me too! Let's draw a tiger shark. What a good idea. The photos are nice, but the drawings were better.*

Word count: 385

CEFR level: Lower A1

Cambridge English

Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what the children can see. Talk about the title and ask *How can a wall be fantastic?* Discuss children's ideas and ask them to predict what the story might be about.
- Turn to pages 2 and 3 and look at the animals. See if children can name the animals and say any parts of the body they recognise. Then read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat.
- Say a word for a part of the body, e.g. *teeth* and elicit the corresponding animal from the children. Then make some false sentences, e.g. *A jellyfish has got a neck* and encourage children to look at the picture and correct the sentence.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Write the letters for each word in a jumbled sequence and challenge children to put them in order, then look back through the book to find 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 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 (Miss Potter taking photos in the playground from page 11). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

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? [Eight.]

What are they doing? [They are drawing animals.]

Can you see a giraffe? [Yes.]

Tell me another animal you can see. [Child's own answer, e.g. zebra, elephant, jellyfish.]

What colour is this animal? [Child's own answer, e.g. yellow, blue, pink.]

Has it got spots? [Yes./No.]

What is the teacher doing? [She's taking a photo.]

Do you like drawing animals? [Child's own answer]

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

Has it got spots or stripes? [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 what they can see in the pictures. Ask them to choose their favourite picture and say why they like it.
- Ask children to think about what animal they would choose to draw if they were doing a chalk drawing or a wall painting in the playground. Ask them to describe their choice using as many words and phrases in English as possible. Ask them why they would choose this animal.
- Ask children what happens to the chalk pictures and how the children feel about this (pages 12 and 13). Explain that they are sad when the rain washes them away. Think about Miss Potter's solution to the problem. Show how she was taking photos as the children worked, and now they can make a display. *Are the children happy about this? (Most of them are, but Hugo thinks the drawings were better.)*
- Ask *How did Hugo get his idea?* Ask children to look back and find this scene, and say what he sees. Then ask children to summarise his idea. Do they think it is a good idea? Why or why not?
- You could ask children to make animal pictures using chalk or paint, on large pieces of card, the playground, or even a wall if you have space. They can use the animals from the book or choose their own. Encourage them to find out one fact about the animal they choose, or a new fact about a giraffe, jellyfish or shark.

Level 4 The Football Match

Topic: At the weekend, football

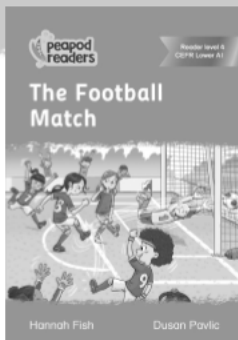
Key vocabulary: *football, match, player, Saturday, score a goal, Sunday, team, weekend, win*

Key structures: Past simple, *was/were, I can (run fast). Zoe was angry, but Yuki wanted to help her. Well done, Yuki!*

Word count: 444

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and read out the title. Discuss what game the characters are playing and what is happening.
- Turn to pages 2 and 3 and look at the setting and the characters. Read the names or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Give children time to notice the details of what each girl 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 A1* and ask children to point to the words and repeat. Then write the words in a list in random order. Ask children to put them back in alphabetical sequence, then say 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 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 (Yuki scoring a goal from page 20). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

What game are the girls playing? [Football.]

How many teams are there? [Two.]

How many players can you see? [Five.]

Is the girl in the green T-shirt scoring a goal? [No, she isn't.]

Who is scoring a goal? [The girl in the orange T-shirt (Yuki).]

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

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

Thank you. Goodbye. [Goodbye.]

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

- Go back to the beginning and ask children to describe Zoe. How might the other children in the class feel about her? Look at page 5 and ask children *Who do you think is having more fun, Zoe or the other girls?* You could point out that the two girls playing together are having fun, and the girl skipping on her own is also having fun. You can have fun playing on your own or with other people, but for Zoe it is more important to be the best than to have fun.
- What does Yuki ask Zoe on page 6? (*Can you play in a team?*) Discuss how this shows that the other girls are aware of what it means to play in a team and what skills you need.
- How does Zoe feel before the match? (*Very confident.*) What does Lana say about Finham School? (*They're very good at football.*)
- Discuss what happens in the match and what Zoe does wrong. If children play football, ask what Zoe should be doing (*kicking the ball to the girl who can reach the goal*). Discuss the fact that in a team, everyone has a role to play, and individual success is not the aim. Turn to page 11 and talk about what the other girls tell Zoe. How do they feel?
- What does Yuki do after the game? What does this show about her? Show how Zoe learns an important lesson from Yuki. Zoe changes how she interacts with others and learns to be a good team player.
- If you have the space and the resources, take children outside to play football. Have them practise passing the ball to each other and seeing who has the best chance to score. Encourage them to say *Well done!* when somebody scores.

Level 4 The Hill Street Five

Topic: Numbers 1–20

Key vocabulary: Numbers from one to twenty; *football boots, football shirt, football shorts, football socks, kick, score a goal, sports centre, throw, win a cup*

Key structures: Adverbs of frequency, Prepositions of place, Prepositions of time; *His house has got a big green door. They scored six goals. Who is moving next to May? He was a football star.*

Word count: 504

CEFR level: Lower A1

Cambridge English

Qualification: Starters/Movers



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 if they recognise anything about this phrase (*Hill Street is an address*).
- Turn to pages 2 and 3. Ask children to look carefully at the picture and remind them of the address, Hill Street. Translate the word *hill*, if needed, and use the picture to demonstrate the meaning.
- Ask *How many children can you see?* Elicit *five*. Have children look at the numbers on the doors of the houses on Hill Street. Say a number from 1–20 and have children say if they can see that number or not. If they can, can they say what colour the house is?
- Play the audio on *Peapod Pal CEFR A1* or read the names with the children, then have children point to the characters and say each name aloud. Explain that the children live on Hill Street and are The Hill Street Five. Ask them what clothes they think The Five are wearing and what they might like doing together.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and phrases. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the pictures and repeat. Then ask children to look back through the book and find examples of the four items of clothing (these are labelled throughout).
- Write each individual word from the picture dictionary on a piece of paper and put them in a bag (keep a goal and a cup together). Ask children to pull one word out of the bag and say the complete phrase, e.g. if they pull out *shorts*, they say *football shorts*; if they pull out *sports*, they say *sports centre*. If they pull out *kick* or *throw*, they stand up and mime the action.
- **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 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 five children training with their new coach from page 20). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each question for the child to respond as they would in the Starters exam.

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? [*Five children.*]

What are they doing? [*They are playing football.*]

Can you see any green balls? [*No.*]

What colour are the balls? [*Blue.*]

What are the children wearing? [*Football shorts, football socks, football boots and football shirts.*]

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 through the book. Focus on the fact that it is a rhyming story and ask the children if they enjoyed that. Read out a few sections with the end words missing and encourage children to look and read the rhyming words aloud.
- Ask children to find their favourite picture and say what they like about it.
- Look at pages 4 to 11. Ask children why this is a nice place to live (*There are lots of friends living close together. It is friendly. There are shops and a sports centre.*) Ask them to think about how this is similar to or different from the place where they live.
- Look at page 12. Ask children how The Hill Street Five feel here and why. Ask children to think about how they feel if they lose a game.
- Look at pages 20 to 21. Ask children to notice what has changed about the children's clothes and their team name. Ask how the characters feel now and why. (*They are happy because they are learning new skills. They have the chance to be their best, and they are winning.*) Explain that while it is motivating to win, it is equally important to be part of a team and develop to the best of your ability.

Level 4 The Key

Topic: Houses, rooms, objects

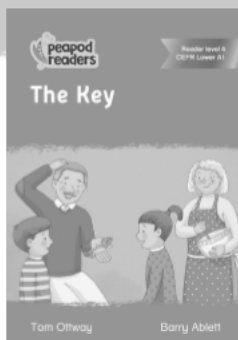
Key vocabulary: *fun, glass, grandparents, hall, key, stairs*

Key structures: Past simple affirmative, *was/were, We enjoy seeing them. Grandma and Grandpa often make new games for us. Liam was very good at the game, but I was better. What's the matter? Behind the door, there were some stairs.*

Word count: 491

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover and discuss the picture. Can children guess what the relationship is between the characters? What is the man holding in his hand?
- Turn to pages 2 and 3 and confirm that the boy and girl are brother and sister, and the adults are their grandparents. Play the audio on *Peapod Pal CEFR A1* or read the names with the children, then have them point and say the names aloud. Ask children if they think this is the children's house or the grandparents' house. Why?

After reading

- Picture dictionary (page 22):** Give children time to look at the words and pictures. Play the audio on *Peapod Pal CEFR A1* for children to listen and repeat. Then make a *wordsnake* using all the words in one continuous chain, with some extra letters in between. Ask children to find, circle and say the words.
- After reading (page 23):** Have children order the pictures. 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 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 again at the pictures in activity 1 and find the picture with a star (the family in the kitchen from page 8). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

What room is this? [The kitchen.]

How many people can you see? [Four.]

What is the boy doing? [He's colouring/drawing.]

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

Who is cooking? [The grandma.]

What do you like doing in your house? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Look back and talk about the story. Ask children what they think about the grandparents' house. What would it be like to stay there? Ask children if they ever go to stay with their grandparents and what kinds of things they do.
- Look at the game that Liam and Ella play in the garden with their grandparents, on pages 6 and 7. Can children describe what you have to do? Help them to study the picture and think about what is happening. Look at the scoreboard and ask who is winning. Ask if this looks like a good game. Read out the sentence from page 6: *Grandma and Grandpa often make new games for us!* for children to listen and repeat.
- Discuss why Liam and Ella are sad on Sunday. *What does Grandpa suggest?* In L1, ask children how they would feel with this mystery to solve.
- Look at page 12 and ask children to find all the items from page 13 in the main picture. Ask *Is there anything else in the hall that needs a key?*
- Turn to pages 14 and 15. Discuss how Liam and Ella might feel when they find this room. Ask children if they would like to play and explore here.
- Look at the game on page 17 and ask children if they know how to play it. Then turn to pages 18 and 19 and ask children to describe what they can see.
- Ask children *Where do Liam and Ella find the keys?* Discuss in L1 how the keys were in all these places. (*The grandparents hid them.*) Remind children that the grandparents often make new games. Ask *Did Liam and Ella enjoy this game?*
- You could ask children to use the story to draw a map of the house, showing all the places where the keys were hidden.

Level 4 The Phone Call

Topic: Upcycling

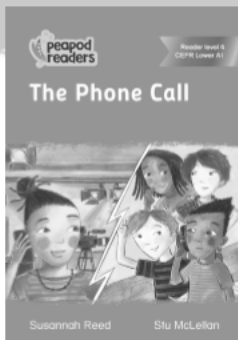
Key vocabulary: bag, bottom, competition, lemonade, phone, picnic, sandwich, scissors, stair, T-shirt, tie (verb), top

Key structures: Past simple, *was/were*, *Charlie ran to the kitchen, but his dad answered the phone. Their family would like to go for a picnic today. What a great idea! Can you come and talk about it on Tuesday? Clare is making lemonade. You need an old T-shirt and some scissors. You tie the bottom of the T-shirt and you make a bag.*

Word count: 441

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Show the cover and read out the title, *The Phone Call*. Ask children what they think is happening in the picture. Ask if the two sets of people are in the same place. *How are they communicating?*
- Turn to pages 2 and 3. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Discuss where the people are and what they are doing. Ask children what the girl and boy might be making and what they are using.

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

Who is holding a phone, the boy in purple or the boy in green? [*The boy in green.*]

Who do you talk to on the phone? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Then say each word in turn and ask children to give a simple definition of the object or action. You can challenge them to spell the word out.
- **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 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 talking to the children on the phone from pages 18 and 19). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

Who is wearing orange, a woman or a child? [*A woman.*]

What is she holding? [*A phone.*]

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

- Check understanding of where the characters are and what they are doing at the beginning. Ask *Where does the story start?* (*In Ben's house.*) *Who is calling?* (*Jack's mum.*) Repeat for pages 6 and 7. Ask children what event is being planned and who is going (*A picnic, for Ben, Jack, Charlie, Clare and their families.*)
- Ask what Ben and Charlie do when they hear the phones ring. (*They run to answer them.*) *How do they feel when they realise that the phone isn't for them?* (*A bit disappointed.*) You can discuss the fact that the picnic is fun, and everyone has a nice time, but Ben and Charlie are thinking about the competition all the time.
- Ask children if they have ever waited for a phone call. How does it feel?
- Talk about the competition. Discuss what Ben and Charlie made and how they made them. Ask children if they like this idea.
- Ask children if they have ever entered a competition. If they have, discuss what the competition was for and how it felt waiting to see if they'd won.
- Discuss what happens when Charlie and Ben talk about their bags on TV. Ask *Did they win the competition?* (*No.*) *Were they sad?* (*No.*) Discuss how Ben and Charlie feel and why.
- Children could bring in old T-shirts and try to make Ben and Charlie's bag. They can decorate the fabric and talk about how they made it.

Level 4 The Surprise Party

Topic: The days of the week

Key vocabulary: all seven days of the week, birthday cake, carry, drop, fancy dress costume, idea, invitation, mirror, monster, party, phone, picnic, robot, twins, winter

Key structures: Past simple, was/were, Polly loves (swimming in the sea). We can't have a picnic in the winter. What about a game of football? What a great idea! Everyone loves parties.

Word count: 408

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and read out the title. Look at the picture and ask children what the characters are doing and how they are feeling. Ask them to look closely and think about which two characters are related. Discuss in L1 why the two girls with red hair look so similar (*they are twins*). Discuss what it might be like to be a twin. If any of the children are twins, talk about their experiences.
- Turn to pages 2 and 3 and look at the different pictures. Read the names or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Discuss why all these things might be important for a party.

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 A1* and ask children to point to the words and repeat. Then choose a word and write the corresponding number of dashes for the letters. Ask children to guess a letter. If it is correct, write it in place. If not, draw one line of a tiered birthday cake as on page 2. Can children spell the words correctly before you complete the cake?
- 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 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 on the beach from page 6). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

Where are the children? [*At the beach.*]

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

Some children are playing. What are the other children doing? [*Having a picnic.*]

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

What food do you like for picnics? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Turn to the contents page and read through the days of the week with the children. Explain that Amy and Grace spend a week planning the party, with a different activity every day. Go through each day and summarise what happens, for example, *On Sunday, they decide to have a fancy dress party. On Monday, they make invitations but Amy drops them.*
- Turn back to pages 2 and 3 and ask the children if they can say why each item is important in the story.
- Turn to page 14 and ask what happens when Amy phones to invite people. (*They all seem to know about the party*). Discuss in L1 why this is. (*Because Polly has already invited them to Amy's surprise birthday party*).
- Discuss what has happened in the final scene, on page 20. Ask *Why is Polly already in fancy dress?* (*Polly has also organised the same party for Amy*). Talk about how twins sometimes think and act in similar ways. *How do Polly and Amy both feel?*
- Have children make a daily planner for a party specifying what they will do on each day of the week before the party. They can choose any party theme, location and activities they like.

Level 4 The Talent Contest

Topic: A school talent show

Key vocabulary: *contest, dance, do gymnastics, do karate, do magic tricks, play the drums, play the guitar, sing, star, talent*

Key structures: Past simple, *was/were*, *We can sing and dance. Then it was Tom. He was good, too. Would any more children like to try? What about magic tricks!*

Word count: 336

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the cover and discuss what children can see. Check understanding of the title by translating if necessary. Have children ever been in a talent show, or seen one? Ask them to describe what happens in L1.
- Turn to pages 2 and 3 and look at the poster. Play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Give children time to look at the poster and say when and where the contest is. Can they name any of the activities the children are doing in the pictures?

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 A1* and ask children to point to the words and repeat. Then say each activity and ask children to look back to find the name of the character who did each one.
- After reading (page 23):** Have children order the pictures from the story. Encourage them to say what they can see and what is happening in each picture. Read the story aloud again or play the audio on *Peapod Pal CEFR 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 child doing gymnastics from page 6). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

Look at the girl. Is she playing the guitar? [*No, she isn't.*]

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

Is she playing the drums? [*No, she isn't.*]

What is she doing? [*She's doing gymnastics.*]

Can you do gymnastics? [*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 and talk about the beginning of the story. Ask children if they have talent shows at their school. *What happens, and what kind of things can children do?* Ask children if they enjoy taking part in shows like this, or if they enjoy watching them.
- Discuss the different acts. Which one do children like the best? If they were doing a talent show, would they choose one of these skills, or something else?
- Discuss how Herbie feels about the talent show and why. (*He wants to take part, but he's worried because he can't think of anything to do.*) Go through the different skills he tries and discuss what goes wrong each time. Discuss what his dad says to him on page 13 (*You are so funny*). Ask if Herbie wants to be funny (*no*). *What does he want to be? (a star).*
- Turn to pages 14–15 and discuss how Herbie's family help him. Who is going to show him some magic tricks?
- Go through Herbie's performance. Does it start well? (*Yes, it does.*) When do things start to go wrong? (*When his dog smells some food from the audience.*) Give children time to look back through the story to see how Herbie's dog is involved in all the things he practises at home. *What does the dog do during the performance?*
- Ask children how Herbie feels at first when it goes wrong, compared to how the audience reacts. (*He wants to go home, but everyone loves it.*) Discuss why everyone likes it. (*It's funny*). What is Herbie's real talent? (*Being funny*).
- You could let children hold a talent contest to show off their skills.

Level 4 There Are No Bears

Topic: A camping trip

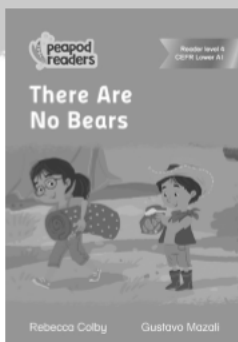
Key vocabulary: bear, biscuit, blackberries, camping, fire, forest, moon, sky, sleeping bag, tent

Key structures: Past simple affirmative, negative, interrogative, was/were, *There are no bears here. Let's open the sleeping bags. What was that? The animal is eating. The animal came closer. Mack put on his hat. Where's dad? Did the hungry bear eat him? Ivy was afraid. Mack was not.*

Word count: 392 words

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover of the book together. If children have read other books in the *Ivy and Mack* series, ask them to identify the two characters. Ask *Where are Ivy and Mack? What are they doing?* Read the title and ask the children, in L1, to make predictions about what might happen in the story.
- Turn to pages 2 and 3 and ask the children to look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1* for children to listen to, point and repeat. Ask the children, in L1 what they know about bears.
- Ask the children if there are forests near where they live and if so if they like going there. What do they do there? Do they see any animals there? What other animals do they think live in forests? Encourage the children to use English where possible.

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 A1* for them to listen to and repeat the words. Play a treasure hunt game with the children. Ask them to look through the pages of the story and find the following things: *a sleeping bag, some blackberries, a teddy bear, the moon, a fire, a bag of biscuits, the tent.*
- 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 A1* 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 (the family putting up the tent from page 4). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

How many people are in the picture? [*Four.*]

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

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

What has the girl got? [*A sleeping bag.*]

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

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

Do you like camping? [*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 family? What are they doing? What do they find to eat?* Encourage children to answer in English.
- Discuss the feelings of the characters in the story. *How do Ivy and Mack feel when they arrive in the forest? What is Ivy worried about? How does she feel when she thinks she sees a big animal outside the tent? Is she right to be frightened?* Discuss the ending and that it was only Dad's shadow Ivy and Mack could see. How do children think Ivy and Mack felt when they discovered there wasn't a bear?
- Elicit, or explain, that when we see shadows, they often look different from the things that make them. Use an online video to show the children how to make shadow animals with their hands. Allow them to practise, and if you have time, ask some of the children to perform a 'shadow show'.

Level 4 They Are All My Favourite Books

Topic: At the bookshop

Key vocabulary: alien, castle, crocodile, dragon, parrot, penguin, pineapple, bookshelves, bookshop, next to, poster, writer

Key structures: *There were tall books, short books, fat books and thin books. Who likes writing stories? Ivy and Mack stood (next to Anna Green). An alien has a birthday party. What does the alien do in the castle? Where is the story? And who are his friends?*

Word count: 450 words

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover of the book together. Ask *Where are Ivy and Mack? What are they doing?* Read the title and ask the children, in L1, what their favourite book is and why they like it. Do they have a favourite writer?
- Turn to pages 2 and 3 and ask the children to look at the books in the picture. Read the words or play the audio on *Peapod Pal CEFR A1*. If children have not read other books in the *Ivy and Mack* series, introduce the characters and explain that they are brother and sister.
- Ask *What is Ivy's book about? What is Mack's book about?* Discuss, in L1 if necessary, which books from the table the children would like to read.

After reading

- Picture dictionary (page 22):** Allow time for children to look at the words and pictures. Play the audio on *Peapod Pal CEFR A1* for the children to listen to and repeat the words.
- Give clues about the nouns on the page for the children to guess the words, e.g. *It's got a picture of the writer on it. (Poster).*
- 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 A1* 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 (Ivy and Mack talking to the writer from page 19). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

How many people are in the picture? [*Four.*]

Who is behind the table? [*The woman.*]

Who is next to the boy? [*The girl.*]

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

Are there any books on the table? [*No, there aren't.*]

Where are the books? [*On the bookshelves.*]

Do you like going to the bookshop? [*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? Who is Anna Green? Which is Mack's favourite book?* Encourage children to answer in English.
- Discuss the feelings of the characters in the story. *How do Ivy and Mack feel about meeting Anna Green? Do they like making a story with her? How do they feel when there are no books for them to buy? How do they feel when Anna Green gives them their own book?*
- Ask the children if they can remember the three important question words that Anna writes on the flipchart. (*Who? Where? What?*) They can look at page 9 to check their answers.
- Ask the children to plan their own story. Ask them to imagine a story and write one or two words for each of Anna Green's questions (*or draw pictures if they prefer*). Ask the children to tell their stories, using L1 as necessary.

Level 4 This is home!

Topic: Furniture and homes

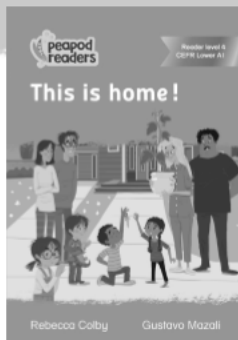
Key vocabulary: bookcase, dining room, lamp, plant, sofa, stairs, van

Key structures: *They put things in the car. Dad took Luke's skateboard. This plant is the same colour as our new sofa. I liked the old sofa. The cakes are better here. Your new bedroom is a lot bigger.*

Word count: 484 words

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover of the book together. Discuss in L1, what the children can see in the picture. Read the title and ask the children for predictions about what might happen in the story. Discuss what the boy (Luke) is handing to the girl (his sister, Emma). (The key to their new house).
- Turn to pages 2 and 3 and ask the children to look at the picture and discuss what is happening. Teach the phrase *move house*, and the word *van*. Read the names or play the audio on *Peapod Pal CEFR A1*. If the children have read other books in the *Ivy and Mack* series, ask them who the main characters are. Ask, in L1, if they know how Emma and Luke are related to Ivy and Mack. Draw attention to the words *Aunt* and *Uncle*. You could draw a quick family tree on the board. (Note: *Aunt Libby is Dad's sister*).
- Encourage the children to name as many items as they can in English, e.g. *ball, book, skateboard, teddy bear, boxes*.
- Ask the children, to make suggestions of what other things may be in the van, using English where possible.

After reading

- Picture dictionary (page 22):** Allow children time to look at the words and pictures. Play the audio on *Peapod Pal CEFR A1* for the children to listen to and repeat the words. Ask the children to look at the picture on pages 2 and 3 and find the sofa, plant, lamp and bookcase. Have them look back through the story to find the dining room and the stairs.
- 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 A1* 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 (Ivy with Emma in her old bedroom from page 12). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

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

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

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

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

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

Is there a bed in the bedroom? [*No, there isn't.*]

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

Where is the panda teddy? [*On the bookcase.*]

Have you got a teddy in your bedroom? [*Yes, I have. / No, I haven't.*]

What's your favourite thing in your bedroom? [*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, e.g. *What are Ivy and Mack doing? Who is moving house? Does Emma want to move house?* Encourage children to answer in English.
- Discuss the feelings of the characters in the story. *Why is Emma so sad?* Ask the children to try to remember all of the things Ivy, Mack and Luke do to cheer Emma up.
- Ask the children to imagine that they are moving house. How do they feel – excited or sad? What would they miss most about their old house?
- Ask the children to imagine their dream house. Brainstorm a list of things that the house would have, encouraging the children to use English where possible. Ask the children to draw and label their dream houses.

Level 4 Too Many Emmas

Topic: Our town

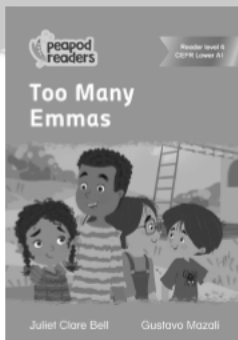
Key vocabulary: bus stop, bookshop, café, hospital, milkshake, supermarket, spy (verb), swimming pool

Key structures: *The bus came and the children ran on. There are too many Emmas! Where's your swimming bag? It's got the best milkshakes. Ivy is the best sister. Luke and Dad ran very fast to get his bag from the café. Has everyone got their bags now?*

Word count: 480 words

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover of the book together. Discuss what the children can see in the picture. *Where are Ivy and Mack? Encourage ideas about who the other children are/might be.*
- Turn to pages 2 and 3 and ask the children to look at the picture and discuss where the characters are and what they are doing. Read the words aloud or play the audio on *Peapod Pal CEFR A1* for children to listen to and repeat. If the children have read other books in the *Ivy and Mack* series, ask them if they know who *Uncle Lee*, *Emma* and *Luke* are? (*Ivy and Mack's uncle and cousins*).
- Ask children if they like going to cafés and what they like to eat or drink there.

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 A1* for the children to listen to and repeat the words. Choose one of the places and play *I Spy ... (Ivy's game from page 9)*. Continue the game with the children or ask them to play in pairs.
- 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 A1* for children to follow using the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the starred image (of the family in the café from page 16). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

Look at the people. How many children are there? [*There are four.*]

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

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

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

Where are they? [*They're in the café.*]

Do you like going to the café? [*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. *Who has come to visit Ivy and Mack? What does Ivy want to do? What does Mack want to do after swimming?* Encourage children to answer in English.
- Look at the picture on page 9 again. Ask the children which places in town they can see. (*a supermarket, a bookshop and a hospital*). Discuss which, if any, of these are in the children's home town.
- Ask the children *How many Emmas are there?* (*Six – three in Emma's class, and one each in Ivy's, Mack's and Luke's class*). Ask if the children know any other people with the same name as them. How do they know them?
- Discuss the feelings of the characters in the story. How does Emma feel when she leaves her bag on the bus? Ask for ideas about why Luke is being mean to Emma, e.g. maybe they have had an argument or perhaps he feels too grown up to play with the younger children. Ask *How does Luke feel when Emma needs help? How does Luke feel when he's the one who leaves his bag in the café?*
- Ask the children to draw and label a map of their own town.

Level 4 Too much water!

Topic: Summer

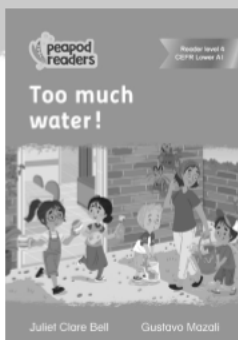
Key vocabulary: *berries, bottle, bucket, butterfly, dry, splash, summer, sun, tent, water, wet*

Key structures: Past simple affirmative, *was/were, it's too hot. I'm too hot to play. We don't want to play in the park. Why don't you go and play in the garden? Let's get some ice cream. They got some buckets of water.*

Word count: 477

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover of the book together. Ask *Where are Ivy and Mack? What are they doing?* If the children have read other books in the *Ivy and Mack* series ask if they can identify the other children in the picture (*Mina and Alex*). Encourage the children to make predictions about what might happen in the story.
- Turn to pages 2 and 3 and ask the children to look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1* for children to listen to, point and repeat.
- Ask questions about the picture for the children to answer, e.g. *Which children are wet? Who is dry? Which child is splashing? Is it a hot day?*

After reading

- Picture dictionary (page 22):** Allow time for children to look at the words and pictures. Play the audio on *Peapod Pal CEFR A1* for them to listen to and repeat the words. Play *Mime it!* Choose a word and mime a scene involving the item. For example, you could mime turning on a tap and filling a bucket with water and then carrying the heavy bucket for children to guess the word bucket. Encourage the children to choose a word and mime a scene for you or other children 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 is happening in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR A1* 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 (the tent in the rain from page 21). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

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? [Three.]

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

Where are they? [In a tent (in the garden).]

Are they dry or wet? [They're wet.]

Have they got a bucket? [No, they haven't.]

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

What games do you like playing in the summer?

[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, e.g. *Where are Ivy and Mack? Who is with them? Do they want to stay in the park? Why not?*
- Ask the children to look at the water fight on page 17. Do they think it looks fun? Which child do they think is the wettest?
- Discuss the feelings of the characters in the story. *How do the children feel at the beginning of the story? How do they feel when they go back to the house? How does Ivy feel when Mack spills water on her? What idea does it give her?*
- Ask the children to try to remember all the different things that the children in the book do to cool down, e.g. *eat cold berries, put up a tent, have a water fight*. Then ask them what they do or could do to cool down on a hot day. Encourage as many ideas as possible. Compile a list and ask them to choose their favourite.

Level 4 Try Something New

Topic: At the hairdresser's

Key vocabulary: hair, hairdresser, long, mirror, scissors, short

Key structures: *Ivy was in the kitchen with her family. She thought about her homework. I want short hair. I like this one. Do you like it? Can I try one of your cheese and banana sandwiches, please?*

Word count: 369 words

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover of the book together. Discuss, in L1, what the children can see in the picture. *Where is Ivy?*
- Turn to pages 2 and 3 and ask the children to look at the picture. Read the names or play the audio on *Peapod Pal CEFR A1*. The children point to the characters as they hear the names. If the children have read other books in the *Ivy and Mack* series, ask them which characters they know and which are new in this story.
- Discuss going to the hairdresser with the children in L1. *Who goes/doesn't go? Who likes/doesn't like going?* Encourage them to give reasons for their answers.
- Ask the children to read the title and to make predictions about what might happen in the story.

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 A1* for the children to listen to and repeat the words. Ask learners to go back through the book and find each word in a sentence and to read the sentence aloud. You could make it a race to find each word.
- 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 is happening in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR A1* 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 (Ivy in the hairdresser's chair from page 12). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

Who can you see? [*A woman, a hairdresser and a girl./Ivy, Aunt Libby and Jane the hairdresser.*]

Are the people at home? [*No, they aren't.*]

Are they at the hairdresser's? [*Yes, they are.*]

What colour is the hairdresser's hair? [*Black.*]

Can you see some scissors? [*Yes.*]

Who has got the scissors? [*The hairdresser.*]

Is the girl's hair long or short? [*Long.*]

Is your hair long or short? [*Child's own answer*]

Do you like going to the hairdresser's? [*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 do the children have to do this weekend? What does Ivy want to do? What is Dad making?* Encourage children to answer in English.
- Ask the children if they liked the story. What was their favourite part? Were they surprised by the ending? Why/Why not?
- Discuss the feelings of the characters in the story. *How does Ivy feel about getting short hair to begin with? How does she feel on the way to the hairdresser? How does she feel when she's sitting in the hairdresser's chair?*
- Ask the children what new thing Ivy does in the end (*she eats a cheese and banana sandwich*). Ask if they would like to try this sandwich, too.
- Ask the children to imagine they have Ivy's homework. Compile a list of new things they would like to try. Which is the most interesting idea? Ask them to decide on one thing they can do at the weekend (*but explain that it doesn't matter if they change their minds*).

Level 4 Walking in the Sky

Topic: Holidays/Travel

Key vocabulary: airport, computer game, exciting, fly, forest, holiday, leaves, rainbow, safe, scared, sky, hotel, taxi

Key structures: Past simple, *was/were, I like playing computer games at home. Aunt Hazel invited me to go on holiday with her. It's exciting. I was scared.*

Word count: 461

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Talk about the title and look at the picture. Discuss where the people are and how they are 'walking in the sky'. Ask children if they would like to try this. How do they think the characters feel?
- Turn to pages 2 and 3 and look at the setting and the characters. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Give children time to look at the picture and think about who the people are in relation to each other. Ask *Why do people usually stay in a hotel? (when they are on holiday).*

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 A1* and ask children to point to the words and repeat. *Play Describe it!* Give a description of one of the words. Children find and say the correct word. If children are confident, they can take a turn to describe a 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 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 people looking at the snake from page 17). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

How many people can you see? [*Three*]

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

What colour is the snake? [*It's yellow.*]

Is the snake on the beach or in the forest? [*In the forest.*]

Do you like going to the forest? [*Child's own answer*]
Thank you. Goodbye. [*Goodbye.*]

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

- Look back through the story and talk about what happens. What is Herb doing at the beginning of the story? What does he like and dislike?
- Discuss how Herb feels at the airport. If children have been to an airport, ask if they felt scared or excited.
- Talk about the differences between Herb's life in the city, and what it is like in the country he visits on holiday. Ask children how they feel when they go on holiday. If they have been to another country, what did they enjoy seeing and doing there?
- Discuss how Aunt Hazel tries to encourage Herb to try new things. What happens when he goes swimming? How do children think Herb feels when he realises there isn't a shark in the water?
- Show how Herb gradually starts to see how beautiful the place is, and although he is still scared of new experiences, he starts to try new things.
- What is the final challenge that Herb tries? (*walking on the Stairs to the Sky*). Ask children how they might feel if they saw this – would they like to walk on it, or would they be scared? Discuss how Herb might feel when he manages to cross the bridge.
- Talk about how Herb has changed by the end of the story. *What does he like now? How do his parents and Aunt Hazel feel about this?*
- Act out the story with the children.

Level 4 We Sang to Your Tomatoes

Topic: Growing plants

Key vocabulary: band, flowers, plant, pot, sing, sun, tomatoes, van, water

Key structures: Past simple, was/were, Tomato plants like lots of water and lots of sun. Ivy and Mack took Banjo for a walk and they watered the tomato plants every day. The next day, the plants looked different. After two weeks, the plants were bigger. But Ivy was sad.

Word count: 382 words

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover of the book together. Read the title and discuss, in L1, what the children can see in the picture. If the children have read other *Ivy and Mack* books, elicit the names of the characters. Ask children what sort of plant they think Ivy and Mack are looking at.
- Turn to pages 2 and 3 and ask the children to look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1*. Ask the children to point to the items from the picture and say the words.
- Ask questions about Grandpa and his band for the children to look at the picture and find the answers, e.g. *How many people are in Grandpa's band?* (five, including Grandpa) *What is the name of the band?* (Lemon Breakfast) *What instrument does Grandpa play?* (The guitar).
- Ask the children, in L1, if they know anyone in a band. Who is it? What instrument do they play? If the children don't know anyone, ask them if they would like to be in a band and what instrument they would like to play.

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 A1* for the children to listen to and repeat the words. Play a drawing game: draw a picture of one of the items for the children to say the word. Then ask them to draw a picture for you, or their partner, 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 A1* for children to follow using the pictures.
- Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the starred image of Ivy watering the tomato plants (from page 9). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

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 cat? [No.]

Can you see a dog? [Yes.]

What is the girl doing? [She's watering the plant/plants.]

Can you see a plant with flowers? [Yes.]

Have you got plants in your house? [Yes, I have./No, I haven'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?* *What is Grandpa growing?* *How does Grandpa make the tomatoes grow big and red?* Encourage children to answer in English.
- Ask the children if they've ever grown a plant at home. Ask *What did you grow?* *Did it get big?* *Did it have fruit?*
- Discuss the feelings of the characters in the story. *How do Ivy and Mack feel about looking after the tomato plants?* *How do they feel when they see the tomatoes on the plant?* *Why is Ivy sad two weeks later?* *What is her idea?*
- Ask the children if they can remember the song Grandpa sings to his tomatoes (see pages 6 and 11). Sing the song together. Children could use percussion instruments or body percussion to make an accompanying rhythm.

Level 4 We Talked in the Tree

Topic: Describing people

Key vocabulary: *handstand, black hair, brown hair, glasses, long hair, short hair, short, tall*

Key structures: *Who is your cousin?*

Who are they? The boy with long brown hair is my brother, Mack. He's younger than me. She's tall and she's got brown hair and glasses.

Word count: 485 words

CEFR level: Lower A1

Cambridge English

Qualification: Starters/Movers



Before reading

- Look at the cover of the book together. Ask *Where is Ivy? What is she doing?* Ask the children for predictions about what might happen in the story.
- Turn to pages 2 and 3. Ask the children to look at the picture and discuss what is happening. Read the names and the new word or play the audio on *Peapod Pal CEFR A1*. If the children have read other books in the *Ivy and Mack* series, ask them which characters they know, and which are new.
- Ask the children if they like going to the park. Encourage them to tell you, in English, what they like to do there, e.g. *play with my friends, run, climb, play football*, etc.

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 A1* for them to listen to and repeat the words. Ask the children to look at the picture on pages 2 and 3 again. Play *True or False*. Make statements about each character, some *true* and some *false*, for example, *Mack is tall (False)*. *Mack has got long brown hair (True)*. Children say *True or False* for each statement.
- **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 is happening in each picture as they point. Read the story or play the audio on *Peapod Pal CEFR A1* again for children to follow using the pictures.
- **Cambridge Starters Exam Preparation (page 23)**
NOTE: Children can do this individually, with a partner or as a class. Ask the child to look at the starred image (of Ivy and Mack in the living room from page 5). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

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.*]

Who has got glasses? [*The girl/Ivy.*]

Has the girl got black hair? [*No, she hasn't.*]

What colour is her hair? [*Brown.*]

Has she got short hair? [*No, she hasn't.*]

Have you got short hair? [*Yes, I have./No, I haven't.*]

What colour is your hair? [*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, e.g. *Who is Ivy with? What's Mack doing? Where are the children?* Ask the children if they have cousins that they spend time with.
- Look at the picture on page 6. Ask the children to choose a character and describe them for you or the class to guess.
- Discuss Ivy's feelings throughout the story. *How does she feel when Nick does a handstand? Why does she want to practise? Does she like talking to Mina? How does she feel when she finds out Mina is in her class?* Ask the children if they think the girls will be good friends.
- Tell the children to think of a special friend. Discuss what the friend looks like, what the children both like doing and how they met.
- Ask the children to draw a picture of someone in their family. When they have finished, they show it to you, or their partner, and describe the person.

Level 4 What can you do with balloons?

Topic: Balloons

Key vocabulary: *airship, balloon, basket, game, helium, hot air balloon, long, pop, shiny, sky, thin, weather, wet*

Key structures: *What can you do with balloons? Children love playing games with balloons. What animal is she making now? We fill them with helium. People travelled in airships. Where would you like to go?*

Word count: 416

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what the children can see. Look at the title and ask children to quickly share ideas about the subject of balloons. How many different uses can they think of?
- Turn to pages 2 and 3 and look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Encourage children to look closely at the picture and notice the details. Ask how many different balloons they can see, and what colours they are. Ask what animals made from balloons they can see (translate the word *swan* if necessary).

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Then sort the words by their type. Say *Which words describe things?* (*long, shiny, thin, wet*) *Which words are things?* (*basket, game, sky*) *Which word is a sound?* (*pop*) Encourage children to mime blowing up a balloon bigger and bigger, then clapping their hands together and shouting *Pop!*
- After reading (page 23):** Have children look at the two pictures. Ask them to say what they can see. What balloon animals can they see? Ask *Are the pictures the same?* Elicit that there are differences and ask children to say what they are. (*The balloon animals are different colours.*) Ask children to describe the colour changes.
- 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 bottom picture of the two). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

How many children can you see? [Four.]

How many children have got balloons? [Two.]

What colour is the balloon dog? [Red.]

Can you see a giraffe? [Yes.]

What colour is the giraffe? [Green.]

Has the woman got long balloons? [Yes.]

Do you like playing with balloons? [Child's own answer]

Which balloon animal is your favourite? [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 things we can do with balloons. Ask which of the uses is their favourite and why.
- Ask questions to check understanding, e.g. *What balloons do you need to make animals?* (*long and thin balloons*) *What balloons are shiny and can fly away?* (*helium*) *What balloons can make you wet?* (*water balloons*) Ask which of these types of balloons on pages 6 to 13 children have had or played with.
- Then look at the practical uses of balloons from pages 14 to 21. If children are particularly interested in any of these areas, you could look online to find more information, e.g. weather balloons – *Why are balloons useful for studying the weather?*
- Look at the hot air balloons on pages 20 and 21. Ask children if they would like to go in a hot air balloon, and where they would like to go.
- Blow up some balloons and play the game from pages 6 and 7, or any other balloon games the children know.

Level 4 What does an illustrator do?

Topic: Jobs: illustrators

Key vocabulary: *buy, comic books, computer, crayon, idea, illustrator, paint, paper, pencil, quick, slow, shape, shoulder*

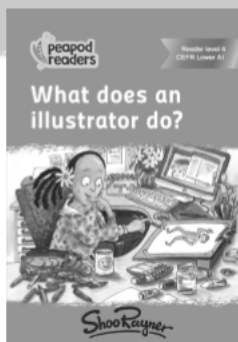
Key structures: *Can I be an illustrator? What do you do? Any person can be*

an illustrator. She asks an illustrator to draw the pictures for the story. Most illustrators work at home.

Word count: 391

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Discuss where the woman is and what she is doing. Can children predict what they might learn about in this book? Read the title with the children and clarify that 'illustrator' is a job and that the woman is an illustrator. Can children work out what an illustrator does?
- Turn to pages 2 and 3 and look at the picture more closely. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Give children time to notice the details of what the illustrator has on her desk and in the room. Ask if they can name any more of the items.

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 A1* and ask children to point to the words and repeat. Then play *Missing letters*. Write the first letter and one or two further letters, and ask children if they can fill in the gaps and say the word. Help with pronunciation of the vowel sounds in *idea, shoulder* and *quick*.
- After reading (page 23):** Help children to read each sentence and to look at the picture next to it. They decide whether the sentence is true (Yes) or false (No). They can look back through the book to check their ideas. You could ask them to correct the false sentences.
- 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 illustrator using the computer from page 14). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

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

Is the illustrator using paint? [*No.*]

What is he using? [*He's using a computer.*]

What is he drawing on the computer? [*He's drawing a dog.*]

What colour is the dog? [*It's brown.*]

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

Would you like to be an illustrator? [*Child's own answer*]

Thank you. Goodbye. [*Goodbye.*]

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

- Ask the title question to the children again, *What does an illustrator do?* Go through each of the pages and talk about what children have learned.
- Talk about where the book starts. Have the children ever met illustrators or authors at school? Have they met them anywhere else? What would they like to ask an illustrator if they met one?
- Ask children to think about the different places where they can see illustrations, using the ideas on page 6. Ask if they enjoy looking at comic books and storybooks with lots of pictures in them.
- Go through the process of learning to be an illustrator. Look at what the people in the school are doing and ask children if they think this looks fun. Explain that it takes a long time to learn to do something well, and you need to be patient and work hard.
- Go through the process of how illustrations are commissioned for children's books and how the illustrator works. Discuss places where illustrators can look for ideas. Talk about the daily life shown on pages 12–13. Ask children if they think it would be fun to work at home, or at the bottom of the garden. How do they feel about working many hours?
- Ask children if they know how to draw on computers. Do they prefer this to using paints, crayons or pencils? What is their favourite thing to draw with?
- Go through the pictures on page 15. What do children notice about the appearance of each illustrator and the work they each produce? Talk about different styles of art and how this can be part of the illustrator's personality.
- Work through the activities on pages 18–20 with the children. Encourage them to read the instructions carefully and choose what details they want to add. Children can complete their work with paint or crayons, write a speech bubble and then talk about the story behind the picture.

Level 4 What lives in the sea?

Topic: In the sea

Key vocabulary: coral reef, crab, dolphin, fish, giant squid, kelp, limpet, metre, rocky beach, rock pool, rubbish, sandy beach, school of fish, seal, seaweed, sea anemone, starfish, shark, thousand, turtle, wave, whale

Key structures: *What lives in the sea, Dad? There are many things. You often find beaches next to the sea. How many arms has the starfish got? Sharks*

eat smaller fish. Fish swim between the kelp. The sea is very, very big. It's jumping out of the water

Themes: the world around us, life in the seas, protecting the sea and the beaches

Word count: 443

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Read out the title, *What lives in the sea?* Then point to the picture and elicit the animal names in L1.
- Turn to pages 2 and 3 and look at the picture in more detail. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Discuss setting and the characters. Where are the girl and her dad and what are they doing? Ask children if they like learning about what lives in the sea. Discuss what they already know about life in the sea in L1.

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 A1* and ask children to point to the words and repeat. Then write the jumbled letters for each word and ask children to put them in order; for *rocky/sandy beach*, keep the words in separate chunks, e.g. *ycrko heabc (sandy beach)*. Then look back through the book to find and say the correct 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 true (Yes) or false (No). Read pages 10–11 aloud again or play the audio on *Peapod Pal CEFR A1* for children to listen 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 coral reef scene from page 11). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 shark? [*Yes.*]

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

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

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

Is there any blue coral? [*No.*]

How many pink and blue fish are there? [*One.*]

Which sea animal is your favourite? [*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 and talk about the different things the children learned. For example, ask *Can all animals that live in the sea swim?* (No, e.g. *starfish can't swim*) *What is a group of fish called?* (a school). *How many elephants make the size of one blue whale?* (six).
- Discuss what kinds of plants live in the sea. Ask *What colours can seaweed be?* *Which long seaweed grows up to the sun?*
- Talk about the different kinds of beaches in the book. What two types are mentioned? Ask children to describe what waves do. Then discuss rock pools. Ask children if they know how rock pools are made. (*Waves come up onto a rocky beach, and cover it. When the waves go out, water stays in the spaces between the rocks. The animals in a rock pool can change every day.*)
- Discuss coral reefs and ask children if they know any places that have coral reefs, e.g. the Great Barrier Reef, Australia. Explain that coral is a living thing which grows slowly. Look at the different colours and shapes of the coral in the picture on pages 10 and 11. Tell children that lots of fish live in coral reefs because they can find food and shelter in the coral.
- Talk briefly about whales, dolphins, sharks and seals. What do children know about them? Which one is their favourite? Have they ever seen any of these animals?
- Ask children to imagine what it is like at the bottom of the sea. Ask *Is it light or dark? Why?* (*Dark, because you cannot see the sun*). Look at the picture on page 18 and ask children to describe the fish that live near the bottom of the sea. What do they notice about them? Look at page 19 and ask *Is this real, or in a story?* (*in a story*).
- Finally, ask children to think about rubbish in the sea. How does it get there and why is it important to get rid of rubbish in the sea?
- You could help children to make a collage of an underwater scene using a range of different materials. They can show brightly coloured coral, seaweed and animals. Remind them to think about the relative sizes of the different animals. Encourage them to write a description of their collage.

Level 4 What's the matter, May?

Topic: Family

Key vocabulary: *bike ride, cousin, game, monkey, sister, uncle*

Key structures: *What's the matter?*
Can we play horse rides? There was a noise. May stopped smiling.

Word count: 428

CEFR level: Lower A1

Cambridge English

Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what the children can see. Talk about the title and ask the question *What's the matter?* to the children. Elicit or explain that this is a question we ask when we want to find out whether someone has a problem, and what that problem is. Ask them to find the author and illustrator's names, and discuss what an author and an illustrator do.
- Turn to pages 2 and 3 and look at the characters. Read the names or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Encourage children to think about the different family members and how they might all be related to each other. Ask *Which girl is oldest?* (May) *Which girl is youngest?* (Anna).
- Ask *What's the matter, May?* and encourage children to predict, in L1, different things that might be wrong with May.

After reading

- **Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR A1* and ask children to 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. For *bike ride*, just give the initial letter of each word. Then ask children to look back through the book to find 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 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 (Lucy and Anna playing a board game from page 21). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

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.]

What are they doing? [Playing a game.]

Are they brothers or sisters? [Sisters.]

Have you got any sisters? [Child's own answer – Yes. or No.]

How many brothers have you got? [Child's own answer – should be a number]

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

Who do you like playing with? [Child's own answer – should be a person/people]

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 what they can see in the pictures. Ask them to choose their favourite picture and say why they like it.
- Ask children to think about the relationship between the three girls. Explain that Lucy is in the middle. Ask how she might feel about Anna and May, and why. Explain that she is a very good big sister to Anna, and plays lots of games with her, but she really admires her older cousin May and sometimes wants to be a bit more grown up, like her. Discuss whether the children know what it feels like to be in the middle. If they have any younger brothers or sisters, ask if they enjoy playing with them, or if their games seem too young. Do they have cousins? Are they older or younger? What do they like doing with their cousins if they have them?
- Look at how Anna and Lucy start to fall out. Ask children why they are doing this. (They are competing for May's attention.) How does it make May feel? (Sad, she wants to play with them both.) How do Anna and Lucy feel when they realise they have upset May? (Worried, they want to make sure she is ok.)
- Discuss May's solution to the problem. What does this show about her? (She is mature and fair.)
- Look at the different games and activities the girls do in the story (play at feeding monkeys, play horse rides, go on a bike ride, make a big bed/tent). Ask children which of these activities they like doing or would like to do.

Level 4 Where are the leaves?

Topic: The seasons

Key vocabulary: autumn, flower, forest, fruit, fur, grass, insects, leaf, leaves, mushroom, nest, spring, summer, winter

Key structures: *Tom and his mum are walking in the forest. Where are the leaves? Grass and flowers grow on the ground. Playing makes them strong and clever. In the summer, the days are hotter than in the spring. Sometimes it is very cold.*

Word count: 260

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover and discuss what children can see. Read out the title, then discuss the weather and the appearance of the trees in L1 as necessary.
- Turn to pages 2 and 3 and look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Discuss where the characters are and what the setting is like. How is the forest different here to the picture on the cover? Talk about the different things that the children can see in the forest and what they think the weather will be like.

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 A1* and ask children to point to the words and repeat. Then play *Describe it!* Give a simple description of each item without saying the word, and challenge children to say and spell out the correct word.
- After reading (page 23):** Help children to read the labels, then look and match them to the correct scene. Read the book aloud again or play the audio on *Peapod Pal CEFR A1* for children to listen 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 summer scene from page 10). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

What colour are the flowers? [White and yellow.]

What colour is the fruit in the trees? [Red.]

How many children are sitting on the grass? [Two.]

Do you think this is summer or winter in the UK?

[Summer.]

What do you like doing in summer? [Child's own answer]

Do you like hot days or cold days? [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 and talk about what the children have learned. Ask what season it is when Tom asks where the leaves are. Show how this scene changes through each of the seasons. Ask children to describe the pictures in their own words, using colours, adjectives and any animals or plants they know.
- Turn to the contents page. Describe something that happens in one of the seasons and ask children to say the correct one. Then say a season and challenge children to say one thing that happens in it.
- Look through the pictures and discuss whether these changes in the seasons are the same or different in their own country. What do children like about each of the seasons in the book? Show how people can have fun outdoors doing different activities all year round. Discuss how and why the clothes change over the seasons.
- Discuss what animals do at different times of the year. How does their behaviour change? For example, birds lay eggs in spring, baby birds learn to fly in summer, and some birds fly to hotter places in winter.
- Ask children which season has the longest days and which one has the shortest days. Discuss in L1 if they know why this is.
- Draw a large circle and divide it into quarters. Give each quarter a heading: *Spring, Summer, Autumn, Winter*. Children decorate each section with pictures that show what each season is like.

Level 4 Where does the sun go at night?

Topic: The Earth and the sun

Key vocabulary: day, Earth, east, moon, night, spin, sun, sunrise, sunset, west

Key structures: How many stars can you see? The Earth is like a very big ball. This ball is spinning. We can't see 'X', now.

Themes: science, the world around us, day and night

Word count: 376

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers

Before reading

- Look at the front cover and discuss what the children can see. Ask the title question and discuss in L1 how much children already know about the Earth and the sun, day and night. Explain that they will learn more about it in this book.
- Turn to pages 2 and 3 and look at the picture. Check understanding of the concept. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Talk about sunrise and sunset, and point out how the cat is waking up at sunrise and going to sleep at sunset. Ask children what time sunrise and sunset are at the current time of year where they live.
- Focus on the words *east* and *west*. If possible, show a compass and demonstrate where the different directions are. You can teach *north* and *south* as well if children are interested.

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 A1* and ask children to point to the words and repeat. Then use a compass to show where east and west are in the room you are in, and make a sign for each direction. Give each child the label *Earth, the sun, or moon*. Say, e.g. *Moons, west!* and children who are 'moons' move to the correct part of the room. When you say, e.g. *Earth, spin!* they turn around in a circle. Note that you shouldn't give the instruction *sun, spin* as this will contradict their learning.
- After reading (page 23):** Help children to read each caption and match them to the correct picture. They can look back through the book to find the relevant 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 (sunrise from page 8). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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



Can you see the moon? [No.]
Can you see the sun? [Yes.]
Can you see a chicken? [Yes.]
Is the chicken sleeping? [No.]
Is it night or day? [Day.]
Is this sunrise or sunset? [Sunrise.]
Thank you. Goodbye. [Goodbye.]

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

- Ask *Where does the sun go at night?* Encourage children to explain their ideas, using L1 if necessary.
- Look back through the book and talk again about the different stages. Ask what we see in the sky in the day and at night. Recap the compass points for where the sun rises and where it sets.
- Ask why there is a picture of a girl spinning a ball on page 11. (*The Earth spins like a ball.*) You could carry out the demonstration on pages 12 and 13, using a torch and a ball marked with an X.
- Go online to find more images and information on the topic of the Arctic. Ask children what they think it would be like to live in a place that is either always day or always night. You can also challenge children to find out why there is no sunset in summer or sunrise in winter at the Arctic, in L1. (*The Earth is tilted on its axis relative to the sun, as shown on pages 16 and 17, so the north and south pole are either exposed to the sun or hidden from it.*)
- Check understanding of the diagram on pages 16 and 17. Show how the Earth spins on its own tilted axis in 24 hours, and also travels around the sun in 365 days.
- You could make a model to demonstrate the rotation and orbit of the Earth. Use a large central disc for the sun, a smaller one for Earth, and a smaller one again for the moon. Take two long strips of cardboard, and two split pins. Join the moon to the Earth using a fixed piece of cardboard. Put one split pin through the centre of the sun, and one through the centre of the Earth. Attach them together using the second strip of cardboard, so that the Earth can move around the sun and also spin on its own pin. If children ask, you can tell them that the moon also rotates on its own axis, but this isn't essential at this point.

Level 4 Where is she?

Topic: Spring

Key vocabulary: duck, duckling, field, frog, grass, lamb, path, rain, river, sheep, spring, tadpole

Key structures: Past simple affirmative, was/were, There was a duck and lots of beautiful yellow flowers next to the water. Look, there's the tadpoles' mum! I can't see her. Can you see the lamb? Its mum isn't here. Where is she? It's there.

Word count: 440

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover of the book together and ask the children to describe what they can see. Ask the children, in L1, if they like going on walks in the countryside. Which animals do they like to see? Invite children to make predictions about what might happen in the story.
- Turn to pages 2 and 3 and ask the children to look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1* for the children to listen to and repeat as they point to the things in the pictures. Ask them to name other items that they know in English, e.g. *flowers, trees*.
- Make statements about the picture for the children to respond *True or False*, e.g. *There are cows on the grass. False!*

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 A1* for them to listen to and repeat the words. Ask the children to match the baby animals to their parents. Encourage them to explain the connections in English, e.g. *A duckling is a baby duck*.
- 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 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 (Ivy and Mack looking over the fence at the lamb from page 12). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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.]

Are they looking at tadpoles? [No, they aren't.]

Are they looking at a duckling? [No, they aren't.]

Which baby animal are they looking at? [A lamb.]

What colour is the lamb? [White.]

Is the lamb in a field? [Yes, it is.]

What's your favourite baby animal? [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, e.g. *Where are Ivy and Mack going for a walk? What are tadpoles?*
- Ask the children to look at the tadpoles on page 8 and count them. Can they find ten? Encourage them to count the animals on other pages of the story, e.g. page 11 and page 13. Have children look back through the book and count how many times they can find the mother duck (Nine). Have children look at the last page of the story and find the mother duck. Encourage them to use English to describe where she is (*she's in the long grass*).
- Discuss the feelings of the characters in the story. *How do Ivy and Mack feel when they see the lamb? How do they feel when they can't see the lamb's mother? What does Dad do? How does the mother sheep feel when Dad returns the lamb? How do Ivy and Mack feel?*
- Talk about spring where the children live. Ask *What do you see in spring? What do you do in spring?* Have children make a spring picture. They can paint, draw or cut out flowers and animal shapes from coloured paper.

Level 4 Where's Buddy?

Topic: Getting lost

Key vocabulary: *go left, go right, go straight on, behind, between, next to, under, bin, café, map, picnic table, pond, swing, tree*

Key structures: Prepositions of place; *can/can't* for ability and permission; *Charlie can run very fast, but Buddy is faster. Which way? Where's the café? Would you like an ice cream?*

Word count: 368

CEFR level: Lower A1

Cambridge English

Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Talk about the title and ask the children who they think Buddy is. Take a small toy dog and hide it in various places around the room. Ask *Where's Buddy?* and let children find it.
- Turn to pages 2 and 3 and introduce the word *map*. Ask children to think of other places where they might see a map. Let children look and identify key places on the map. Then read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat.
- Say *Where's the (pond)?* and ask children to find and point to each place on the map.
- Give simple directions in L1 to check children understand the ideas of left, right and straight on. Ask children to move around the room following your directions.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Then play *Where's Buddy?* Take the toy dog from Before reading, or a picture of a dog, and children close their eyes while you hide it again. This time, use a place that elicits one of the prepositions (*under, next to, behind, between*). Ask children to stand up, then give directions to the hiding place: *go left, go right, go straight on*. When they find Buddy, elicit the correct phrase, e.g. *He's under the chair!* If you have a large class, you could do this in pairs or groups so there aren't too many children moving around at once.
- 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 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 (Charlie and Reo with Buddy from page 21). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each question for the child to respond as they would in the Starters exam.

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 an ice cream? [*No.*]

Has the boy got an ice cream? [*Yes.*]

What colour is the ice cream? [*Blue.*]

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

What colour ice cream 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 book and talk about what they can see in the pictures. Ask them to choose their favourite picture and say why they like it.
- Ask children to try to remember all the different places where Charlie and Reo looked for Buddy. Ask how Charlie felt when they couldn't find Buddy. Ask children if they have ever lost a pet at a park or a similar place. How did they feel?
- Turn to page 14. Ask children to describe Reo's idea and say if they think it is a good idea, and why. Ask children why a map is useful and what information it needs to show.
- Choose a local area, e.g. the school, the park or the neighbourhood. Ask children to draw a map showing the main places, as on pages 2 and 3. Help with simple vocabulary as needed. Children can then mark a place on the map and practise giving directions to it, from a starting point, using *go left, go right* and *go straight on*.

Level 4 Where's the ball?

Topic: Badminton

Key vocabulary: *badminton, feather, medal, net, player, racket, score, serve, shuttlecock*

Key structures: *Where's the ball? How do we play? That's faster than a train. It started in England.*

Word count: 360

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers

Before reading

- Look at the front cover and discuss what children can see. Identify the sport of badminton and ask children if they know how to play it.
- Turn to pages 2 and 3 and look at the different features of a badminton game. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat.
- Make simple sentences using the key words on this page, e.g. *The players have got rackets. They hit the shuttlecock with the racket.* Encourage children to study the process and try to make their own sentences.
- Ask children if they enjoy playing badminton or similar games, e.g. tennis or volleyball.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Then write the words in jumbled letters and ask children to try to write them in the correct sequence. Ask them to look back through the book to find and say each item.
- After reading (page 23):** Have children look at each picture and say whether what it shows is true or false, and why. Row 1: True; False (you use a shuttlecock, not a ball). Row 2: False (there is one player on each side of the net, or two on each side in doubles); True. Row 3: True; False (the game stops at 21 points).
- 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 (with two players on the court). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

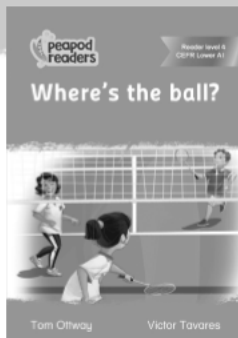
Look at the picture with a star. [Leave time for the child to find the picture.]

How many players can you see? [Two.]

How many rackets can you see? [Two.]

How many shuttlecocks can you see? [One.]

Can you see a ball? [No.]



Can you see a net? [Yes.]

Can you play badminton? [Child's own answer]

What's your favourite sport? [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.
- Ask children if they have heard of Lin Dan or P.V. Sindhu. If children are interested, you can find more information about them online. Ask if children know any other famous badminton players or sports people. Children could make a fact file about one of these.
- Ask children to draw a picture of a badminton court, labelling the players, net, racket and shuttlecock. Then ask children if they can use their picture to summarise how to play badminton. They can tell you or a partner.
- Look at page 11 and show one of the good things about badminton is that you can play it in lots of different places. If you have room and the correct equipment, you could play badminton with the children outside or in a sports hall. If it is the first time children have played, just let them have fun with the equipment rather than trying to follow the rules and count up points.

Level 4 Who made those?

Topic: Winter

Key vocabulary: *glove, hot chocolate, jacket, scarf, snow, snowball, snow child, snow dog, snowman, winter*

Key structures: Past simple affirmative, *was/were, It was a Monday afternoon in the winter holidays. On Tuesday afternoon. Banjo and I love walking in the winter. Mum and Dad started to build a snow house.*

Word count: 476

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover of the book together and ask the children to describe what they see, using L1 if necessary. Ask them to choose which snowman they like best.
- Turn to pages 2 and 3 and ask the children to look at the picture. Play the audio on *Peapod Pal CEFR A1* or read the words for the children to listen to, point and repeat. Focus on the snowman, snow child and snow dog. Ask the children for other suggestions of things they could make from snow.
- Discuss snow with the children. Ask *What does it look and feel like?* If it snows in the children's country, ask them if they like to play in it. Encourage them to give reasons for their answers.

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 A1* for the children to listen to and repeat the words. Ask *Which things make you feel warmer?* (*gloves, hot chocolate, jacket, scarf*) and *Which make you feel colder?* (*snow, snowball, winter*).
- 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 A1* 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 (Ivy, Mack and Grandpa standing next to the snowman from page 6). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

Is it summer or winter? [*Winter.*]

Is the man wearing a jacket? [*Yes, he is.*]

What colour are the boy's gloves? [*Blue.*]
What colour is the girl's scarf? [*Pink and purple.*]
What are the people looking at? [*A snowman.*]
Is the snowman wearing a scarf? [*No, it isn't.*]
Is the snowman wearing a hat? [*No, it isn't.*]
Is it smiling? [*Yes, it is.*]
Do you like winter? [*Yes, I do./No, I don't.*]
What do you like to do in winter? [*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, e.g. *What's on the ground? Who are Ivy and Mack going on a walk with? What do they make?*
- Discuss the feelings of the characters in the story. *How do Ivy and Mack feel when they go for a walk in the snow? How do they feel when they find the new snowman? How do they feel when the snow starts to go? Are they happy when they meet Sam?*
- Ask the children to look at the snowman that Ivy and Mack make on page 6 of the story and elicit a description, e.g. *The snowman has got arms and a mouth.* Then ask them to look at the snow family on page 18 and explain all the things that have changed, e.g. *Now, there are two snowmen. They've got scarves and noses. There are two snow children ...*
- Ask the children to design their own snow character. They can draw a picture or use cut out shapes or different materials, etc. Ask them to describe their snow character.

Level 4 Who put that there?

Topic: Following clues to the treasure

Key vocabulary: *cinema, clue, cookbook, skateboard, towel, treasure*

Key structures: past simple affirmative, *was/were, Come with me to the kitchen. Let's look in there. Which is Mum's favourite book? My favourite book has red birds in it. Who put that there?*

Word count: 500

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the cover of the book together. If the children have read other *Ivy and Mack* stories in the series, ask if they know the other characters with Ivy and Mack. (They are *Luke and Emma, Ivy and Mack's cousins.*) Ask the children to describe the picture, using L1 if necessary.
- Turn to pages 2 and 3 and ask the children to look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1* for the children to listen to and repeat as they point to the objects in the picture. Ask the children to name other items from the picture in English, e.g. *hat, tree, animal, garden or park.*
- Ask the children if they ever play games like the one Ivy and Mack are playing in the picture. Ask what they think the story might be about.

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 A1* for them to listen to and repeat the words. Make a sentence about something you want to do. Have the children tell you which item, or place, you need, e.g. *I want to watch a new film. The cinema!* Repeat with the rest of the pictures.
- 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 A1* 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 (Luke and Emma in the cupboard from page 19). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

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 boy got a skateboard? [*No, he hasn't.*]

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

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

Has he got a cookbook? [*No, he hasn't.*]

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

Do you like skateboarding? [*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? Can they play in the garden today? What does Aunt Libby make for them?* Encourage children to answer in English.
- Discuss the feelings of the characters in the story. *How do the children feel when it's raining outside? How do they feel when they are following the clues? How do they feel when Aunt Libby gives them tickets for the cinema?*
- Play a game with the story. Ask the children to look through the pages and find the following objects: *a football, a pineapple, a toy duck, some boots, three pictures of birds.*
- If possible, write simple clues and hide them around the room for the children to read and solve.

Level 4 Why can't I fly?

Topic: air travel, flight

Key vocabulary: air, airship, backwards, bird, blades, cloud, engine, fly, forwards, hot air balloon, helicopter, plane, sky, turn around, wing

Key structures: *Some people made wings. People can fly in balloons! They are much faster than birds. The engines make the plane go faster and faster.*

Word count: 410

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what the children can see. Talk about the title and ask children to think about things that can fly. Tell them to include animals and machines, and elicit as many ideas as possible.
- Turn to pages 2 and 3 and look at the picture. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. See which of their ideas from the prediction activity were included and point out any new ones.
- Ask children if they have ever been in a plane. If so, where did they go? If not, would they like to go in a plane? If they could go anywhere, where would they go?

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 A1* and ask children to 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. For sky, just give the initial letter. Then ask children to look back through the book to find each item, and make a sentence about each one. They can read the sentence from the book, or make a new one, e.g. *Inside the cloud it is cold and wet* or *Clouds are in the sky*.
- After reading (page 23):** Have children read the words out and point to the correct picture each time. If you have time, children can choose one of the items to draw, colour and label.
- 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 helicopter from page 19). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

Is it a hot air balloon? [No.]

What is it? [A helicopter.]

Can it fly? [Yes.]

Has it got wings? [No.]

Has it got blades? [Yes.]

Would you like to go in a helicopter? [Child's own answer]

Where can you go in a helicopter? [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 what they can see in the pictures. Ask them to choose their favourite form of flight and say what they like about it.
- Look at pages 4 and 5 and ask children what Grandad and the children think about the birds. What do the birds seem like to them? (*beautiful and happy*). Look at pages 6 and 7 and ask *Why do you think people want to fly?* Discuss ideas and ask children what they think it would be like to be able to fly. Ask what the differences are between birds and people. Accept *wings*, but also focus on size and weight.
- Look at some of the early flying machines and discuss, in L1, possible reasons why they didn't work. Ask *What happens when people try to fly?* (*We always crash!*)
- Check understanding by giving clues for children to identify each type of machine. Say, e.g. *They are quiet.* (hot air balloons) *They are slow.* (airships) *They are big and heavy.* (planes) *They can go forwards, backwards and turn around.* (helicopters)
- Look at the section on helicopters again and talk about how and why they can help people. If there is an air ambulance/helicopter rescue service in the children's country, discuss what it does and why it is important.
- Find video clips on the internet of being on the various forms of transport. Watch and discuss them. Encourage children to say what they can see and how they think it must feel to be on this type of transport as they watch.

Level 4 Why can't I see in the dark?

Topic: The five senses

Key vocabulary: *cooker, ear, eardrum, eye, feel, hair, hear, light, loud, molecule, mouth, nerve, nose, see, skin, smell, sound waves, taste, taste bud, tongue, torch*

Key structures: *How can a bird fly at night? Our eyes need light to see. Can you hear the sound it makes? There are beautiful sounds. I'm smelling and tasting my ice cream.*

Themes: the five senses, how they work, how they help to keep us safe

Word count: 494

CEFR level: Lower A1

Cambridge English

Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Check if children understand the question, then ask if they know of any animals that can see in the dark. Discuss ideas, using L1 if necessary. Encourage them to think about animals, birds and fish that live in deep parts of the ocean. You could show some images of animals that come out at night to help clarify the concept.
- Turn to pages 2 and 3 and look at the characters. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Then ask children to point to the features on their own body as you say the words. Change the order and repeat at a faster speed. Activate existing knowledge by saying *I see with my ...* and asking children to say the correct word (*eyes*). Repeat for *hear*. Explain that they will learn more words as they go through the book.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words and pictures. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Ask if they can match each one to the related sense or part of the body. They can look back through the book to find the correct pages and check their answers. Challenge them to make a sentence using each word, e.g. *Loud noises can hurt our ears*.
- After reading (page 23):** Have children read the words aloud, then point to the correct part of the body on the picture of Stan and say the number. Repeat the sentence from Before reading, *I see with my eyes*, then help children to form similar sentences for the rest of the senses.
- 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 of Stan with the star beside him on page 23. Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

Look at the boy.

What colour are his eyes? [Brown.]

What is he tasting? [Ice cream.]

Is he tasting the ice cream with his ears? [No.]

What part of his body is he using to taste the ice cream? [His mouth / tongue/ taste buds.]

Do you like the taste of ice cream? [Child's own answer]

Thank you. Goodbye. [Goodbye.]

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

- Ask the title question to the children again, *Why can't I see in the dark?* Encourage children to find the correct pages and try to explain why we can't see in the dark (*We need light to see. Light goes on to the bird and then from the bird to our eye.*) Ask what we can use to make light at nighttime.
- Look back through the book and ask children questions about each of the senses, e.g. *What does sound move in? Where do molecules go? What have you got on your tongue?* Children can look back to find the correct answers.
- Ask children to look through the book and study each of the pictures. Ask what the most interesting thing they learned was. Ask them to think of a loud noise and a quiet noise, a good smell and a bad smell, a taste they like and a taste they don't like, something that feels hot and something that feels cold, something that is nice to see and something that isn't nice to see.
- Look at page 19 and discuss how the senses keep us safe. Ask children to think of other examples, e.g. we can see warning signs, we can hear sirens.
- Ask children to imagine that they don't have one of the senses. What would be different about their lives? What might be dangerous? Discuss, in L1 if necessary, things which can help people who aren't able to use one of their senses, e.g. Sign Language for people with hearing impairments.
- You could help children make up a song about their senses. Encourage them to include all five senses and to think of examples of what they do with each sense and how it helps us. They could use musical instruments or body percussion to add a rhythm.

Level 4 Why do crocodiles eat stones?

Topic: Crocodiles

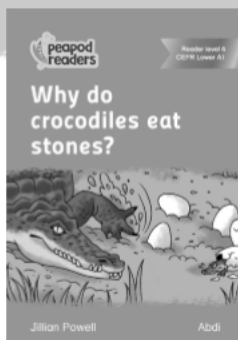
Key vocabulary: *crocodile, dinosaur, egg, file, fish, hatch, lay, nest, ranger, stone, swim, teeth*

Key structures: *Where do they lay their eggs? When do the eggs open? How many eggs do crocodiles lay? Does the mother teach the babies to swim? Is the mother crocodile hurting the baby? They are bigger than chicken eggs. The biggest can grow five or six metres long. Crocodiles were here before people.*

Word count: 475

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Talk about the title. First, ask children whether they knew that crocodiles eat stones. Then ask *Why do they eat stones?* Encourage children to think of reasons, and discuss their ideas. You could ask questions, e.g. *Are stones good for their teeth? Do stones taste nice?*
- Turn to pages 2 and 3 and look at the characters. Read the words or play the audio on *Peapod Pal CEFR A1* and ask children to point and repeat. Explain that a *ranger* is someone who works in a wildlife park and looks after animals. Ask children to find the crocodile and help them to read the sign, *Crocodile rescue centre*. Discuss, in L1 if necessary, what rescue centres are and what happens in them. Ask if there are any rescue centres near where the children live, or if they have ever visited 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 A1* and ask children to point to the words and repeat. Then play *Describe it!* Say each word and encourage the children to give a brief description in English for the object or action, e.g. *dinosaur: It's bigger than a crocodile. It has lots of teeth. Swim: You do this in water.* Alternatively, give the description for children to say the words.
- After reading (page 23):** Have children look at each picture and say whether it is true or false. They can look back through the book to check their ideas. You could ask them to make a sentence for each picture, e.g. *Crocodile eggs are white.* If children need more support, ask questions, e.g. *Do crocodiles sleep with two eyes open?*
- 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 three pictures with the stars on page 23 (the sequence of three pictures about what crocodiles eat). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

Look at the pictures with stars. There are three.

[Leave time for the child to find the pictures.]

What are the crocodiles doing? [They are eating.]

Are the crocodiles eating eggs? [No.]

What are they eating? [Stones, an apple and a banana (fruit), a fish.]

How many stones can you see? [Seven.]

What two things here do crocodiles eat? [Stones and fish.]

What things in the pictures do you eat? [Child's own answer but should not include stones.]

Thank you. Goodbye. [Goodbye.]

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

- Ask the title question to the children again, *Why do crocodiles eat stones?* Encourage children to find the correct pages and explain why they do this (*to help them break up the meat and fish they eat*).
- Look back through the book and ask children some of the different questions which Kim wants to answer, e.g. *How big do crocodiles grow? Where do crocodiles lay their eggs?* Give children time to look back through the book to find the answers.
- Ask *Are crocodiles dinosaurs?* (No.) Ask *Why are they like dinosaurs?* (They lived in the time of dinosaurs.) Challenge children to find out how long crocodiles have existed for (*about 80 million years*).
- Ask children to look back through the book and study each of the pictures. Ask what the most interesting thing they learned was. Ask if they can think of one more question they would like to find out about crocodiles. Make a list of these, then help children to research the answers in reference material or online.
- Ask children to make an information poster about crocodiles. They can draw pictures or find photos online.

Level 4 Why do frogs sing?

Topic: Frogs

Key vocabulary: egg, frog, hide, leaves, nest, pond, rain, sing, song, skin, tadpole

Key structures: Past simple, was/were, The frogs are singing. Why do frogs sing? There are 5,000 different frogs. Frogs sing the loudest in the spring. They want them to be safe. These green tree frogs can climb trees.

Word count: 479

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Read out the title question to the children and ask them if they knew that frogs could sing. Discuss ideas in L1.
- Turn to pages 2 and 3 and look at the picture in more detail. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Give children time to look at the picture and name any other items they can in English. Then discuss anything else they recognise in L1, e.g. the tadpoles.

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 A1* and ask children to point to the words and repeat. Write anagrams of the words for children to solve.
- After reading (page 23):** Ask children to look at the life cycle picture and think about the process. Then they read each sentence and decide if it is true (Yes) or false (No). Read chapter 3 aloud again or play the audio on *Peapod Pal CEFR A1* for children 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 fully grown frog). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 frog or a tadpole? [A frog.]

Has it got a tail? [No.]

How many legs has it got? [Four.]

What colours is it? [Green and brown.]

Do you like frogs? [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 talk about what the children have learned. Ask the title question again, *Why do frogs sing?* and help children to give an answer. Ask *What does a frog's song mean? When do frogs sing the loudest?*
- Turn to the contents page. Ask children which chapter they should look in to learn about tadpoles (Chapter 3). Which one should they look in to find out about frog's bodies? (Chapter 2). Which one will tell them about the different things that frogs can do? (Chapter 4).
- Turn to Chapter 1 and talk about the different things that a frog song can sound like. Ask children if they have ever heard a frog song. Can they imagine how it might sound like these other animals?
- Turn to Chapter 2 and discuss how frogs drink. Were children surprised by this? Then ask if they can think of any other animals that replace their skin.
- Go through the life cycle of a frog. Ask children if they have ever seen frogs' eggs in water. See if they can describe what the eggs look like. What changes do tadpoles go through to become frogs?
- Then discuss the variety of ways in which different types of frogs look after their eggs. Which do children find the most interesting and surprising?
- Look at Chapter 4 and recap all the different things that frogs can do. Ask children if they have seen any of these more unusual types of frogs, e.g. on nature programmes or in zoos. Give children time to look at all the pictures again. Which one is the most unusual? Can children describe what the frogs look like? Talk about other animals that use colour and camouflage to protect themselves.
- Go online to find audio of frog noises. Can children describe what the songs sound like?

Level 4 Why do kangaroos only live in Australia?

Topic: Animals in Australia

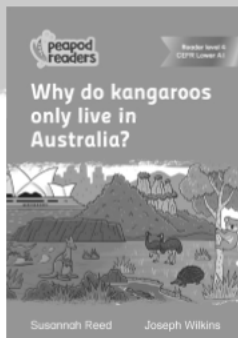
Key vocabulary: desert, echidna, emu, eucalyptus tree, forest, grassland, kangaroo, koala, kookaburra, mountains, platypus, pouch, wombat

Key structures: *It is the biggest island in the world. Australia became an island millions of years ago. The animals in Australia were different to animals today.*

Word count: 437

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what the children can see. Talk about the title and ask the question *Why do kangaroos only live in Australia?* Find out in L1 if the children have any ideas about this.
- Show a world map and ask children to find Australia. What can they say about where it is in relation to lots of other countries? Ask what else they know about Australia and the animals that live there.
- Turn to pages 2 and 3 and look at the places. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point and repeat. Encourage children to look at the pictures and say what they notice about each one. Can they describe the landscapes, or say what the weather might be like in these places? Ask *Where do you think kangaroos live?*

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 A1* and ask children to point to the words and repeat. Play *Describe it!* Give clues and ask children to identify the word, e.g. *It's a small animal. It lives in trees. It's grey.* (koala)
- **After reading (page 23):** Look at the activity and check children understand what to do. Children should match the animals on the left to the pouch or eggs on the right. Point to each animal in turn. Children name the animal and say *has a pouch* or *lays eggs*. They can look back through the book to check their answers. (kangaroo and koala – pouch; emu and platypus – eggs)
- **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 koala). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

Is it an emu? [No.]

Is it a kangaroo? [No.]

What animal is it? [A koala.]

What is it doing? [It's climbing a tree.]

Has it got a tail? [No.]

What's your favourite Australian animal? [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 what they can see in the pictures. Name the different animals and ask children to find each one and tell you one fact about it. Ask children to tell you the most interesting new fact they learned from the book.
- Ask simple comprehension questions, e.g. *What do koalas eat? (eucalyptus leaves)* *Does an echidna lay eggs? (Yes, it does.)* *What noise does a kookaburra make? (it laughs)*
- Go back to pages 2 and 3 and review the different landscapes. Ask children to name animals that live in each place, e.g. *desert – echidna, grassland – kangaroo.*
- Review the question, *Why do kangaroos only live in Australia?* Discuss the information on pages 16 to 20 and explain that the animals developed differently as the island was separated from other parts of the world. Show the world map again to support this. Ask *When did Australia become an island? (millions of years ago)*
- Ask children, *Would you like to go to Australia?* Find out what they would like to do and see there.
- Children could do more research about one of the animals in the book and produce an information poster about it. They can give key information about it and add photos or drawings.

Level 4 Why does fire come from a volcano?

Topic: Volcanoes

Key vocabulary: *ash, baking soda, cup, eruption, fire, (fizzy) water, lava, paint, rocks, shake, soap, vinegar, volcano, wave*

Key structures: *There are volcanoes in many different countries. Why is this? Sometimes very hot rocks fly from the volcano. You cannot go near lava. Sometimes the lava is slow. Can you see the ash on the car?*

Themes: geography, science, understanding the natural world

Word count: 417

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



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 fire come from a volcano?* See if they have any ideas in L1, then translate and discuss in English if possible.
- Turn to pages 2 and 3. Play the audio on *Peapod Pal CEFR 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 closely at the poster of the volcano and notice the different details. Discuss what children know about volcanoes and whether they have seen any films or photos of volcanic eruptions.

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 A1* and ask children to point to the words and repeat. Then play *Anagrams*. Write anagrams of each word, for example, *sha (ash)*, *rife (fire)* ... and challenge children to unscramble and rewrite each word correctly.
- After reading (page 23):** Help children to read the sentences, and then to decide if they are true (Yes) or false (no). They can look back through the book for support. Read the book aloud again or play the audio on *Peapod Pal CEFR 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 people on the lava from page 16). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [*Hello.*]

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

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

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

They are standing on lava. What colour is it? [*Black/ Grey.*]

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

Who is wearing something orange? [*The man.*]

What is the man doing? [*He's taking a photo/picture.*]

Do you think the black lava rocks are pretty? [*Child's own answer*]

Is there a volcano where you live? [*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 book and discuss what they have learned about volcanoes. For instance, did they know that volcanoes can be partly under the sea?
- Look at where the word *volcano* comes from. If children are interested, you could find more information about this story online.
- Link to science. Go through the comparison with fizzy water. Explain that there is a lot of force and energy in a volcanic eruption, and that is why they are dangerous.
- Find video clips online of volcanic eruptions and moving lava, to show children how powerful they can be and how quickly lava moves.
- Look at pages 14–15 and show how the ash has covered the city. Explain that active volcanoes are closely monitored all the time, so people can be warned before an eruption starts. This gives them time to leave and get to a safe place.
- Ask children if they are surprised that plants grow on lava. Explain that there are minerals and nutrients in lava just as there are in soil, but it can take a long time for things to start growing.
- Ask children if they have heard of *Krakatoa*. Discuss any other volcanic eruptions that are well known.
- If possible, do the final experiment with children, following the steps described. You could make a video of the results.

Level 4 Why is plastic bad?

Topic: Plastic, recycling

Key vocabulary: *plastic bottle, recycle, reduce, refuse, reuse, rubbish, shopping bag, straw, throw away*

Key structures: *Can I have some water, please? Where is your water bottle, Matt? After people use plastic things, they often throw them away. Always say no to plastic.*

Word count: 428

CEFR level: Lower A1

Cambridge English Qualification:
Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Ask the title question and discuss what children already know about why plastic is bad, using L1. Ask them to think about how often and why they use plastic in their daily lives.
- Turn to pages 2 and 3 and look at the characters and the items in the picture. Read the words or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Discuss where Dad and Matt are and what they are doing. Ask children what they notice about the picture, e.g. *Is there a lot of rubbish in the bin? What is Matt drinking with?*

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 A1* and ask children to point to the words and repeat. Then play *Describe it!* Give a description of each word without saying it, and then ask children to say the correct word.
- **After reading (page 23):** Help children to read the sentences. They look at the picture and decide whether each one is true (yes) or false (no). You can read the story again or play the audio on *Peapod Pal CEFR A1* for them 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 fish and plastic in the sea from page 10). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.

Audioscript

Hello. [Hello.]

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

How many fish can you see? [Three.]

What colours are they? [Orange, green and purple]

Can you see a plastic shopping bag? [Yes.]

What colour is it? [Green.]

Can you see a lot of plastic in the sea? [Yes.]

Would you like to swim in this sea? [Child's own answer]

Do you recycle your plastic? [Child's own answer]
Thank you. Goodbye. [Goodbye.]

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

- Ask the title question to the children again, *Why is plastic bad?* Encourage children to close their books and give as many reasons as they can, then look back through the pages to check their ideas.
- Turn to pages 6 and 7 and look at the different plastic objects. Ask children to think about how many of these items they use every day. Ask why they think plastic is used for so many things. Discuss ideas in L1 (e.g. *it is light, it is cheap, it is strong, it can be made into many shapes and colours*).
- Look at the pictures of plastic rubbish on pages 8–9. Ask children if they have seen plastic rubbish in places such as beaches, rivers and parks. What should people do with it instead?
- Show page 10 and discuss how long plastic lasts for. Ask children to think about the fact that if Matt buys a bottle of water, uses it once, then throws it away, it will be in the ground for many years. Ask *What is it better to do?* (Keep a reusable water bottle).
- Recap the different things we can all do to cut down on plastic waste: *refuse, reduce, reuse and recycle*. Ask children to try to describe each action in their own words. Look at each of the scenes from pages 12–19 and talk about what the people are doing, e.g. *choosing a simpler skateboard, using an old football*. Discuss how we can all make small changes to help the environment.
- You could ask children to keep a plastic diary for a week. How many times could they refuse, reduce, reuse or recycle plastic?
- If you have the resources, you can let children make toys or musical instruments using clean recycled plastic. Encourage them to be creative in how they reuse the different pieces.

Level 4 You can't have a picnic at night!

Topic: A picnic

Key vocabulary: *lights, moon, picnic, pineapple, rug, salad, sandwiches, stars, wait, watermelon*

Key structures: *Ivy was happy. Ivy and Mack went shopping with Dad. Where are the car keys? Quick, Mum! Please bring your keys! Mina is waiting for us. I hate waiting. I'm waiting, too! I can fix it.*

Word count: 463 words

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers

Before reading

- Look at the cover. Read the title of the book and look at the picture together. Discuss, in L1, what Ivy and Mack are doing. What kinds of food are they packing into the bag? Encourage the children to name as many items as they can in English, e.g. *apples, grapes, chocolate, cheese*.
- Turn to pages 2 and 3. Ask children to look at the picture. Read the words aloud or play the audio on *Peapod Pal CEFR A1* for children to listen, point and repeat.
- Encourage the children to name other items from the picture in English, e.g. *tree, apples, wall, bag*. Ask what time of day it is (*night-time*).
- If children have read other books in the *Ivy and Mack* series ask them who they think drew this picture, Ivy or Mack, and why?
- Ask the children if they ever go out at night. What do they do?

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 A1* for the children to listen and repeat the words. Ask the children to look at the page for a few moments and then close their books. Play a chain game. Start by saying, *I'm going on a picnic, I'm taking a pineapple*. The next child repeats your sentence and adds another item to take on the picnic, for example, *I'm going on a picnic, I'm taking a pineapple and a sandwich*. Continue, making the chain as long as possible.
- 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 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 (Ivy in the supermarket from page 6). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the Starters exam.



Audioscript

Hello. [*Hello.*]

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

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

Is she in the house? [*No, she isn't.*]

Is she in a shop? [*Yes, she is.*]

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

What has she got? [*A watermelon.*]

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

What's your favourite picnic food? [*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, e.g. *Why was Ivy happy? Where do Ivy and Mack go with Dad? What do they buy?* Encourage children to answer in English.
- Ask the children if they can remember all the types of food that Ivy and Mack bought for the picnic. They can look back at pages 6 and 10 to check.
- Discuss Ivy's feelings throughout the story. *How does Ivy feel at the beginning of the story? What goes wrong? How does she feel when no one can come to the picnic? How does she feel when she has her idea? Is it a good idea?*
- Ask the children to imagine they are going to have a picnic and to make a list of all the food they would like to pack. If possible, you could have a small picnic.

Level 4 Zoe and Tomato

Topic: A new sibling

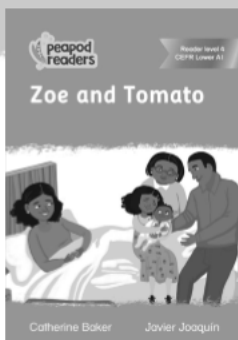
Key vocabulary: *baby, choose, hospital, hug, name, poppy, sister, tomato, tummy*

Key structures: Past simple, *was/were, Zoe sat down between Mum and Dad. A new baby is coming! You can choose a name for the new baby. After many weeks, Mum's tummy was bigger. A poppy is a pretty, red flower.*

Word count: 381

CEFR level: Lower A1

Cambridge English Qualification: Starters/Movers



Before reading

- Look at the front cover and discuss what children can see. Ask where the characters are and what is happening. Check understanding of *tomato*, ask *Can you see a tomato here?* (No).
- Turn to pages 2 and 3 and look at the setting and the characters. Read the names or play the audio on *Peapod Pal CEFR A1* for children to point to and repeat. Give children time to look at the picture and think about where the characters are and why.

After reading

- Picture dictionary (page 22):** Give children a few minutes to look at the words. Play the audio on *Peapod Pal CEFR A1* and ask children to point to the words and repeat. Then play *Find it*. Say each word and ask children to look back through the story to find where it appears.
- 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 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 (Zoe hugging the baby from page 19). Play the audio on *Peapod Pal CEFR A1* or read the script aloud. Allow time after each phrase for the child to respond as they would in the 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 girl? [Yes.]

What colour is her dress? [It's orange and blue.]

Is she hugging her dad? [No, she isn't.]

Is she hugging a baby? [Yes, she is.]

Does she look happy or sad? [Happy.]

Do you have a baby brother or sister? [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 and talk about the story. Ask children what Zoe and her family like doing at the beginning of the story. Ask why Zoe isn't happy when she hears about the new baby (*She likes her life as it is and doesn't want it to change*).
- If children have experience of having a new sibling, ask them what things changed when the baby arrived. If not, can they imagine the kinds of changes Zoe and her family will face? Are these positive or negative changes, or a combination of the two?
- Recap what Zoe's mum says Zoe can do, to make her happy again (page 9). Ask children if they were allowed to choose a name for their brother or sister, what would they choose?
- Ask *Why does Zoe choose the name 'Tomato'?* (*She doesn't like tomatoes or the baby*).
- Go through what happens when Grandma and Zoe hear that the baby is born. *How does Grandma feel? How does Zoe feel? Where do they go?* Discuss how Zoe feels when she first sees the baby and why she thinks *Tomato* is a good name (*The baby is small and red*).
- Look at pages 18–19. Why does Zoe change her mind about the baby? Can children understand why this happens? Show how Zoe is now pleased to be a big sister and she loves her new sister as soon as she holds her.
- Discuss why she chooses a different name for the baby and why it is suitable (*it is pretty, but it is also small and red, like the baby!*).
- You could ask children to look for photos of themselves or their siblings when they were newborn babies. Can they describe what they looked like?



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