
CATS, CATS, CATS

‘LET THE CAT OUT OF THE BAG’

Based on the story My Cat likes to hide in boxes by E. Sutton and L. Dodd.

Type of module	Story-time
Level	A1-
Target group	10-13-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

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A teljes programcsomag elérhető: www.educatio.hu címen.

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FOCI OF SKILLS-DEVELOPMENT

Communicative language skills

- Understanding a story
- Retelling a story
- Creative writing
- Drama techniques
- Presenting work carried out by the learners

General, educational skills

- Cooperation
- Discussing moral issues
- Carrying out self- and peer-evaluation
- Confidence building

EVALUATION

Formative and summative evaluation: Learners self-evaluate their progress on achievements sheets (see 5.5 Achievement Sheet). Learners evaluate their own and peers' work (story versions, story ending, illustrations, new poem). Leacher and learners evaluate work carried out (story versions, story ending, illustrations, new poem)

SUGGESTIONS

The teacher's role during the lessons is that of a storyteller, organizer and facilitator. S/he should learn the story by heart in order to be able to act it out in front of the class in an enjoyable way. S/he should attempt to improve her storytelling techniques, such as body language to make her story effective. Her responsibility is to keep the learners motivated and ensure preserving their natural interest in stories, songs and rhymes. Through authentic children's literature (stories, songs, poems, children's games and rhymes) the teacher can provide a home-like situation when language acquisition takes place in a meaningful and interesting context. The communication in the classroom between the three parties of the teacher, the learners and the story is real, creative, thought-provoking and natural. English is used as the means of communication. In the story-sharing sessions the learners can develop in a holistic way: cognitively, emotionally, linguistically, psychologically, socially and physically. When working with a story learners are in a magical world where their imagination is fully employed. The learners' language skills and competences are improved, their vocabulary, language awareness, general and cultural knowledge, their personal abilities are developed while having fun. Enjoying stories and poems at school is an ideal step towards the final goal, i.e. supporting learners in their becoming future readers.

BACK UP SYSTEMS

Wright, A. 1995. *Storytelling with Children*. Oxford: OUP
Wright, A. 1997. *Creating stories with Children*. Oxford: OUP
Eve Sutton and Lynley Dodd: *My cat likes to hide in boxes*, Penguin Group, Puffin books, 1978,
Ács Nagy Mária- Hudák Ilona- April Retter: *Rainbow Szivárvány*, Angol nyelvkönyv Szakosított tantervű általános iskola 5., 1988., p. 157

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Playing a guessing game Active listening Meaning-making Sequencing pictures to make a story Retelling a story Discussing opinions	Playing a guessing game and Bingo Listening to a story about a little white cat Retelling the story Discussing the moral of the story	Short dialogues from the story Simple questions: Is it ...?, Has s/he ...?	1.3 Story board, chalk ball exercise-books 1.3 Word cards props (e.g. hat, bag, puppets) 1.4 Pictures
2	Drama skills Reconstructing a dialogue Retelling the story Dictionary skills Autonomous learning Cooperation	Roleplaying dialogues Recalling and retelling the story Rewriting the end of the story Story sharing	Short dialogues between the cat and the witches The story of the Little White Cat	2.1 Witches and cats cards 'magic' bag 2.2 Pictures 2.3 Cut up Story in envelopes mono-lingual dictionaries exercise-books board and chalk 1.4 Pictures
3	Miming Narrating a story Building self-esteem Reading out loud Cooperation Research skills Creative writing	Miming and retelling a story Sharing homework with each other Rewriting the story in different genres Solving a quiz	Text of the story Quiz questions Rhymes Riddles	Homework assignments (from previous lesson) Blu-Tack Simple props such as scarves, a bag, a black cardigan etc. Paper and pen 3.3 Rhyme 3.3 Riddle 3.3 Quiz

LESSON	FOCI OF SKILL DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	Playing a guessing game Identifying and naming objects Pronouncing new words accurately Identifying the written form of new words Creative writing Cooperation Confidence building	Miming characteristic features of cats Hiding and searching for objects to practise prepositional phrases Reading a poem about cats Writing a similar poem with the help of rhyming words	Prepositional phrases Vocabulary of pieces of furniture, other objects that can be found in our home Characteristic features of cats	4.2 Word cards A toy cat 4.3 Worksheet 4.3 Poem 4.4 Instruction Cards Small sheets for drawing 4.5 Wordlist Sheets to write the poems on
5	Presenting work in groups Interpreting a chart Reading out aloud Retelling a story Shared reading Evaluating own achievement	Presenting poems and their illustrations from previous lesson Filling in a chart with pieces of information about some countries Reading a poem about 'My cat ...' Retelling the poem	Vocabulary of countries and the symbols of the countries Simple sentences characterising the cats from the poem Simple structures to describe cats	Map of the world 5.2 Flags 5.2 Word cards 5.2 Pictures 5.2 Symbols 5.3 Phrases 5.4 Story-book 5.5 Achievement Sheet

PROCEDURE

LESSON 1: THE LITTLE WHITE CAT

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to develop listening skills by listening to the teacher’s storytelling■ to develop speaking skills by predicting, guessing, joining in storytelling■ to support learners’ moral development
MATERIALS AND RESOURCES	1.3 Story, 1.3 Wordcards, 1.4 Pictures, board, chalk, exercise-book, props (e.g.: hat, bag, puppets)
STAGE 1	Lead-in to the topic – Guessing the cat
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Interacting Playing a guessing game Predicting details of a story Writing notes of predicted details
ORGANISATION	Whole class
AIDS AND MATERIALS	Board, chalk, ball

TEACHER’S ACTIVITIES

1. The teacher informs learners that s/he is going to tell them a story. The teacher asks the learners to guess the main character. They play the traditional children’s game: 20 questions. The teacher tells them that they have 20 chances to ask questions and s/he is going to answer with ‘yes’ or ‘no’. The teacher may give hints to ensure that they arrive at the correct solution. The teacher can throw a ball to elicit questions from the learners.

E.g.:

Is it a boy? – No, it is not.

Is it an animal? – Yes, it is.

Is it big? – No, it isn’t.

Has it got four legs? – Yes, it has. Etc.

LEARNERS’ ACTIVITIES

1. The learners follow the teacher’s instructions and play the guessing game. They think of possible characters based on their previous experiences of stories. The learners can ask a maximum of 20 questions in order to guess the main character of the teacher’s story. Finally they guess that the story is about a cat.

2. The teacher asks the whole class to predict the details of the story orally (other characters, places, objects, colours, numbers...). It is very important to note that during brainstorming the teacher should elicit as many ideas as possible without rejecting any of them.
E.g. *number 3, a witch, a little girl, a castle, black, brothers, milk, a dog, a forest...*
The teacher encourages the learners to write or draw their ideas on the board.
2. The learners frontally brainstorm details, keywords, phrases or short sentences they think will occur in the story and write or draw their ideas on the board.

STAGE 2	Pre-listening task – Bingo game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding simple instructions Discussing ideas Selecting words
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	Board, exercise-book

TEACHER'S ACTIVITIES

The teacher asks the learners to work in pairs. The learners are free to choose their partners. The pairs select 5 words or phrases from the previously collected list on the board (Stage 1) and write them down in their exercise-books. The teacher says that they are going to play 'Bingo' with the chosen words. S/he asks learners to tick the words they can hear. S/he reads out the words in a random order. S/he can tick the words on the board to make sure all the words are called.

LEARNERS' ACTIVITIES

Learners form pairs. They discuss and select 5 items from the list and write them down in their exercise-books. They play the game and tick the words they hear. The winner is the pair who calls out 'Bingo' first.

STAGE 3	While-listening tasks – Story-time
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Active listening Meaning-making Following a story Repeating phrases
ORGANISATION	Whole class, group work, pair work
AIDS AND MATERIALS	1.3 Story, 1.3 Wordcards, board, props (e.g.: hat, bag, puppets)

TEACHER'S ACTIVITIES

1. The teacher acts as a storyteller, s/he introduces 1.3 Story using non-verbal elements (body language, gestures, intonation, tone, pitch of voice, etc.). The teacher should learn the story by heart in order to be able to act it out in an enjoyable and expressive way to support the learners' understanding. S/he reminds the learners to listen carefully and note if they can hear any of the 5 words they played Bingo with in the previous stage (Stage 2).
2. The teacher makes three groups: *witches, cats and chimney sweeps*. The teacher gives each group one of 1.3 Wordcards with 3 frequently occurring words taken from the story which are the following:
 - card 1: *little, witch, black*
 - card 2: *white, walks, yes*
 - card 3: *cat, have/has, no*

The teacher tells the groups to stand up whenever they hear any of their words mentioned while s/he is telling story. The teacher tells the groups that they all have different words and they should try and identify the other two groups' words as well. S/he tells the story. At the end s/he asks the 3 groups to guess the other groups' words.

3. The teacher starts telling the story again. This time s/he encourages the learners to join in the storytelling with simple words, chunks, repeated phrases, noises and actions.

LEARNERS' ACTIVITIES

1. The learners follow the teacher's storytelling. Meanwhile they remember the 5 words on their list and listen to find out if they encounter them in the story. They report their findings at the end of the storytelling.
2. The learners work in three groups. Each group gets one of 1.3 Wordcards with words on it from the teacher. They read and memorise their own three words. The whole group should stand up when they hear the words on their cards. This is a challenging task, since these words occur in the story many times, so the learners should listen really carefully to do it properly. At the end of the activity the learners guess the other two groups' words.

3. The learners join in the storytelling.

STAGE 4	Follow-up activities – Storytelling
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Retelling a story Sequencing pictures Discussing opinions Active listening
ORGANISATION	Whole class
AIDS AND MATERIALS	1.4 Pictures

TEACHER'S ACTIVITIES

1. The teacher asks learners to sequence 1.4 Pictures illustrating the different stages of the story. They check by telling the skeleton of the story. The teacher helps when necessary.
2. The teacher asks learners whether they liked the story or not. S/he invites the learners to take an active part in a discussion (in Hungarian) concerning the moral of the story, such as tolerance, friendship, self-esteem, inner values, stereotypes and people with special needs.
3. As homework the teacher asks the learners to think of a different ending to the story. S/he can ask them to create a happy ending if they have found the story too sad. S/he tells them to finish the story in their mother tongue (if it is easier for them) since creativity and imagination are the main aim. If anyone does so in English the teacher should focus on the content instead of the form and appreciate the effort made.

LEARNERS' ACTIVITIES

1. The learners sequence 1.4 Pictures of the story frontally. They check the correct order by telling the key words or phrases of the story, thus making a story-skeleton from memory.
2. The learners actively take part in the follow-up discussion led by the teacher. They use Hungarian to share their opinions on issues such as tolerance, self-esteem, etc.
3. As homework the learners find out another possible ending to the story. E.g. *The little white cat cures the witch's eyes somehow and the witch will love her the way s/he is: white.* They do not have to create their new ending in English, since probably they will come up with quite complex solutions which definitely exceed their foreign language competence. However, they are welcome to face the challenge of creating their ending in English.

LESSON 2: WITCHES AND CATS

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to develop drama skills ■ to improve speaking skills (interacting) by retelling the story and a role play ■ to develop creative writing ■ to improve cooperation
MATERIALS AND RESOURCES	2.1 Witches and cats cards, 'magic' bag, 2.2 Pictures, 2.3 Cut up story, mono-lingual dictionaries, exercise-book, board, chalk, 1.4 Pictures
BEFORE THE LESSON	Prepare 2 sets of 2.1 Witches and cats cards, a 'magic' bag.
STAGE 1	Warmer – Find your partner
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Playing a guessing game Memory Drama skills Reconstructing a dialogue
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	2.1 Witches and cats cards, 'magic' bag

TEACHER'S ACTIVITIES

1. The teacher shows a magic bag to the class and elicits guesses from the learners what is inside.

Examples: Is it a ...? Have you got a ...? Is there a ... in the bag?

The solution is: the characters from 1.3 Story i.e. witches and cats. The teacher asks the class to recall the key dialogue from the story, the one repeated when the little white cat meets a witch. S/he elicits the conversation(s) and tells the learners that they will play a game using this dialogue.

LEARNERS' ACTIVITIES

1. The learners guess the content of the magic bag and then recall from memory the most important part of 1.3 Story, the dialogue taking place whenever the cat meets a witch. They rehearse both possibilities (see below).

2. The teacher prepares two sets of 2.1 Witches and cats cards in advance. There are witches and cats of the same colours e.g. there is a pair of a blue witch and a blue cat. The aim of the activity is to find the pairs while acting out the dialogue several times with different partners without showing the cards to each other too early. Half will be witches, the other half will be cats. The teacher offers the cards in a magic bag for the learners to choose from. S/he also warns them to memorise who they are and not to show their cards to anyone before it is time. The teacher models the activity, acting out first an unsuccessful meeting (e.g.: a white witch meeting a black cat), then a successful meeting (a white witch meeting a white cat, or a black cat meeting a black witch). During the activity the teacher walks around and monitors. (If there is a need, the game can be played again repeating the procedure from picking the role-cards.) The pairs will work together during the next phases of the lesson.

2. Then each learner picks a 2.1 Witches and cats card which tells them who they are. They walk around the room looking for their partners and act out the dialogue several times until they find their partner (a blue cat's partner is a blue witch). The learners act out the following dialogue while mingling.

Hello, witch.

Hello.

Have you got a cat?

No, I haven't.

Well, I am your cat.

Now both learners show their own cards to each other (while saying their corresponding lines, first the cat, then the witch to explain her positive or negative answer) and the dialogue goes on according to the colours written on the cards. If the two colours match, the dialogue has a happy ending and the partners have found each other, if the colours differ, the dialogue ends with them separating and the little cat should look for another witch.

The possible ending lines are the following:

Yes, you are! You are my nice little ... (brown) cat.

or: No, you are not! You are (black)! Witches have ... (brown) cats. Go away.

STAGE 2. A	Pre-reading task – Retelling the story in pairs
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Sequencing pictures to recall a story Memory Retelling a story
ORGANISATION	Pair work
AIDS AND MATERIALS	Sets of 2.2 Pictures for each pair

TEACHER'S ACTIVITIES

The teacher gives out sets of 2.2 Pictures illustrating the main stages of the story for each pair. S/he asks the pairs to sequence the cards and then encourages the learners to recall as much of the story from memory as possible using the sequenced pictures as clues. The teacher monitors the learners' work.

LEARNERS' ACTIVITIES

The learners work in pairs. They first rearrange the pictures in the correct order then recall and retell the story from memory on the basis of the pictures.

STAGE 2. B	Pre-reading task – Retelling the story
TARGET GROUP	Groups who need more practice and support
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Sequencing pictures to recall a story Using pictures to help remember the story Memory
ORGANISATION	Whole class
AIDS AND MATERIALS	1.4 Pictures

TEACHER'S ACTIVITIES

The teacher gives out 1.4 Pictures used previously. S/he hands out a 1.4 Picture card to each learner and asks them to stand in the correct order holding up their pictures. Then s/he encourages the learners to say a sentence or two about their own pictures. As a result the class recalls the whole story from memory.

LEARNERS' ACTIVITIES

The learners stand in the correct order holding up their pictures. They retell the story from memory. Everyone says a sentence about his or her picture.

STAGE 3	Reading tasks (the teacher can select some or do all of them) – Practising the story
TIME	13 mins
SKILLS AND COMPETENCIES IN FOCUS	Sequencing parts of the story Matching text to pictures Guessing Selecting Cooperation Study skills Dictionary skills Learner autonomy
ORGANISATION	Pair work
AIDS AND MATERIALS	Sets of 2.3 Cut up story for each pair, sets of 2.2 Pictures, monolingual dictionaries, envelopes for each pair, board, exercise-book

TEACHER'S ACTIVITIES

1. The teacher gives out envelopes to each pair that contain 2.3 Cut up story. S/he tells them to rearrange the story parts into the correct order. The teacher monitors.
2. The teacher asks the pairs to match the 2.2 Pictures with the story parts of 2.3 Cut up story and create an illustrated story (a comic strip). The teacher asks the pairs to change places with other pairs and check each other's solution.
3. The teacher tells the class the Hungarian equivalent of a certain sentence or a phrase taken from 1.3 Story. S/he asks the learners to find the corresponding part in the text and read it out in English. Then the teacher encourages the learners to take over the teacher's role, and finally to play the game in pairs.

LEARNERS' ACTIVITIES

1. The learners work in pairs. They rearrange the pieces of 2.3 Cut up story to create the whole text of the story.
2. The learners match 2.2 Pictures with 2.3 Cut up story parts. They blutack the illustrated story on a sheet of paper to create their own copy. The pairs check each other's work.
3. The learners find the English equivalents of the Hungarian phrases or sentences then take over the teacher's role. Finally, they play the game in pairs.

4. The teacher chooses a sentence from the story and writes it somewhere the learners cannot see. (It may be the reverse side of the board, or simply a piece of paper.) S/he tells the class to guess his or her favourite sentence from the story. A variant of this game is when the teacher tricks the learners and does not think of a sentence in advance. (In this case s/he does not write it down just tells the learners to guess his or her favourite sentence.) The longer the guessing lasts the more fun and practice the game will result in. At the end, probably when there is actually not many more sentences left the teacher agrees that THAT certain sentence was his or her favourite one. Meanwhile s/he responds to all guesses with an appropriate attitude to encourage the learners not to give up the guessing. At the end of the activity, the teacher can admit that s/he tricked the learners.

After this modelling, the teacher asks the learners to play the same game in pairs.

5. The teacher writes a few words on the board and asks the pairs to find the synonyms in the story.

E.g.:

small, runs/ran slowly, become older, professor, hand, etc.

The solution:

*small – little, runs slowly – walks, become older – grow older,
professor – teacher, animal hand – paw, little house – cottage*

Then the teacher writes a few words on the board again and asks the pairs to find the opposites of the words in the story.

E.g.:

white, has/have, empty, brother, yes, thirsty, etc.

The solution:

white – black, has/have – hasn't got/haven't got, empty – full, brother – sister, thirsty – hungry

Then s/he gives out a monolingual dictionary to each pair and encourages them to look up more challenges for the rest of the class such as definitions, synonyms and opposites.

4. The learners take turns to guess the teacher's favourite sentence. Then they play the game in pairs.

5. The pairs solve the task i.e. find the corresponding synonyms and opposites in the story. Then using a monolingual dictionary they create tasks for the rest of the class. They write the new challenges on the board and solve the other pairs' challenges in their exercise-books.

STAGE 4. A	Follow-up activity – Shared writing
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading out loudly Making Accepting and rejecting suggestions Active listening Shared writing Creativity Fluency Evaluating Self-esteem Learner autonomy
ORGANISATION	Whole class
AIDS AND MATERIALS	Board, exercise-book

TEACHER'S ACTIVITIES

1. The teacher tells the class that they are going to rewrite 1.3 Story and asks volunteers to give their ideas concerning a different ending which was the homework for this lesson. S/he encourages the learners to share their ideas preferably in English or using their mother tongue. The most important thing is to share and appreciate each other's imagination and creativity.
2. All ideas and story endings should be praised briefly both by the peers and the teacher. The teacher should encourage and support comments in English (by giving examples). The teacher should not correct all of the mistakes in order not to discourage the learners and destroy their creative ideas and fluency. Instead s/he should help and rephrase the main ideas correctly.
After a few ideas the teacher asks the learners to choose their favourite version. If there is no clear favourite the teacher can ask the learners to vote for the one they prefer individually either in writing (which takes more time) or orally simply by naming the different endings one by one and counting the votes.

LEARNERS' ACTIVITIES

1. The learners volunteer to retell the new endings to the story they had created as a homework task. Sharing the different versions can happen either in English or in Hungarian.
2. They evaluate and praise each version.

3. Then the teacher elicits the chosen story-ending in English from the class. S/he offers help if needed and puts it on the board thus creating a new version as a class product through shared writing. (If story-ending ideas were written as homework the teacher should collect all the exercise-books and correct the mistakes in a non-pressurizing way. E.g. Instead of using red ink s/he should choose a grey pencil, or write the grammatically correct sentences at the end of the story embedding them in the written comment. When there is a composition task, the main point to be evaluated should always be the message and the content as opposed to the form i.e. the grammar.)
3. At the end the learners select their favourite story ending, which they reproduce together in correct English on the board in the form of a shared writing activity. The learners (can) also write down the ending in their exercise-books.

STAGE 4. B	Sharing and evaluating story endings
TARGET GROUP	Groups who have done the homework task, i.e. ending the story
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Active listening Speaking Evaluating Selecting Cooperating Creativity
ORGANISATION	Whole class, group work, pair work
AIDS AND MATERIALS	Story endings written as homework

TEACHER'S ACTIVITIES

The teacher asks the learners to share their story endings with a partner. Then s/he asks the pairs to form groups of four and share their versions with each other. Finally the class is brought together to comment on the findings and retell their best versions.

LEARNERS' ACTIVITIES

The learners tell their story endings to a partner. Then they form groups with other pairs and share their ideas. Finally everyone comes together and comments on each others' story endings.

STAGE 5. A Homework – End your story**TIME** 2 mins**SKILLS AND COMPETENCIES
IN FOCUS** Learner autonomy
Study skills
Dictionary skills
Computer skills
Creative writing**ORGANISATION** Individual or pair work**AIDS AND MATERIALS** Dictionaries**TEACHER'S ACTIVITIES**

The teacher asks the learners to write up a new ending at home either individually or in pairs. The teacher offers help if needed. The teacher can encourage the learners to use the word processor on the computer.

LEARNERS' ACTIVITIES

The learners decide whether they want to do their homework alone or with a partner. They can use a dictionary and they can write up their story using the word processor and can include pictures as well.

STAGE 5. B Collect children's literature pieces**TARGET GROUP** More autonomous learners**TIME** 2 mins**SKILLS AND COMPETENCIES
IN FOCUS** Learner autonomy
Library skills
Using the internet
Collecting materials**ORGANISATION** Individual work**TEACHER'S ACTIVITIES**

The teacher asks the learners to collect children's literature pieces with cats and witches as characters. S/he encourages the learners to visit the library or use the internet.

LEARNERS' ACTIVITIES

The learners visit the library or use the internet to collect children's literature pieces as homework.

LESSON 3: MORE CATS AND WITCHES

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to develop drama skills by miming and acting out ■ to improve speaking skills by retelling and narrating the story ■ to develop creative writing by rewriting in various genres ■ to improve cooperation
MATERIALS AND RESOURCES	homework assignments (from previous lesson), simple props such as scarves, a bag, a black cardigan, etc., blutack, 3.3 Quiz, 3.3 Rhyme, 3.3 Riddle
STAGE 1	Warmer – Mime your story
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Miming Narrating a story Drama skills Creativity Self-esteem
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	Simple props such as scarves, a bag, a black cardigan, etc.

TEACHER'S ACTIVITIES

The teacher asks volunteers to mime 1.3 Story in front of the class. While the five characters (the cat, the 3 witches, and the chimney sweep) act out the story silently the teacher elicits the narration and the dialogues of the story from the rest of the class. It can happen randomly or there can be certain learners responsible for providing the voices of each character. The teacher can offer some props to use to the characters such as a black cardigan to the white cat to put on in order to become a black cat. The teacher should encourage creativity in using other props learners can find in the classroom.

LEARNERS' ACTIVITIES

Five learners mime the story (the cat, the 3 witches, the chimney sweep). The rest of the class provides the narration and the dialogues of the story. The learners can use some props to enhance a sense of drama.

STAGE 2. A	Consolidation – Sharing homework task
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading out loud Active listening Reading silently Meaning-making Commenting
ORGANISATION	Whole class or group work, individual work
AIDS AND MATERIALS	Homework assignments, blutack

TEACHER'S ACTIVITIES

The teacher invites the learners to share their rewritten story endings with the others. It can happen orally e.g. the learners read out their versions either to everyone or in groups (when they change groups to listen to other learners). As a variation the teacher asks the learners to display i.e. to blutack their written work on the walls and walk around and read other's work. The teacher encourages the learners to praise each other's work.

LEARNERS' ACTIVITIES

The learners either read out or display their work. They comment on the different endings orally or in writing and by drawing something on the works.

STAGE 2. B	Introducing the children's literature pieces
TARGET GROUP	Groups who have done this type of homework
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Research skills Active listening Learner autonomy Confidence building
ORGANISATION	Whole class
AIDS AND MATERIALS	Books, etc. learners have collected

TEACHER'S ACTIVITIES

The teacher invites learners to introduce what they have collected as homework. S/he asks them to tell the others how, where they found the children's literature pieces they want to show. The only criterion was that the story, picture book, rhyme, song or poem had to contain witches or cats as characters. The teacher should appreciate the learners' collections thus supporting learner autonomy and the process of becoming readers. (The list is endless, however, here are some possible titles: *Puss in Boots, Snow-white, Hansel and Gretel, Meg and Mog, Winnie the Witch, Winnie in winter, Pussy cat, pussy cat where have you been? I'm a little pussy, The wizard of Oz, Alice in Wonderland, Harry Potter...*)

LEARNERS' ACTIVITIES

Learners take turns to introduce the books, poems, etc. they have found in the library or on the internet. They show the picture books, read out the poems and comment on the source. There is a wide range of possibilities since there are well known nursery rhymes, songs, stories, fairy tales, picture books, etc. on both cats and witches. (The children's literature pieces can be in Hungarian too.)

STAGE 3. A Moving on to main task – Rewriting the story

TIME 25 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Creative writing
Cooperation
Brainstorming
Study skills

ORGANISATION Group work

AIDS AND MATERIALS Paper and pen

TEACHER'S ACTIVITIES

1. The teacher asks the learners to name different story types and write them on the board. The list might include the following story types: *comic, picture book, fairy tale, legend, fable, sci-fi, adventure, robinsonade, detective, horror, romantic, soap opera, western, ghost, funny story, etc.*
2. The teacher asks the learners to form groups according to their interests choosing their favourite story type. The teacher gives some time to the groups to collect some characteristic features of their own categories. S/he elicits the ideas and encourages other groups to add any further comments.
3. The teacher asks the groups to rewrite the whole story of the Little White Cat following the characteristic features of the certain genre. S/he tells the groups that there can be any amount of changes in the original story from a few words to changing the whole story depending on their imagination and creativity. S/he can also give a few simple ideas.
E.g.: *In a western story instead of the soot, there can be gun powder to change the cat's colour or in an adventure story the cat has to face certain challenges, or in a romantic story the cat looks for the perfect lover. Etc.*
The teacher sets the time limit and monitors the groups' work. At the end the teacher invites the groups to share their stories.

LEARNERS' ACTIVITIES

1. The learners name some story types and form groups according to their preferences and interest.
2. They brainstorm the features of the given genre in their own group and add to the other groups' list of characteristic features.
3. The groups rewrite the original story to fit these characteristics. They work in cooperation organising their own work: first they brainstorm and collect ideas, then make drafts and rewrite the drafts. They look for unknown words in the dictionary and ask for help from the teacher if necessary. Then the groups come together and share their stories.

STAGE 3. B	Moving on to main task – Quiz
TARGET GROUP	Groups who are interested in children’s literature and love quizzes
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Active listening Meaning-making Solving a quiz Arguing Turn-taking
ORGANISATION	Whole class, individual or pair work
AIDS AND MATERIALS	Books on children’s literature, 3.3 Quiz

TEACHER’S ACTIVITIES

- The teacher brings in and introduces a few children’s literature pieces with cats and witches. S/he elicits what the learners know. E.g.
A nursery rhyme: *Pussy cat , pussy cat...* (3.3 Rhyme)
A riddle: *As I was going...*(3.3 Riddle)
A tongue twister: *Three witches watch three watches but which witch watches which watch?*
Fairy stories: *Hansel and Gretel, Puss-in-Boots*
A popular children’s book: *Harry Potter*
The traditional children’s story: *The Wizard of Oz*, etc.

LEARNERS’ ACTIVITIES

- The learners listen to or look at the children’s literature pieces the teacher introduces. They enjoy the presentations and comment on them. They say if they know these or not. They are allowed to use their mother tongue if necessary. They try to remember what the teacher tells them.

2. The teacher gives out 3.3 Quiz. The teacher asks the learners to solve the quiz either in pairs or individually. After or before checking the solutions one by one the teacher asks the learners what they think was the common feature in the questions.
2. They solve 3.3 Quiz individually or in pairs from memory. They give their opinions and explain their solutions.

Possible answers: *They all focused on places and positions i.e. where the characters were. And all (but one) referred to children's literature characters.*

- 1 Who was in London?
 - 2 Who jumps into the bag?
 - 3 Who lives at Hogwarts?
 - 4 Who jumps out of the bag?
 - 5 Who is in the bag of soot?
 - 6 Who sits in the garden in a rocking chair?
 - 7 Who went to St. Ives?
 - 8 Who sits behind the house?
 - 9 Who was in the wives' sacks?
 - 10 Who was under the queen's chair? (2 answers)
 - 11 Who lives in a gingerbread house?
 - 12 Who is from Omaha?
 - 13 Who is in boots?
 - 13+1. Who lives on the Isle of Man?
- (the odd-one-out, cats with no tails, this is fact not fantasy!)

3. The teacher asks the learners which one they think was the odd-one-out. There can be more possible answers.

E.g.: using 'AT' / FROM or the two questions with INTO and OUT OF or any other more creative ideas, e.g. the 3 witches with the watches because they were not in the quiz. (The answer we thought of was the one, which referred to a geographical fact and not a children's literature piece.) The aim of the game is to prepare the learners for the topic of the next lesson (Cats sleep anywhere), focusing on positions and places.

4. The teacher tells the class to learn more about these children's literature pieces and to make up other quiz questions as a homework task.
4. As homework the learners read some of these children's literature pieces or/and learn one of the shorter ones. They also try to make up new quiz questions on these and other children's literature pieces which have cats and witches as characters.

LESSON 4: CATS SLEEP ANYWHERE (BY ELEANOR FARJEON)

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to elicit and discuss special characteristic features of cats ■ to extend vocabulary of pieces of furniture, other objects that can be found in our home ■ to practise simple structures with prepositions of place ■ to write and illustrate a new poem
MATERIALS AND RESOURCES	4.2 Wordcards, a toy cat, 4.3 Worksheet, 4.3 Poem, 4.4 Instruction cards, small sheets for drawing, 4.5 Wordlist, sheets to write the poems on
BEFORE THE LESSON	Prepare all the necessary items, 1 set of 4.2 Wordcards stuck on the place that is mentioned on the card itself (window-ledge, empty shoe, open drawer, cardboard box, frock, middle of the table, a doll's lap, top of the cupboard, edge of the chair). The objects mentioned here should be taken to the class as well; 1 set of 4.2 Wordcards with the same phrases on them put on a desk; 1 toy cat hidden somewhere in the classroom.
STAGE 1	Warmer – An activity game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Acting out Guessing Creativity Imagination
ORGANISATION	Whole class

TEACHER'S ACTIVITIES

The teacher asks learners to guess a characteristic feature of cats with the help of her acting.

Then s/he asks learners to think of some other characteristics and act them out.

LEARNERS' ACTIVITIES

Learners guess a special characteristic feature of cats from the teacher's acting. Then they think of some other characteristics and act them out one by one for the others to guess.

E.g.: *Cats are lovely, lazy, etc. Cats like milk, balls, etc.*

STAGE 2 Vocabulary building – Prepositional phrases with home items**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Identifying
Pronouncing new words accurately
Guessing
Memorising**ORGANISATION** Whole class, group work, individual work**AIDS AND MATERIALS** 2 sets of 4.2 Wordcards, objects mentioned in the poem, a little toy cat**TEACHER'S ACTIVITIES**

1. The teacher prepares all the necessary items in the classroom before the lesson:
 - 1 set of 4.2 Wordcards stuck on the place that is mentioned on the card itself (window-ledge, empty shoe, open drawer, cardboard box, frock, middle of the table, the doll's lap, top of the cupboard, edge of the chair), the objects mentioned here should be taken to the class as well;
 - 1 set of 4.2 Wordcards with the same phrases on them put on a desk;
 - 1 toy cat hidden somewhere in the classroom;
2. S/he asks the learners to choose a wordcard from 4.2 Wordcards.
3. Then s/he asks them to find the same phrase on an other card somewhere in the classroom and stay there with the cards.
Phrases to find: window-ledge, empty shoe, open drawer, cardboard box, frock, middle of the table, the doll's lap, top of the cupboard, edge of the chair;

LEARNERS' ACTIVITIES

1. The learners choose one from 4.2 Wordcards.
2. They choose a card from the set.
3. They go around and find the same phrase in the classroom.

4. When each learner has got the copy of his or her card, the teacher makes the learners practise the new phrases in different ways. E.g.:
- the teacher lists the phrases at random, when they hear their phrase they raise up their card;
 - they repeat the phrases after the teacher with a ball;
 - they say where they are: I'm at the ;
 - they answer the teacher's questions: Who is at the empty shoe?, Where is Peter?
 - They try to memorise who is where and list it blindfolded.
5. Then s/he asks the learners to find a little toy cat in the classroom by asking questions.
E.g.: *Is it in the drawer?, Is the cat under the table?, Etc.*
6. Then the teacher helps learners to form groups. The teacher asks one group to hide, the other group to find the cat by asking questions. S/he suggests using the newly learnt vocabulary.
4. They practise the new vocabulary items.
5. The learners ask the teacher questions to find the little toy cat in the classroom.
6. The learners form two groups. In turns they hide and find the cat by asking questions.
E.g.: *Is it behind the cupboard?, Etc.*

STAGE 3	Pre-reading – Gap-filling
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading a text with gaps and filling in gaps Finding rhyming words Cooperation Checking the results of a reading task
ORGANISATION	Pair work
AIDS AND MATERIALS	4.3 Worksheet, 4.3 Poem

TEACHER'S ACTIVITIES

1. The teacher tells the learners that they are going to read a poem about cats in pairs.
2. S/he hands out 4.3 Worksheets and asks the learners to fill in the gaps in it. S/he draws the learners' attention to rhymes.
3. Then s/he gives them 4.3 Poem and asks them to read it to check their work.

LEARNERS' ACTIVITIES

1. The learners form pairs and fill in 4.3 Worksheet.
2. Then they go and read 4.3 Poem to check their work and correct it if necessary.

STAGE 4 Reading tasks – Cats sleep anywhere**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS**

Following written instructions

Reading out aloud

Creativity

Identifying written info with previously learnt vocabulary items

Memory

ORGANISATION

Whole class, individual work

AIDS AND MATERIALS

Small sheets for drawing, 4.4 Instruction cards

TEACHER'S ACTIVITIES

1. The teacher asks the learners to choose one from 4.4 Instruction cards and take a blank sheet for drawing on. S/he tells them that they have to draw a cat according to the instruction on the card in pairs.
2. When the drawings are ready, the teacher asks the learners to sequence them on the board according to the poem as they remember.
3. Then the teacher reads out the whole poem while the learners check their work.
4. Then the teacher instructs the learners to read out the poem in different ways (e.g.: happily, sadly, curiously, angrily, fast, slowly, loudly, quietly, etc.)

LEARNERS' ACTIVITIES

1. Learners choose one from 4.4 Instruction cards. According to the instruction each pair draws a cat on a small sheet. E.g.: *Draw a cat sleeping in a cardboard box. Etc.*
2. Learners sequence their drawings as they remember from the poem.
3. Then they listen to the teacher reading out the poem and check the order.
4. Learners then take their copies of the poem and according to the teacher's instructions they read out the poem in different ways together.

STAGE 5	Follow-up – Shared writing
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Creative writing Cooperation Respect for others' ideas Reading out aloud Confidence building
ORGANISATION	Group work
AIDS AND MATERIALS	4.5 Wordlist, sheet to write the poem on

TEACHER'S ACTIVITIES

1. The teacher asks the learners to form groups of four.
2. The teacher tells the learners that they are going to write a similar poem and gives them 4.5 Wordlist and asks them to find rhyming pairs among the words.
Rhyming words: *mice – nice, fat – hat, lazy – crazy, angry – hungry, kind – blind, funny – money, white – bright, sleeping – plying*;
3. S/he suggests learners making sentences with the word pairs and writing the sentences into a special shape matching their poem.
4. S/he tells the learners to give their poem a title.

LEARNERS' ACTIVITIES

1. The learners form groups of four.
2. The learners find the rhyming pairs among the words on 4.5 Wordlist.
3. They make sentences with the word pairs and copy them into a special shape that they choose for their poem.
4. They discuss what title they would like to give to their poem.

STAGE 6	Homework – Illustrate your poem!
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Drawing Creativity Planning a task
ORGANISATION	Individual work

TEACHER'S ACTIVITIES

The teacher tells the learners that they are going to make illustrations for their poem at home.
S/he asks them to discuss with their partners who is going to draw what. S/he also asks them not to forget to match their illustrations to the shape of their poems.

LEARNERS' ACTIVITIES

The learners discuss who is going to draw what.

LESSON 5: CATS AGAIN! (MY CAT LIKES TO HIDE IN BOXES BY EVE SUTTON AND LYNLEY DODD)

To be able to do the lesson successfully you need to buy or borrow 5.4 Story-book

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to extend vocabulary about different countries, some special features of these countries ■ to practise simple structures of describing cats ■ to develop reading skills by shared reading
MATERIALS AND RESOURCES	map of the world, 5.2 Flags, 5.2 Wordcards, 5.2 Pictures, 5.2 Symbols, 5.3 Phrases, 5.4 Story-book, 5.5 Achievement Sheet
BEFORE THE LESSON	Draw the chart for Stage 2 Step 4 on the board, bring in a big map of the world to class (one that is generally used in Geography lessons), stick 5.2 Flags on the big map.
STAGE 1	Warmer – Presentations
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Presenting work Discussing Cooperation Creating correct sentences Listening to each other
ORGANISATION	Whole class, small groups
AIDS AND MATERIALS	Helping phrases on the board

TEACHER'S ACTIVITIES

1. The teacher tells the learners to display their complete works from the previous lesson.
2. Then s/he asks the groups to perform their poem to the others.
3. The teacher asks the groups to collect statements about cats with the help of simple structures written on the board.
E.g.: *cats like/ have got/ are/ live /can/ can't, etc.*
4. The teacher asks the groups to say their ideas and write them on the board.

LEARNERS' ACTIVITIES

- 1-2. The groups from the previous lesson show their work to the others and perform their poems.
3. The learners work in small groups and discuss what they know about cats. They can use the phrases on the board.
4. Then the groups' representatives one by one go to the board, say the group's ideas and write them on the board.

STAGE 2	Vocabulary building – Geography
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying Matching Map-reading Selecting Cooperation Interpreting a chart
ORGANISATION	Group work
AIDS AND MATERIALS	Map of the world, 5.2 Flags, 5.2 Wordcards, 5.2 Pictures, 5.2 Symbols

TEACHER'S ACTIVITIES

1. The teacher forms groups.
2. The teacher shows a world map with 5.2 Flags on it.
3. S/he asks the learners to choose a card from 5.2 Wordcards with the name of one of the countries marked on the map.
4. S/he tells the learners to fill in a chart on the board.(The teacher should draw this chart on the board, prepare the map and stick the little flags on the map before the lesson.) S/he gives an example, puts a 5.2 Flag, a 5.2 Wordcard with the name of the country, a 5.2 Picture of the cat that is characteristic of the country it is from (taken from the book), and a 5.2 Symbol into the chart.

The chart looks like this:

Flags
Countries
Cats
Symbols

The teacher then asks the learners to do their task in the same way and when they finish, to discuss what they know and introduce their country. The teacher offers help to learners who need it.

LEARNERS' ACTIVITIES

1. Learners work in groups.
3. They choose a wordcard from 5.2 Wordcards with a country name on.
4. They match a 5.2 Flag, a 5.2 Picture of a cat and a 5.2 Symbol to the 5.2 Wordcard, i.e. the name of their chosen country. Then they put all four items into a chart on the board. When they finish they introduce their chosen country to the others.

STAGE 3	Pre-reading tasks – The cat from...
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying Matching Memorising Cooperation Fluency Reading out loud Explaining choices
ORGANISATION	Whole class
AIDS AND MATERIALS	5.2 Pictures, 5.3 Phrases

TEACHER'S ACTIVITIES

1. The teacher slowly reveals 5.3 Phrases on cards taken from the story to learners and makes them read the phrases. These are then placed on the board.
2. S/he asks the groups to take a picture of a cat they put into the chart previously and match it with one of 5.3 Phrases on the board.
3. S/he asks them to explain their decision.
4. The teacher makes the learners practise 5.3 Phrases in different ways.
E.g.:
they read out the phrases according to the teacher's instructions in different manners;
they try to recall the phrases they can't see using their memory;
they rearrange the pictures and the cards;
in pairs they mime one or the other phrase for their partner to guess;
in pairs they ask each other, e.g.:Who danced?,Who joined the police?, What is the cat from France wearing?, Etc.

LEARNERS' ACTIVITIES

1. The learners guess and read the phrases the teacher shows them slowly.
2. The learners match one 5.3 Phrase with one 5.2 Picture in groups.
3. They try to give an explanation for their decision.
4. The learners practise the phrases in different ways.

STAGE 4	Shared reading – My cat likes to hide in boxes
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Shared reading Retelling a story Sequencing pictures
ORGANISATION	Whole class
AIDS AND MATERIALS	5.4 Story-book

TEACHER'S ACTIVITIES

1. The teacher asks the learners to engage in shared reading. They join in reading 5.4 Story-book, naming cats, places, sights, etc., reciting the parts of the story that can be easily repeated, 'but my cat likes to hide in boxes'.
2. S/he gives pairs one from 5.2 Pictures or 5.2 Flags and asks them to raise their picture or flag when it comes to their part and say the part on their own.
3. Then the teacher asks the learners to sequence 5.2 Pictures by heart while telling the story together.

LEARNERS' ACTIVITIES

1. The learners join in reading, recite the parts together they practised previously.
2. The pairs take a 5.2 Picture or 5.2 Flag and when it comes to the part that belongs to their cat, they say the words by heart.
3. The learners sequence 5.2 Pictures and say the story as well.

STAGE 5	Evaluation
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Reflecting Self-evaluation
ORGANISATION	Individual work
AIDS AND MATERIALS	5.5 Achievement Sheets

TEACHER'S ACTIVITIES

The teacher asks the learners to reflect on the work done in the module. S/he gives out 5.5 Achievement Sheets.

LEARNERS' ACTIVITIES

The learners fill in 5.5 Achievement Sheets.

STAGE 6. A	Homework
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Writing sentences about a topic Drawing
ORGANISATION	Individual work
AIDS AND MATERIALS	Exercise-book

TEACHER'S ACTIVITIES

The teacher asks the learners to draw their cat or any other pet and write what it likes to do.

E.g.: *My likes to ...*

LEARNERS' ACTIVITIES

Learners draw their cat or any other pet and write what it likes to do.

STAGE 6. B	Homework
TARGET GROUP	Groups who are more creative
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Creativity Writing a story
ORGANISATION	Individual work
AIDS AND MATERIALS	Exercise-book

TEACHER'S ACTIVITIES

The teacher asks the learners to make a new version of the story by making their own pet the focus, writing similar sentences changing only the phrases about their own pet.

LEARNERS' ACTIVITIES

The learners write their own version of the story at home.