



Hands Off my Cushion!

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 demonstrate understanding of a variety of words and expressions used throughout the story by using them in related activities.
- To be able to write short sentences and simple conversation exchanges to demonstrate understanding of the story.

Word bank

Key vocabulary

Nouns: cushion, washing machine, revenge, tulip, sofa, antiques, desk, monster, dragon, mess

Verbs: stink, wash, pull, shout, dance, trick, tickle, shake, race, sleep, roar, beep, attack, laugh, scream, lie, climb, jump, hang, chase, run, kiss, forgive, dream

Adjectives: warm, soft, old, lovely, hairy, lavender soap

Key structures

Susan has won.

What a mess!

Expressions

Your cushion stinks!

Not cool!

That's not fair.

Revenge will be mine.

Tips and ideas

Before reading

Students work in pairs. Write a letter on the board. For example: D. Students look for a word in the book that starts with that letter. They write a sentence using the word. Set a time limit of two minutes before going on to the next letter. Do this for as much as the alphabet as possible. Students then read out their words and sentences. It can be turned into a game by giving one point for each correct word, one point for an incorrectly written sentence and two points for a correctly written sentence.

During reading

Make it easy! Take difficult sentences from the story or sentences that have an ironic meaning and write them on the board in "simplified" English. Students then look for the more complex sentence in the story. For example:

Susan is shouting today. (Susan is in a bad mood today.)

I don't agree with that! (Not cool!)

Susan and I are fighting. (Susan pulls one way and I pull the other.)

Goodbye Susan! (Farewell Susan.)

A baby is touching me. (I'm being attacked by a baby!)

The bees think I'm a flower. (Do I look like a tulip?)

A big dog is chasing me. (A hairy dragon is going to eat me!)

After reading

So many versions: Ask your students to close their eyes while you read the first part ("Susan is nuts!") of the story to them. Explain that you will read the first part of the story and you want them to listen for any words that they can identify. Read the text twice while the students listen. Ask them to open their eyes and write down the words they identified. Students compare their lists of words with a partner. Read the text again and allow a few more minutes to add further words. Using these words as prompts the students work in pairs and write sentences to tell the story. Students read out their versions of the story. Continue this activity in the same way with all of the parts of the story. The retold stories can be handed in for correction and marking.

Teacher support activities

Great Games: Battleships

"Battleships" requires players to hide their ships on a grid where each square is numbered (A2, D6, etc.) Players take turns at naming a square and trying to "hit" the other player's ships.

Materials

Two "boards" (grids) for each player.

Vocabulary list

Instructions

Each student hides the five words from the vocabulary list on the grid. All the words must be written horizontally from left to right. Students play in pairs. They mustn't show each other their boards. Each student in turn names a square on his or her partner's grid. As each square is named, their partner says if the letter is on that square and, if it is, which letter. The students use their second grids to write down the number they get from their partner.

The winner is the first one to guess the other student's 5 words.

CLIL link: Health (PE)

Personal hygiene and routines

Tell students about your weekly routines that include things like watering the plants, washing your clothes, changing bed sheets, etc. You can use pictures or mime to elicit examples.

You can say things like: "On Saturdays I wash my clothes." "On Saturdays I do the laundry." "On Tuesdays I change the bed sheets."

You can also use sentences such as "I wash my clothes once a week." "I change my socks every day."

On the board write "I _____ every month." "I _____ every week." "I _____ every day."

Write a list of verbs that you want to review such as wash the windows, clean the kitchen, water the plants, make the bed.

Students copy the sentences and fill in the blanks with information about themselves. This activity can be done in 3rd person by writing "My father _____ every month." "My grandmother _____ every week."

English theatre: "Waiting for the thief"

Susan: Give me that cushion Coco. It stinks. I want to wash it.

Coco: What! What are you talking about? My cushion doesn't stink!

Susan: Yes, it does!

Coco: No, it doesn't!

Susan: Yes, it does.

Coco: No way! I like the way my cushion smells.

Susan: You're disgusting.

Coco: Who? Me? Hahaha! Maybe I am.

Susan: If you give me your cushion, I'll give you some nice biscuits.

Coco: Let me think. Ummm ummm. Ok. You're right Susan. My cushion stinks! You can wash it and I can have some biscuits.

Susan: Thank you Coco. Thank you for your cooperation.

Coco: Thank you Susan. Thank you for the biscuits!