



Kidnapped!

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

Objectives

- To **enjoy listening to and understanding the main idea** of a story in English.
- To **consolidate and extend knowledge of both vocabulary and grammatical structures**, used throughout the story, by applying them to related activities.
- To **practise pronunciation and intonation skills** when acting out short conversations and repeating sentences with the CD.
- To be able to **write short sentences and simple conversations**, incorporating their own ideas and demonstrating understanding of the story.
- To **become aware of a pet owner's responsibilities** during holidays.
- To **become conscious of the existence of pets being abandoned** over the holiday season and suggest ideas related to solving this problem.

Word bank

Key vocabulary

Nouns: nap, cage, vase, a cat home, place, paradise, cushions, coats, baths.

Verbs: to wake up, to go away for the weekend, to do your business, to look after, to agree, to welcome, to pick up, to carry.

Adjectives: serious, naughty, far, full, funny.

Key structures

What is going on?

It'll be great!

You'll have a great time.

This has gone too far!

That's enough.

Tips and ideas

Before reading

- **Vocabulary hunt.** Write each word from the word bank on small pieces of card and hide them around the room. In groups or pairs, ask the students to hunt for the cards around the room, copy them onto a piece of paper, and take them back to their group to look them up in the dictionary if necessary. Some group members can be "runners", and others can remain seated using the dictionary. Each group tries to write a sentence containing as many of the words as possible. Groups can read them to the class, illustrate their work and display them as posters.
- **Encourage higher level thinking** by predicting what will happen in the story, based on the front cover and the vocabulary you have introduced.

During reading

- **Extend students' knowledge** of the key vocabulary and structures. Make an A-3 poster to display with a list of all the words by categories. Divide students into two groups. Each time a student uses one of the words or structures in a new context, the team gets a point.

After reading

- **Increase social competence** skills by finding out about charitable organisations in their area. There may be organisations which look after abandoned pets or train guide dogs for the blind.
- **Make a poster** to make people aware of the responsibilities of pet ownership.

Teacher support activities

Great Games: "What are we doing?"

- A list of all the verbs in the game should be written on the blackboard.
- Divide the students into 4 groups and sit them together so they can work cooperatively. Give each group a verb card taken from the word bank for this story. The group can look at the book or a dictionary if necessary. The group has five minutes to, firstly, suggest ideas for how to represent the character who does the action in the story and secondly, how to act out the verb.
- Group 1 starts. They say, "Who are we?" and do actions to represent their character. Group 2 has ten seconds to decide amongst themselves who the character is. If they don't know, Group 3 and later Group 4 can guess. The correct answer is worth one point.
- Group 1 continues and does the action. They say, "What are we doing?" Group 2 has ten seconds to decide on the verb that is being acted out and answer, "You are _____ing." If they are wrong, Group 3 and later Group 4 can guess. The correct answer is worth one point. This continues with Group 2 as the "actors" and Group 3 as the first group to guess.

CLIL LINK: Physical Education

Resources:

- Plastic hula hoops for each student who is a Coco.
- 5 small tennis balls.
- Whistle for Betsy.
- Timer.

Instructions:

- Betsy blows the whistle to start the game. Students begin spinning the hula hoops around their waists, without using their hands. When the hoop falls to the floor, they must crouch down like cats in a hula hoop cage. The last five students to maintain the hula hoop in motion are the Cocos.

- Betsy sets the timer for ten minutes. From their cages, the Cocos must throw the balls to the other cats to free them. If the other cats catch the ball, they are saved and can leave their hoop cage. They throw the ball back to one of the Cocos so that the Cocos can try to save the other cats.
- If a cat doesn't catch the ball, only the saved cats can retrieve it and throw it or give it back to one of the Cocos so they can try again.
- When the timer rings, the Cocos choose new Cocos from the cats who have been saved.

English theatre: "Welcome to the Cat House"

Divide the class into the two different characters: *Betsy* and *Coco*. Practise the script chorally. Elicit various ideas for intonation and gestures. Gradually make the groups smaller until the students feel confident enough to act out their characters in pairs. Students can change the script to include their own ideas about cat activities.

Betsy: Welcome to Betsy's Place!

Coco: Is that small cage for me?

Betsy: Yes, it is, but don't worry. At Betsy's Place we do many fun activities. The cage is only for sleeping in!

Coco: Fun activities? Can you give me some examples?

Betsy: Everyday, all the cats play in the cat park.

Coco: That sounds like fun!

Betsy: Every afternoon all the cats sit with me on the sofa and we watch CAT TV.

Coco: Wow! A channel just for cats!

Betsy: And once a week all cats have a bath and play in the water with cat toys.

Coco: Have a bath? This is NOT COOL! Cats hate water!

Betsy: Don't worry, Coco! You will have lots of fun with the other cats and with me!

Coco: Fun? This is NOT COOL! HeeeeIIIIppp!