



The Great Biscuit Theft

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 **teach key vocabulary** related to holidays.
- 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 demonstrate understanding of the story by **writing simple conversations**.
- To be able to **write a short communicative message** such as a postcard or email.

Word bank

Key vocabulary

Nouns: siren, biscuit bowl, cupboard, noise, thief, kennel, owl, mice, detective, clue, kitchen, bins, supermarket.

Food related: biscuits, vegetables, bacon, fish, cheese, fruit, cake.

Verbs: to scream, to sleep, to prefer, to stroke, to find, to steal.

Adjectives: rotten, stinky, spooky.

Adverbs: furious, tired, cruel.

Key structures

I'm so hungry.

Wake up everyone!

Everybody knows that!

Expressions

Midnight munchies

Calm me down.

I'm tired.

Big dumb brute.

The trap is set.

It's time to wait.

Tips and ideas

Before reading

- **Sentence Starters Activity.** Write two sentence starters on the board, such as "This morning..." or "I have a friend who..." Ask for suggestions to complete the sentences and write these on the board.

Ask each student to think of a sentence starter of their own. They should write it at the top of a piece of paper, underline it, and complete the sentence in a way that is true for them. When everyone has done this, students read out a sentence starter (not the whole sentence) and the teacher writes this on the board.

Ask students to display their sentences on the walls or on their desks. Allow 20 minutes for students to complete as many of the starters with their own original completions as possible. Each new sentence should be added to the sheet with that sentence starter at the top.

During reading

- **Group Questions.** Write a series of questions about the story. For example, "What colour are Dad's shorts?"

Divide the students into groups and ask them to answer the questions as a group. Encourage discussion. Now write some new questions. These questions should encourage the student to look at the book in a different way. Include open questions to encourage the students to compare their own responses. Write questions that examine the moral dilemmas faced by the characters. For example, "Is Dad really a thief?"

After reading

- **Dictation.** Read a passage from the book and have students write while you dictate. After that, they can look at the passage in the book and correct it.

Teacher support activities

Great Games: "Concentration and Memory"

- Divide the class into groups of four. Each group chooses five words from the book.
- Give each group 10 "cards" of paper (a quarter of an A4 sheet can be one card). The group then writes one word on each card. They look up the meaning and write a definition on another card.
- When the cards are ready, two groups can join together to play "Concentration and Memory".

How to play

- The first player chooses a card and turns it over. This player then selects another card and turns it over. If the two cards are a matching pair, that is that the word matches the definition, the player is awarded with another turn. If the cards are not a match, they are turned back over and it is the next player's turn.
- The next player chooses their first card and turns it over. If it is a match for one of the cards the previous player turned over, then they try to remember where that matching card was and turn it over. If they are successful at making a match, they place the cards in their stack and choose another card. If the first card turned over was not a match for one previously turned over, the player selects another card in an attempt to make a pair. If they are unsuccessful in making a match, they flip the cards back over and play is passed to the next player.
- A player's turn is not over until they are unable to make a matching pair. The game continues in this way until all the cards are played. Once all the cards have been played, the player with the most matching pairs is the winner.

CLIL link: Science – Nutrition

Content concept: Vocabulary for food names, review of the food pyramid, comparing and contrasting tastes.

Materials: Copy of the food pyramid, pictures from magazines or flashcards of food, different types of cereals.

Procedure:

- Ask students what foods they like to eat. Review vocabulary of foods by looking at flashcards and pictures. Introduce vocabulary for different tastes, for example, bitter, sweet, sour and salty. Use pictures of food to help students understand each vocabulary word. You can also have students look in magazines for food that is bitter, sweet, sour and salty.
- Give students a copy of the food pyramid to complete with the pictures from the magazines. Teach vocabulary to include other adjectives which describe food such as creamy, crunchy, chewy, crispy, mushy and hard. Use pictures or realia to demonstrate each taste.
- Students carry out a blindfolded taste test of cereals. Make a graph to indicate the favorite cereals. Students can use the previously learned vocabulary to describe each kind of cereal. Students can also explore labels on the cereal boxes. How many calories does each type have? What is the percentage of sugar content? Help students distinguish the healthy cereals.

English theatre: "Waiting for the thief"

(Coco and Susan have set a trap and are waiting for the thief.)

Coco: Whiskers! It's spooky in the house at night!

Susan: I'm not afraid...

Coco: What's that pitter-patter sound?

Susan: I think it's the mice.

Coco: I see a shadow on the wall.

Susan: So do I. Look at the big nose.

Coco: Look, it has three huge fingers.

Susan: It's very, very big! Coco, I'm afraid.

Coco: Well, then, turn on the light!

(Susan turns on the light.)

Coco, Susan, Dad: Ahhhhhhhhh!

Coco: Look, Susan! It's not a monster.

Susan: Look, Coco! It's Dad!