

**Titel: Willy the Wimp**

Tema: Identity, Be, who you are
Fag: Engelsk
Målgruppe: 4. – 5. klasse

Bog: Anthony Browne, Walker Books, 1984

Faglig relevans/kompetenceområder

I denne bog møder eleverne Willy, som er en meget forsigtig "dreng", her tegnet som en chimpanse. Willy bøjer altid af og kunne ikke drømme om at gøre nogen fortræd. De stærke "børn" i området kalder ham en tøs. Det kan han ikke lide, så han vil ændre på sig selv. Men kan han det?

Denne vejledning har fokus på:
Mundtlighed – samtale og præsentation – her som at fortælle historier
Sprogligt fokus – ordforråd og adjektiver
i engelskundervisningen

Ideer til undervisningen**Before reading:**

- Look at the book. What do you think it is about? A monkey? It is a chimpanzee. How would you describe the way he looks and walks? And why is there a shadow?
- Willy the Wimp – do you know what wimp means? Would you like to be called a wimp? Why/why not?

Reading:

Read the story out loud while the learners follow in their books.
Maybe you should let the learners read the story a few times before starting on the activities. Or again in your next lesson, so that they can become very familiar with the story.

After reading**Words**

Here are 17 words from the book, that you are going to work with.
7 words: you translate, 3 words: you write the opposite, 7 words: you use them in sentences. You can only use a word once. Use a dictionary.

Words	Translate	Opposite	Write a sentence
Fault			
Suburban			
Bullied			
Wimp			
Scrawny			
Skinny-chested			
Pathetic			
Weakling			
Bulging			
Tireless			
Magnetic			
Personality			
Advertisement			
Rushed			
Package			
Excitedly			
Exercises			

- Let the learners make some games with the words, e.g., memory, bingo or mime the words and let others guess – either in the class or in groups.

Chunks

Here are a few chunks from the book that might also be worth talking about:

Wouldn't hurt a fly

Knocked into

Order about

Put the words in the right order

- Here are some adjectives that the learners can try to put into an order from very small to very big.

There is no simple answer, but that could give the learners a chance to try to explain, why they choose the order they do.

Small, huge, wee, medium, big, enormous, tiny, gigantic

- In class you can talk about how you compare adjectives in English.
Try these: small, big, and gigantic

Small – smaller – smallest

Big – bigger – biggest

Gigantic – more gigantic – most gigantic

Maybe they can find other adjectives in the book, that they could also compare.

Description

- How would you describe Willy – use adjectives from the book and all the other adjectives that you know.
Do a mind map with all the words that you find relevant.
The learners can draw Willy in the middle of their mind map, using this page for inspiration <http://www.anthonybrownebooks.com/draw-you-own-willy-the-wimp>
Finally, let the learners share their descriptions/words with each other in pairs or groups, and finally share the most important words in class before hanging the mind maps on the wall for everyone to see.
- **Questions to talk about:**
 - Why does Willy not like to be called a Wimp?
 - Would you describe Willy as a wimp?
 - Why do you think, Willy is drawn as a chimpanzee and not a human being?
 - What do you think is the point of the story?
 - Do you think that Willy changes through the book?
 - Does it make Willy weak, that he says sorry when he bumps into the pole at the end?
 - Have you ever wished that you looked differently?
 - Do you think that you sometimes judge people by their looks/appearance?

Storytelling

- Let the learners pick a picture in the book and prepare a story about it e.g., *Willy so wanted to be strong, so he had to be on a diet. He had to eat 100 bananas every day. Willy got very tired of bananas after a few days.* Then let them tell their story to a group or the class. If this is too difficult for some, they can describe what they see in the picture.
- Let the learners read the story several times, so that they can remember a great deal of it by heart. Now they try to tell the story in their “own words”. As close

as they can to the real story. They can record their stories or perform them in front of the class.

- Watch this animation of the story that some children have made <https://www.youtube.com/watch?v=O1Wou6mDra8> that might inspire the learners

Perform reading out loud

- The learners could also read the book out loud in groups after having prepared it. They each have a few pages to practice and read out loud. Make them think about flow and pronunciation.

Supplerende materialer

Something Else, Kathryn Cave
Red, Michael Hall