



That Sofa's Mine!

Author **Gérard Moncombe** / 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 demonstrate understanding of a variety of words and expressions used throughout the story by using them in related activities.
- 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 conversations to demonstrate understanding of the story.
- To work on the competence of social skills and citizenship (patterns of behaviour that facilitate co-existence, relationships with others, cooperation and conflict resolution).

Word bank

Key vocabulary

Nouns: sofa, workmen, crumbs, bins, cushion, plate, blanket, jokes, mummies, claws, coats, living room, tree trunk, toy

Food related: crisps, peanuts, chocolate

Verbs: to share, to snuggle, to scratch, to ban, to announce, to watch, to jump, to visit, to spot, to try, to smell, to whisper

Adjectives: pink, pretty, bad, good.

Key structures

This is bad news!

I'll show them.

This is for you!

Where are you?

Expressions

Side by side.

My little friend.

Just like old times.

I'm off.

Like a star.

Tips and ideas

Before reading

- **One-Word Sentences.** Take several pictures containing one-word signs into the class with you. Ask the students to think about one-word sentences and signs that they know in English. Write them on the board. Identify the signs in the pictures that you have.

Make a wall display of these one-word sentences. Show the story "That Sofa's Mine!" to the students and tell them that Coco likes to use one-word sentences and that they should look out for them while they are reading. When they find one, they can add it to the wall display.

During reading

- **Hot Seat.** Divide the class into teams of three or four students. One student from each team has their back

to the board. A word from the story is put on the board and each team has to describe this word to the team member who can't see the board. This continues until the chosen team member knows what the word is. The first team to achieve this is the winner.

After every three words, change the students round so that different students are guessing the words.

After reading

- **Three Words.** Take three words from the word bank and write them on the board. Divide the students into pairs. Set a time limit in which each pair must produce a sentence containing the three words on the board. The students read the sentences out loud.

Teacher support activities

Great Games: "Noughts and crosses"

<i>Does...?</i>	<i>Is...?</i>	<i>Do...?</i>
<i>Was...?</i>	<i>Did...?</i>	<i>Has...?</i>
<i>Were...?</i>	<i>Are...?</i>	<i>Have...?</i>

- Draw a grid with nine squares on the board.
- Divide the class into two equal teams. One team is Team "O" and the other team is Team "X".
- Team "O" chooses a square (for example, "*Does...?*") and makes a question using that word, for example, "Does Coco like biscuits?"
- If the question is correct, then erase "*Does...?*" and write "O".
- If it is incorrect, Team "X" has a chance to correct the question.
- If they succeed in correcting the question, they win this square and the teacher writes an "X" in it.
- The first team to get a straight line of three "O"s or three "X"s in any direction wins the game.

CLIL link: Physical Education

Coco the Cat in the Middle

- This works best in groups of three, but you can have more students in each group if you want.
 - Every group needs a ball (tennis ball, basketball or similar).
 - Choose one person to be 'Coco the Cat'.
 - The other players throw and catch the ball, while Coco tries to intercept it.
- If Coco catches the ball, then the player who did not catch it becomes the next 'Coco the Cat'.
 - If your group is big enough, you could have more than one Coco, and you could even have more than one ball.

English theatre: "My Kingdom for a New Sofa"

(Susan, Mum and Dad are at a furniture store, buying a new sofa.)

Salesman: Good morning! How can I help you today?

Mum: We need a new sofa.

Salesman: This is a perfect place to find a new sofa. What colour do you want?

Dad: Blue

Mum: No, no, not blue!

Dad: Red

Mum: No, no, not red!

Salesman: Okay, not blue and not red. Do you like orange?

Dad: No, no, not orange!

Salesman: What about yellow?

Susan: No, no, not yellow!

Salesman: I have a beautiful green sofa.

Dad, Mum and Susan: No, no, not green!

Susan: I know. I want a pink sofa!

Dad and Mum: Yes, okay, a pink sofa. Pink is perfect.