

Titel: Under the Skin

Tema: 'Friendship', 'Tolerance' and 'Identity'

Fag: Engelsk

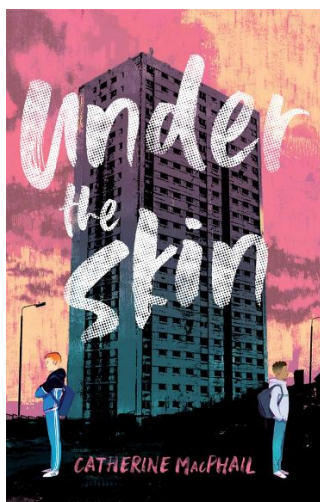
Målgruppe: 6.-7. klasse

Data om læremidlet:

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Omar's familie har kæmpet for at overleve i deres eget land. Nu er de kommet til UK og har omsider et sikkert sted at bo. Men så møder Omar Sam, og kampen starter på ny.



Forsidebillede af romanen

Faglig relevans/kompetenceområder

Bogen kan være afsæt for samtale om temaer som 'Friendship', 'Tolerance' og 'Identity'. I denne vejledning er lagt vægt på 'læsning, tekstforståelse, fortolkning og samtale', hvor sigtet er, at eleverne begynder at kunne indgå i en enkel, spontan samtale om kendte emner og ift. læsning kan bruge detaljer i teksten.

Ideer til undervisningen

Before reading

Førlæseaktiviteterne skal sikre et optimalt fagligt udbytte og fx repetere/aktivere læsestrategier som gæt og fokusering. Eleverne skal forberedes på temaerne og evt. på vanskelige ord, som de vil møde i bogen.

Læg op til at eleverne arbejder med forforståelsen, fx ved disse opgaver/spørgsmål.

- The cover makes me think of...

- What clues does the title give you about the book?
- Have a quick glance at the pictures in the book. Which impression do you get of the story?
- Listen to your teacher or another student reading the first chapter. What do you think the book is about? (Kan også bruges 'while reading')

While reading

Flere af de nævnte opgaver er i deres helhed eller dele af dem også mulige at bruge 'after reading'.

Reading - literary circles

Som en optakt til arbejdet med en tekst kan det være en god ide at lade eleverne læse de første kapitler som CL-strukturen rollelæsning, også kaldet 'literary circles' (Eleverne deles ind i grupper på tre. 1. elev læser et afsnit højt. 2. elev opsummerer det læste. 3. elev laver overskrift til det læste. Derefter skifter rollerne). Rollelæsning er en effektiv og kommunikativ bearbejdning af tekster, der sikrer forståelse fra starten, og det er derfor et godt differentieringsværktøj, hvor der er faglig spredning i klassen.

I 'Under the Skin' er den første del af kapitel 1 et brev fra Omar til fætteren Chat. Allerede her får læseren indtryk af det billede, Omar giver af livet i England. Anden del af kapitlet bringer læseren ind i den reelle verden. Lad eleverne tale om kapitel 1 og saml derefter op i klassen. Stilladser elevernes og den fælles samtale, fx med disse spørgsmål:

- How does Omar describe the place where he lives?
- What thoughts does Omar have about his father and the family situation?
- How is Omar's relationship with Sam described in the letter and in reality?
- Mrs. Brown: what is she like and what is the role of her invisible friend?
- Which role does Omar take in the letter?

Reading and summary - vocabulary

Work individually and in groups.

While reading, note all the key vocabulary in the chapters. In groups share short summaries of the chapters based on notes/key vocabulary written on small note-stickers.

All notes are placed in a pile/on the table. Take turns drawing a note and explain why the word/chunk is relevant summarizing the chapter. The group might help if it's difficult to explain.

After having taken turns with the words the students choose e.g. five essential words/chunks for the chapter. The words from each group are shared and noted in class and discussed in terms of 'relevant for the summary of the chapter'. The chosen vocabulary can be used 'after reading' to practice key vocabulary.

Read and talk

Work with a partner and in class.

Choose important pages to read aloud, e.g., page 43. Talk about what is going on in the scene and what you think of it.

Read on and between lines – important clues

Work individually and in pairs.

- Choose a character that you will describe e.g., Omar, Sam, Mrs. Brown, Mrs. Hart, or Omar's

mother. Write notes while reading. How does the person look, feel, and act?

- With a student who has focused on the same character make computer-stickers which the character could have on his/her computer. Make a (recorded) presentation to another pair describing your character and the stickers you have made or chosen. Did your choices make sense when thinking of the character and what you know about him/her?
- You could also describe a person from the chapter that you have just read and let a partner/group guess who you are talking about.

Conversation - use the pictures

Work in pairs and/or in class.

While reading, talk about some of the pictures on page 6, 9, 12, 17, 20, 27, 35, 41, 44 or 47.

You could also choose one picture and tell a part of the story from it. What do you think will happen next?

After reading

Act it out

Når elever skal dramatisere en scene eller stille spørgsmål til en af bogens figurer, viser de, hvorvidt de har forstået scenen eller karakterens rolle i bogen.

- Act a scene from the book. Page 30 could be an example.
- You are one of the characters in the story, and you are being interviewed. Prepare the questions, practice, and show the interview to your group.

Presentation and conversation - What I know, what I think I know, what I don't know (7. Klasse)

Work in groups and in class.

Eleverne har læst bogen og kan samle op på deres forståelse og antagelser om handlingen. Læg op til, at eleverne får nogle minutter til at skrive ift. de tre spørgsmål herunder:

- 'What I know'.
- 'What I think I know'.
- 'What I don't know or understand'.

De to første kategorier deler de i gruppen eller med en partner. Den sidste kategori gennemfører I sammen, da den kategori ofte vil rumme mere fortolkende og reflekterende aspekter, som I med fordel kan tale om i klassen. Du kan vælge noget ud, som især vil give mening at tale om i din klasse.

Vocabulary – practice

Ordforråd, eleverne skal fokusere på, skal du som lærer udvælge, fx i forlængelse af opgaven 'Reading summary – vocabulary'.

- Practice key vocabulary: in pairs with [Knee-to-Knee](#), or the whole class with [Move, Freeze and Speak up!](#)

Summing up - Conversation

Work in pairs/small groups and in class.

Have a conversation about friendship, tolerance, hope or other relevant topics. Use some of the questions below as inspiration for the conversation.

Questions

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- The picture Omar gives in his letters to his cousin Chat is not a realistic picture. Omar asks if it is wrong of him to give this unrealistic picture. What do you think?
 - Why doesn't Omar want the boys to read his letter to cousin Chat?
 - Why doesn't Sam give Omar away when reading the letter (page 30)?
 - What does friendship mean to you?

 - Tolerance is a theme in the novel. On page 14-15 a poster on the wall in the classroom is described. What does that poster tell? How is tolerance/doing the right thing described in the scenes of the novel? Give examples. Compare to situations from your life.

 - What does it mean to be a victim? And to have the power over a person? Discuss the two positions.

Supplerende materialer

[Egghead](#) (bog; er ikke på alle CFU'er)

[Patriot](#) (kortfilm)

[New Kid](#) (bog; er ikke på alle CFU'er)