MANUAL

INTRODUCTION

1. Make a copy of the text and exercises for all pupils.
2. Make a copy of the *Words to help you* if you think this is necessary. You can find them on the last page of this manual.
3. Make a copy of the Step-by-Step Reading Guide for all pupils.

Reading strategy: predicting
Key Visual: text chart
Language: writing

Method:
To give the pupils the opportunity to talk about the text and the exercises, it is best to let them work in pairs or threes.

You can use the following clip to expand upon the information from the text:
https://www.youtube.com/watch?v=g6wZ-OLVaIU
(2:02)
It is best to show this video *after* the pupils have read the text.

1. ACTIVATE YOUR BACKGROUND KNOWLEDGE

1. Do **not** hand out the text yet, but read the introduction and first question together with the pupils. On a separate piece of paper the pupils make a word web around *Grumpy Cat*, in order to activate their prior knowledge about this subject.
2. Open the text on the interactive whiteboard by using this button:

   Open the title, the picture and the headings. *Model* how you would use the reading strategy *predict* by thinking aloud. If you like you can use the following frame:

   'I read … [the title, the headings]
   I see … [in the picture(s), in the figure, by the font]
   I know that … [because I saw that on television last week, I experienced that myself]
   So I think that ….'

Let the pupils look at the headings and let them try to predict what this piece of text will be about. They write this down in the second column of the table.

3. Now, the pupils read the text in small groups. While reading, they underline the words they don't know and try to understand what these words mean. Stimulate the pupils to use the dictionary/Words to help you as little as possible.
4. After reading, the pupils check their prediction in the second column and write down their conclusion in the third.
5. Finally, the pupils complete their word web with new information they learnt from the text. They use a different coloured pencil, so that they (you) can see the difference between 'old' and 'new' knowledge.

2. MAKE A TEXT CHART

Read the explanation, together with the pupils. The pupils use the information from the text to complete the text chart.

3. ANSWER THE QUESTIONS

The pupils answer the questions about the text in pairs or threes. Encourage them to discuss their answers!
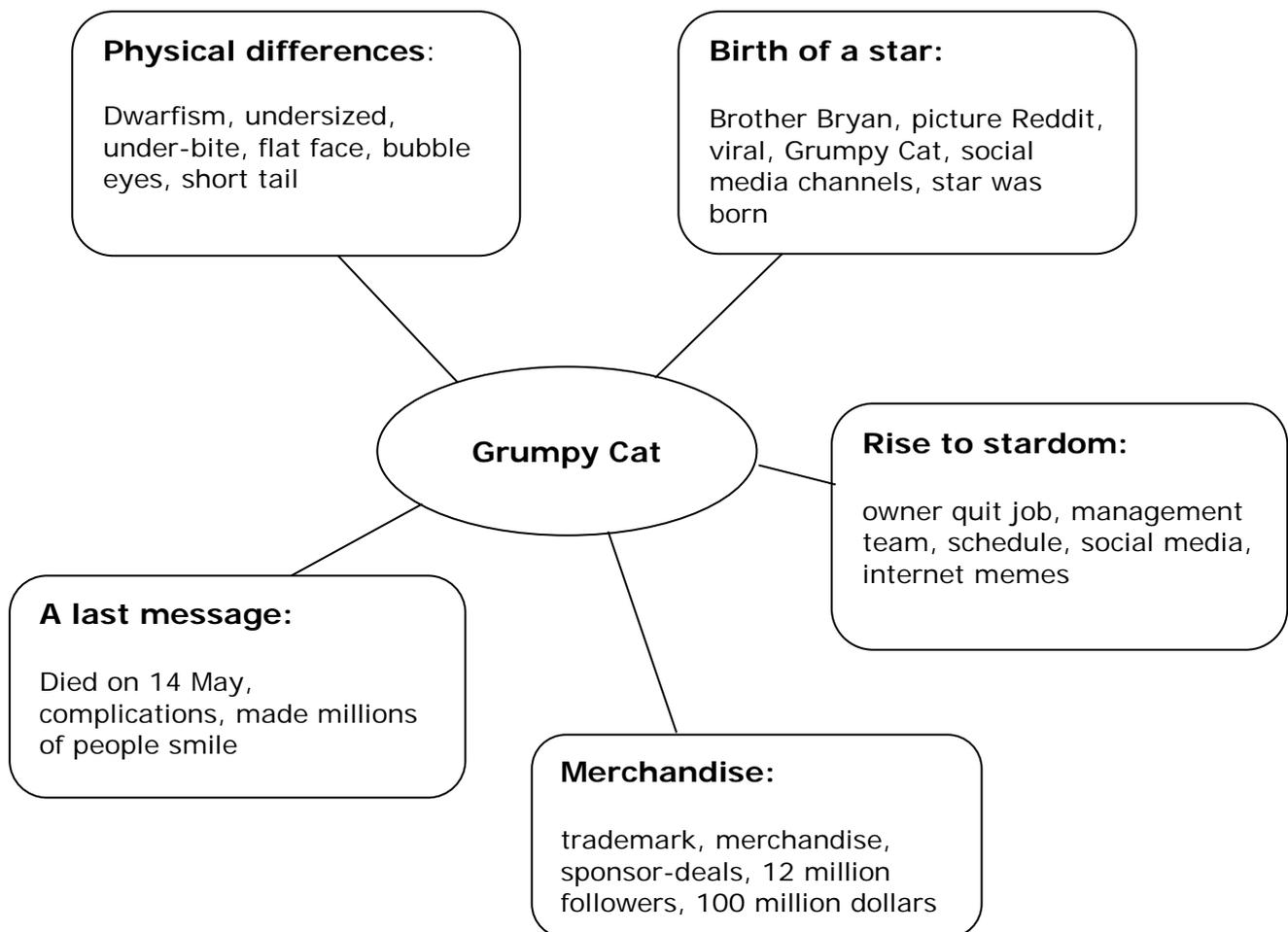You can find the correct answers on page 2 of this manual.

4. WRITE A HUMOROUS MEME

In this exercise, the pupils write a last humorous meme for Grumpy Cat in pairs or threes. You can ask some pupils to read their memes out loud.

ANSWERS

2. TEXT CHART

Possible answers:

Physical differences:

Dwarfism, undersized, under-bite, flat face, bubble eyes, short tail

Birth of a star:

Brother Bryan, picture Reddit, viral, Grumpy Cat, social media channels, star was born

Grumpy Cat

Rise to stardom:

owner quit job, management team, schedule, social media, internet memes

A last message:

Died on 14 May, complications, made millions of people smile

Merchandise:

trademark, merchandise, sponsor-deals, 12 million followers, 100 million dollars

3. ANSWER THE QUESTIONS

1. grumpy means: easily annoyed and complaining. The cat had a sour looking face because of her downturned mouth (or under-bite).
2. The under-bite, the flat face, and the bubble eyes are clear on the photo.
3. A turning point was in September 2012, when the brother of the cat's owner posted a picture on a website that went viral.
4. Tabatha, cat's owner: schedule; Bryan, Tabatha's brother: social media and website manager; Ben Lashes, internet meme manager.
5. a) false; b) true; c) false; d) true; e) false

WORDS TO HELP YOU

to grin (line 4) = to smile a wide smile

the dwarfism (line 14) = a condition that causes a person to be smaller than the usual size

fateful (line 21) = having an important and usually negative effect on the future

the trademark (line 55) = a name or symbol on a product that shows it was made by a particular company, and that it cannot be used by other companies without permission

to speculate (line 70) = to guess possible answers to a question when you do not have enough information to be certain

the complication (line 74) = an extra medical problem that makes it more difficult to treat an existing illness