



A Dog's Life!

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 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 demonstrate understanding of the story by writing simple conversations.

Word bank

Key vocabulary

Nouns: holiday, beach, crabs, sea urchins, sand, knitting box, sharks, whales, mussels, jellyfish, noise, puppy.

Verbs: to go, to think, to wait for, to hide, to trick, to cry, to blub, to lick, to skip, to scam, to chase.

Adjectives: nice, soft, dangerous, sad, happy, wet.

Key structures

Coco will be fine.

Come on, off we go!

Where am I?

Don't worry!

Let's have some food!

I need to do more exercise!

We love you!

Expressions

Not me! No way!

Time for a **catnap** for me.

Set him free.

So there you have it.

It's a dog's life!

Tips and ideas

Before reading

Splash style. Ask the students where they've been on holiday recently or in the past. Write these places on the board in a *Splash* style. (Splash the answers on the board at angles, not in a list, so that there is no logical order). Ask the students what they took on holiday and write these things too. Ask them who they go on holiday with and what they like to do when they're away. Again, write this information on the board using the *Splash* style. (The board should have words all over it, such as Alicante, fishing, France, the beach, swimming, etc.)

Now get the students to ask each other questions using the words on the board. For example: Do you like fishing? Have you ever been to Alicante? Etc. In pairs, students can write a list of five questions. They can then join with another pair to ask their questions and write answers.

During reading

Listen and Raise your Hand. Students listen to sentences read by you about the story. They raise their right hand if they think the sentence is true, their left hand if they think it is false and cross their hands if they are not sure.

Example: Mum's knitting box is nice and soft inside. (Students should raise their right hand.) Coco loves going to the beach. (Students should raise their left hand).

After reading

- **Plan specific higher level thinking questions:** How would you feel if you were...? What would do if you find a dog...? What similar experiences have you had?

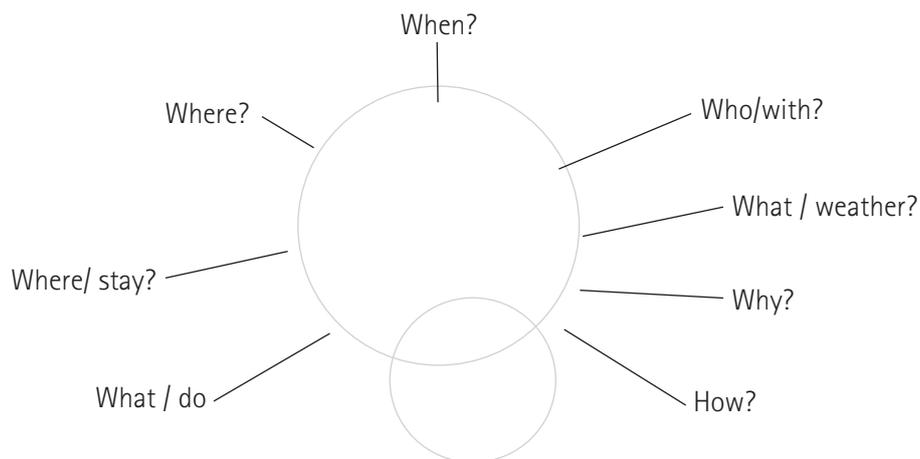
Teacher support activities

Great Games: "Crocodile"

- Divide the students into two groups. Get each group to stand in a line, facing each other, about 50 metres apart.
- Stand between the two lines. You are the crocodile, so put your arms out, one above the other with your palms facing each other, pretending that your arms are a crocodile's mouth.
- Clap your palms together and say, "I am a crocodile. I am a crocodile." The students have to ask, "Can I go to the beach?" The crocodile answers, "yes, you can" or "no, you can't."
- If the crocodile answers, "yes, you can," then the students have to try and run past your clapping arms to the opposite side, thereby exchanging sides with the other group, without being caught by the crocodile.
- When a student gets caught by the crocodile, he/she becomes a crocodile and has to help catch the other children. All the crocodiles use their arms to make crocodile mouths and say, "We are crocodiles! We are crocodiles!" The other students ask permission to go to the beach again and the game continues until there are only two children left. They are the winners.

Great Games: "Spidergram"

Write words around a spider. This should provide a skeleton for a question/answer exchange about holidays. Look at the example:



Students write information about their last holiday on the spidergram and then write sentences about their holiday.

CLIL link: Arts and crafts

Landscape / Seascape Collage

Materials: scissors, glue, magazines, newspapers, card, paper.

- Bring a stack of old magazines to the class.
- First, the students draw an outline of what they want to represent in their collage on a piece of card or paper, for example, a sunset on the sea.
- Then they cut or tear pictures from the magazines and glue them onto the card. It is a good idea to have one ready to show as an example.
- Talk about different landscapes and seascapes as well as the colours. Ask students to write a title for their collage.
- Display the collages with their titles on the desks. Ask the students to think of another title and write it on a different piece of paper.