



Kidnapped!

Author **Gérard Moncomble** / Illustrations **Frédéric Pillot** / 32 pages / Book Series **Coco the Cat**

Objectives

- To enjoy and understand the main plot as well as the sub-plot of the story.
- To be able to understand and relate to the personalities of the characters by observing the context of the dialogue.
- To be able to write short sentences and simple conversation exchanges to demonstrate understanding of the story.

Word bank

Key vocabulary

Nouns: cage, vases, brochure, paradise, bath, television channel, park, play room

Verbs: stop, cut off, pick up, carry

Adjectives: naughty, fat

Key structures

Everyone come to my house!

There's just one problem.

Expressions

She did her business everywhere... You'll love it!

This is perfect! This has gone too far.

Tips and ideas

Before reading

Picture story predictions: Show the class the picture on page 2. Encourage the students to describe the picture. Then, ask them to predict what happens next. After a few minutes of discussion, show the class the picture on page 4 and continue in the same way.

Do the same with the pictures on page 6 and 7. Now ask students to tell the story so far. Divide the students into groups and have each group write what has happened in the story so far and to write what might happen next and how they think the story will end.

During reading

A-Z Brainstorm: Divide the class into small groups. Each group writes out the alphabet in a column down the left margin.

The groups task is to find a word in the story that starts with each letter of the alphabet. They write the word beside the letter. Set a time limit. The group who finds the most words wins.

After reading

Questionnaire: In groups, students write some sentences to elicit a review of the book. Give some examples on the blackboard such as:

I think the book was excellent.

I think the book was very bad.

I loved the ending.

A better ending would be...

I want to read another book about Coco.

My favourite activities were...

When students have some sentences, show them how to put them on a graph. Each group should join with another group to fill out the questionnaire. Results can be written up and put on a poster. For example:

10 students thought the book was excellent. 7 students thought the book was good. 5 students liked the ending. 13 students loved the ending.

Teacher support activities

Great games: "Spelling Bee"

- Write out a list of vocabulary words from the story.
- Divide the class into two teams. Explain what a spelling bee is and give some simple rules.
- The teacher (or you can choose a student) reads the first word and then uses this word in a sentence.
- A player from one team stands up. She or he says the word out loud, then spells it and then says the word again. If the word is spelled correctly then that player stays in the game.
- A new word is read out and a player from the opposite team stands up to spell it. If the player spells the word wrong, the player is eliminated from the game.
- The teacher gives the correct spelling of the word. The next word on the list is read out to a member from the opposite team.
- This game can be played collaboratively by allowing the whole team to discuss the spelling of the word before the player spells it.

Allow 30 seconds time limit to discuss the spelling. The words on the list should become progressively more difficult.

CLIL link: Animal rights

Write the topic "Animal rights" on the board and elicit a definition from the students. Have them check the answer by looking the words up in dictionary or doing an on-line search.

Give each group a situation that they have to discuss in the group. They should be ready to present their opinion to the class. Set a time limit for discussion time.

Situation 1: A family is going on a holiday. They have a dog. The hotel they are staying in doesn't allow dogs. What should they do?

Situation 2: You are in a park and you see someone hitting a dog. What should be done?

Situation 3: Your next door neighbour is a very old man. He has a cat. He can't look after the cat very well and he forgets to feed the cat. What can you do?

Situation 4: You are a new owner of a pet. What should you do?

English theatre: "A dangerous call"

Dad: Where is Betsy's phone number?

Mum: Here, let me call her.

Susan: Oh dear, Coco. I think we're in trouble.

Dad: 6778 943 567 321 123.

(sound of phone ringing)

Betsy: Hello. Betsy's Cat home. How can I help you?

Mum: Betsy, the cats are at our house. They are having a very big party.

Betsy: Oh, how nice. Lovely. Are you enjoying it?

Mum: No, no, no! I mean- you have to come and pick them up.

Betsy: All right. I'll come in an hour. I'm having a bath at the moment.

Mum: Thank you.

Dad: *(looking around)* I'm exhausted. I need a holiday!