



# Who's the Classiest Cat?

Author **G rard Moncombe** / Illustrations **Fr d ric 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 conversations to demonstrate understanding of the story.

## Word bank

### Key vocabulary

Nouns: supermarket, beauty contest, bowl, vitamins, disgusting, yoga, beauty parlour, perfume, thoroughbred, winner, crowd.

Verbs: to train, to work out, to brush, to shine, to win.

Adjectives: terrible, slim, fit, classy, pretty .

### Key structures

I think it's a \_\_\_\_\_ (terrible) idea.

I need \_\_\_\_\_ (some help).

We'll see who is the \_\_\_\_\_ (prettiest).

### Expressions

No way!

The crowd goes wild

And the winner is...

Back in a minute.

## Tips and ideas

### Before reading

- **Find the differences.** Make a black and white photocopy of page 5. Make some changes to the photocopy. For example: change the date on the poster to 12 June. Draw some whiskers on the cat picture on the poster.

Now make 10 photocopies of this picture and 10 photocopies of the original picture. Divide the class into groups of 3 or 4. Give each group one photocopy of the original page and one of the page with the changes. The students have to write down sentences that explain what has been changed. For example: In one picture the cat on the poster has whiskers. After 10 minutes, ask the groups to read out their sentences.

### During reading

- **Memorisation activity.** Write a passage from the story on the board. It is a good idea to focus on a specific sound (phoneme), for example /S/.

Here is an example: "You'll never guess what we saw at the supermarket, Coco," says Susan.

Have the students chorus this passage together at the same time and speed. Emphasise words that have the /S/ sound. Now erase 3 or 4 words but draw a line to show where the words were. It will look like this:

*"You'll never guess what we \_\_\_\_\_ at the \_\_\_\_\_, Coco," says \_\_\_\_\_.*

The class reads the passage again together, saying all the words, even those that have been erased.

### After reading

- **Help the Teacher Remember:** The teacher reads the story again but this time while reading "forgets" information. For example:

**Mum and...** *Oh I forget, what's her name?... (elicit name from class) S....S....Su- Oh yes, that's it!*

**Mum and Susan have been at the ...** *Oh dear... what is that place called where you can buy food?... Oh yes!*

**Supermarket! For more than an hour! Don't they know I'm ...** (teacher rubs stomach) **I'm ... HUNGRY!** Etc.

# Teacher support activities

## Great games: "Running words"

- Explain what a fashion show is to the students, how it works, what a commentator is and what a model is.
- Put the students into groups of 3 or 4 and tell them that they are going to put on a fashion show.
- On the board write, "\_\_\_\_\_ is wearing a red t-shirt and blue jeans. \_\_\_\_\_ is wearing brown boots, a blue shirt and black trousers."
- Ask the students to work with their group to write sentences about what they are wearing.
- Students put on a fashion show using the phrases that they have written. One student can be the commentator, while the others are the models.

Suggestions and variations: If possible put on some background music. Bring in some extra clothes that children can dress up in. Props such as sunglasses, caps can be worn as well.

## CLIL link: Physical Education

Coco does many actions typical of a cat. How can we do those same actions if we don't have four legs?

Make an easy circuit of exercises for students to perform. To add some fun, have them time each other as they do the exercises. You can use a chart like this.

Name	8 Jumping Jacks	3 Sit ups	Hop on one foot 10 times	5 Push ups	Touch your toes 10 times	Hop on the other foot 10 times	Total time
Juan	10 seconds	13 seconds	4 seconds	25 seconds	12 seconds	15 seconds	
Judith							
Sandra							
Guillermo							
Ana							
Luis							

## English theatre: "Ring, ring - I'm so sorry!"

**Interviewer:** Nice to meet you, Coco.

**Coco:** Nice to meet you too.

**Interviewer:** Are you happy about your prize?

**Coco:** Yes of course. It's purrrfect.

**Interviewer:** Tell us what it takes to be the best?

**Coco:** It's very hard work. Dad took me jogging and Mum did yoga with me.

**Interviewer:** What are you going to do now? Is Hollywood next?

**Coco:** I'm going to go home and enjoy my prize biscuits! Meow!