

## MANUAL

## INTRODUCTION

Make a copy of the text and exercises for all the pupils.

**Reading strategy:** predicting

**Key visual:** Fill in a passport

**Language:** Send condolences (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.

### 1. MAKE A PREDICTION

Do not hand out the text yet, but explain how you make a prediction. Explain that activating your background knowledge is very useful every time you read a text, not only in the English lessons.

In the first exercise, the pupils start making predictions about the text, based on the title, headings and pictures. Open the text on the interactive whiteboard by using the relevant button on the *Newswise* website. Click on the blurred sections to open the title, headings and pictures separately.



*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, because that happened to me]

So I think that ...'

Let the pupils predict what the text is about by using these items. Let them also think about what they already know about the subject. They write those things down in the word web.

### 2. WORDS TO HELP YOU

Hand out the text and read it aloud first (or use the Readspeaker function on the website). The pupils read along with you. After that, you can either let every pupil in the class read some sentences out loud, or the pupils read the text in pairs. While reading, the pupils use the 'Words to help you'. They underline the words from the 'Words to help you' in the text. If they come across other difficult words, they underline those words too and they can use a dictionary to translate them. Let the pupils learn the words for homework.

### 3. ANSWER THE QUESTIONS

The pupils answer the questions about the text in pairs or threes (orally). Ask them to write down some key words, to remember their answers. Discuss the answers in class. The pupils might give the following answers:

1. **Who** died recently? – Grumpy Cat (or Tardar Sauce)
2. **What** was so special about her? – She was small, her jaw stuck out and she had a flat face with big eyes. This made her always look grumpy.
3. **How** did she get famous? – In September 2012, her family posted a picture of her on the internet. This picture went viral.
4. **Who** were her managers? – Tabatha, Bryan and Ben Lashes
5. **How** much money did she earn? – about \$100 million

## 4. FILL IN A PASSPORT

The pupils complete the passport of Grumpy Cat. You can find a completed passport on page 3 of this manual.

## 5. SEND YOUR CONDOLENCES TO @REALGRUMPYCAT

Discuss the key sentences to send someone your condolences. After that, the pupils send their condolences to the Grumpy Cat management via Twitter, Facebook or Instagram.

## 6. WATCH THE CLIP

At the end of the lesson, watch the following clip with the pupils to show them some images of Grumpy Cat:

<https://www.youtube.com/watch?v=3xlZelmPs4Y> (0:39)

**ANSWERS****4** FILL IN A PASSPORT**PASSPORT**

Name: **Tardar Sauce**

Also known as (nickname): **Grumpy Cat**

Date of birth: **April 2012**

Place of birth: **Arizona, USA**

Kind of animal: **cat**

Looks: **small, jaw sticks out, flat face, big eyes**

Owner: **Tabatha**

Management team: **Tabatha (diary), Bryan (website, Facebook, YouTube, Twitter), Ben Lashes (internet memes)**

First time seen on the internet: **September 2012**

Date of death: **May 2019**

