Titel: Unexpected Twist

Tema: Family, relationship og growing up
Fag: Engelsk
Målgruppe: 6.-7.

Novel by Michael Rosen, Illustrated by Tony Ross, Scholastic, 2018

Den nye pige Shona synes, det er svært at holde sig ude af problemer - meget lige som Oliver Twist, drengen som hun læser om i engelsktimerne i skolen. Og da hun helt uventet får en mobiltelefon af en fremmed, lærer Shona, at nogle gaver ikke ligefrem er gratis…….

Faglig relevans/kompetenceområder

Det faglige afsæt er skriftlig kommunikation: læsning. I de foreslåede opgaver herunder er der fokus på elementer af både mundtlig og skriftlig kommunikation. Opgaverne vælger du alt efter, hvad der er fagligt relevant. Ud over skriftlig og mundtlig kommunikation er der mulighed for, at eleverne kommer til at arbejde med 'kultur og samfund' og indgå i 'kulturmøder', når de arbejder med at sammenligne den klassiske Oliver Twist-historie og denne roman.
Nogle af opgaverne herunder er generelle og andre er direkte rettet mod arbejdet med netop denne roman.

Ideer til undervisningen

Overvejelser før arbejdet med bogen

Vurder om de dele af bogen Unexpected Twist, som udgør den originale Oliver Twist-historie, skal springes over, da den er temmelig omfattende.
Den nye historie er i sig selv lang. Derfor kan du også vælge at opsummere nogle af bogens kapitler, hvis det bliver for stor en opgave, at eleverne skal læse dem alle. Denne opsummering kan gives eleverne, inden man går videre til næste kapitel. Dygtige elever kan naturligvis læse alle kapitlerne.

Hvis du synes, det giver mening, kan eleverne lære den klassiske Oliver Twist-historie at kende ved at se dele af filmen, som ligger i mitcfu.dk.
Introduktion til Oliver og tiden indtil 14 min.
Hvor han møder Dodger og Fagin 27 min - 40 min.
Endelig slutningen, som viser en happy ending 1.52.30 - 1.53.30 og 1.59.20 - 1.59.49.
Disse klip vil give eleverne et indblik i tiden og kårene, som Oliver levede under. Du vil på denne måde ikke vise alt det, som han går igennem, men filmen er meget lang.

Alternativt kan du eller elever, der kender historien, fortælle om den.

Before reading
Start med at aktivere eller genaktivere elevernes forforståelse.
Have you heard about Oliver Twist? If yes, what is it about?

Se nu enten dele af filmen, eller fortæl, hvad historien i grove træk handler om.

The novel
Her er ideer til at komme i gang med arbejdet med selve romanen.

- Looking at the title: What does the word "twist" mean?
  Tal om "unexpected twist" og "twisted tale".
  Now you know what the title means, what do you then think, the book could be about?

- Se forfatterens intro til bogen.
  https://www.youtube.com/watch?v=ZsO9EmIpebI
  What does he say?

- Lyt i fællesskab til 1. kapitel læst af forfatteren.
  https://www.youtube.com/watch?v=leIWswvMQ1E
  Summarize important parts of chapter 1.

During reading
Her er muligheder for forskellige opgaver, eleverne kan arbejde med, mens de læser. Vælg eller lad dem vælge, alt efter jeres faglige fokus.

Comprehension

- Summarise important parts of the text.
- What do think will happen next?
- Choose your favourite passage in the chapter and comment on why you find it interesting.
- Prepare 3-5 questions and ask your partner.
- Choose a character in the book and describe him/her: looks, abilities, nature, relationship etc.

Vocabulary
- Explain a word from the chapter that you have just read, without using the word itself. Your partner guesses. Take turns.
- Make a wordlist for a chapter and look up the words in an online dictionary.
- Make a Quizlet with some of the word from the text or search the

website to see if one has already been made for your book/vocabulary.

After reading
Her er muligheder for forskellige opgaver, eleverne kan arbejde med, efter de har læst. Vælg eller lad dem vælge, alt efter jeres faglige fokus.

- Make a timeline of important events.
- Pretend you are one of the characters in the story, and you are being interviewed by a magazine or on a TV show. Prepare questions before the interview.
- Stories are made up on conflicts and solutions. Find the conflicts and solutions in this book.
- Write a page from the diary of one of the characters in the book.
- Inside-Outside: Prepare 5 questions to revise the text and ask the person you meet in the circle.
- Make a Kahoot with comprehension questions.

Specifikke opgaver til romanen

Chapter 6

Dilemma
Should or shouldn't Shona pick up the phone? P. 109.
Let the students write a note of five to eight lines which they imagine they'll give Shona. The first part of the message has to be eye-catching and to the point, telling exactly what she should or shouldn't do, e.g. SHONA - DON'T TAKE THIS PHONE!
Included in the message has to be an encouragement to meet and talk about the issue. They should give reasons for wanting to meet up, e.g. "You'll get into big trouble".

Talk - Imagine the meeting with Shona
Follow up on the note mentioned under Dilemma; work in groups of 2-3.
One being Shona and the two others being friends trying to persuade her for not taking the phone. Let the students prepare their arguments.
They could film their conversation or show it to another group.

A Phrase to Freeze the Room
After reading chapter 6, revisit page 101, focus on the paragraph:
A hush went round the room. Even people not listening to the conversation went quiet. "I haven't got a phone", was so odd, so strange, so shocking that it seemed to freeze the room.

Discuss the following ideas with your class:
Why does the author say that the phrase seemed to freeze the room?
Why did the other children in the room stop talking?

Use the template 'Room Freeze' further down.
What words would describe what the other children were feeling?
What would their facial expressions have been like?
How about Shona? What would she have felt like when the room froze?
What would her body language be like?

A Jaw-Dropping Moment
You are going to write about a moment that is so out of the ordinary that everyone around stops what they are doing and stares ……

Describe a perfectly ordinary everyday situation, this could be at school, at home, in the supermarket or somewhere else. Also describe how the main characters and others around them feel and behave as the room freezes. Use plenty of adjectives.

Vocabulary the students might use in their writing:

- Room freezing
- Jaw dropping
- Head turning
- Heart stopping
- Eye popping

Flere af disse opgaver er hentet på
https://d3ddkgxe55ca6c.cloudfront.net/assets/t1541612653/a/2a/10/ut-high-res-v1-1778086.pdf

Discussion after having read the whole book

Compare the two "Twist-stories"
Why has the author made a book with two different stories in one?
What do the two stories have in common?
Can you compare the lives of Oliver and Shona?
Do you think that Shona's life is as hard as Oliver's?
Both Oliver's and Shona's stories have happy endings. Do you think that that would happen for most people?
Can you compare poverty today and then?

Into perspective
Why is the phone so important to Shona?
Why do you think that the older boys contact Shona and not other girls?

Do you think that Shona knows, what trouble she is getting herself into?
Would anybody ever just give a telephone away?
What would you have done, if you were Shona?
Do you think that Shona should have spoken to her dad?

Supplerende materialer

- Filmen Oliver Twist findes i mitcfu.dk
- Find flere ideer, opgaveark og ressourcer til arbejdet med læsning i udskolingen her Ressourcer til tekstarbejde i engelsk, udskolingen

RESOURCE SHEET 1B

Room Freeze

Think about the moment when the room 'froze' on page 101. Write words in the boxes to describe:

- How Shona would be feeling?
- What Shona's body language and facial expressions would be?
- How the other children in the class would be feeling?
- What the other children's body language and facial expressions would be?

As the room froze, sounds that normally go unnoticed in a classroom might have suddenly seemed louder. Write some of these sounds onto Resource Sheet 1a to add more description of the atmosphere in the classroom. For example, the humming of the whiteboard projector, the shuffling of a chair, the ticking of the clock.

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