



WORKSTATION

[MATERIAL FOR THE ENGLISH CLASSROOM]



This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

TEMPLATE FOR MATERIALS

Title	WORKSTATION	
Level	9 year olds	
Duration	60 + 45 minutes	
Objectives	<p>Whole learner:</p> <ul style="list-style-type: none"> ▪ To develop interpersonal skills ▪ To work cooperatively ▪ To use background knowledge ▪ To raise awareness of similarities between cultures ▪ To develop self-task strategies <p>Whole world:</p> <ul style="list-style-type: none"> ▪ To learn about Van Gogh <p>Whole language:</p> <ul style="list-style-type: none"> ▪ To describe what they can see in a painting ▪ To use various grammatical structures and patterns in the learner's competence 	
Language use	<p>Listening</p> <ul style="list-style-type: none"> ▪ Listening for instructions for task ▪ Listening for general understanding <p>Interacting</p> <ul style="list-style-type: none"> ▪ Working in groups to produce workstation projects <p>Writing</p> <ul style="list-style-type: none"> ▪ Various type of texts (see workstation activities) <p>Reading</p> <ul style="list-style-type: none"> ▪ Reading a fiction text about a man called Joe Lorry (see the attached text) 	
Language focus	Linguistic focus	Discourse focus
	As students will be presented a varied set of activities to choose from, each activity will have its own context of grammatical structure and vocabulary	No discourse
	Pragmatic Focus	Cultural focus
	Instructional based, self-monitored, non-guided project work	Similarities and differences between Turkish and Danish cultures can be elaborated during warm-up session
Reflection on learning towards learners' autonomy	<p>Learning strategies Activating background knowledge, analysing, grouping, questioning for clarification, monitoring, resourcing, deduction/induction, personalize, , setting goals and planning, selective attention, cooperation.</p> <p>Learning styles Different learning styles will be catered for when students are presented a large variety of tasks to be accomplished</p> <p>Multiple Intelligences Visual, kinaesthetic, spatial, linguistic, interpersonal</p> <p>Portfolio Workstation projects</p>	

Assessment	Oral description of their own workstation projects
Materials and resources needed	Flashcards Cardboards A4 paper Vocabulary booklet A computer and a projector Badges for the students Crayons, glue, scissors
Sequence of activities	1. Warm up 2. Listen & Choose the best title 3. Vocabulary introduction 4. Workstations

SEQUENCE OF ACTIVITIES

1. Warm up

- Introduction,
- News from the students' friends from Turkey,
- The reason why I am there, HOLA project, language teaching,
- The first foreign language they learn in Denmark,
- Talking about the similarities between Danish and English.

2. Listen & Choose the best title

- Kids are given three alternative titles for the story they will listen to, (1- A Lucky Day, 2- The Life of a Beggar, 3-The Power of the Words)
- The instructor tells the story by showing the flash cards and by asking some questions during the story (what was the stranger's idea? what did the stranger write on the sign?)
- Kids choose the best title for the story by giving reasons,
- Some questions come up to summarize it (Is the stranger a wise man? Why?)

3. Vocabulary introduction

- Vocabulary booklet is distributed with Almond Blossom painting by Van Gogh on it with some info about that painting linking with the sentence in the story – 'It is spring and all the trees are blossoming....'

4. Workstations

- Kids are divided into the groups of two and given a list of projects to do. (Project list attached)
- Kids continue to do their projects in pairs.
- The last 15 minutes, they watch the video their friends have sent from Turkey

Workstation Projects

Draw four pictures about this story and retell the story using these pictures.

Retell the story from the beggar's point of view and the stranger's point of view.

Write a dialogue between the beggar and the stranger and act it out.

Write at least five reasons for being a beggar.

Prepare a Venn diagram defining the similarities and the differences between the beggar and the stranger.

Imagine that the beggar will earn a lot of money after this event, write an alternative ending.

Write the daily routine of the beggar. What time does he get up, what does he do every day...etc.?

If we wanted to write a book about this beggar's life, what could the name of this book be? Prepare a book cover and a book mark for this book and write the summary of it on the back of the book cover.

Write a story for a newspaper about the beggar's life with the heading: "Beggar becomes rich businessman."

There was once a man named Joe Lorry. He was an old **blind beggar** from Brooklyn in the United States. Brooklyn is part of New York City, and it is home to two and a half million people. A bridge called the Brooklyn Bridge joins Brooklyn to Manhattan Island. Joe lived in a neighborhood near a road that leads to the Brooklyn Bridge.

Joe was poor, and he could not see. He had to earn money by begging on a busy street corner near the Brooklyn Bridge. Everyday he got up, went to the street corner and begged from people walking by. Around his neck he hung a sign that said, 'I am blind, please help.' Everyday he stood there in the rain or the cold or the terrible heat of summer. He waited for people to feel sorry for him and drop a few coins in his cup. He never made too much money. Sometimes he went home with only 5 dollars, sometimes 10, and on a very lucky day 20 dollars. Life wasn't easy for him.

One lovely spring day a stranger came up to Joe and made a strange offer to him. "I have no money to give you," the stranger said, "but I know how you can get more money. Just let me change the message on your sign, and I promise you will make more money than you can imagine." Joe thought about it for a moment and then said yes to the stranger's offer. The stranger turned Joe's sign over and wrote a new message on the back. Then he wished Joe good luck and said goodbye. A few minutes after he left, Joe heard the sound of coins falling into his cup.

It was like that for the rest of the day. Almost every minute somebody put money into Joe's cup. "People are so **generous** today," Joe said to himself "or I am very luck. I wonder if it is because of what the stranger wrote on my sign". Finally, Joe grabbed the arm of a man who was putting some coins into his cup. "Excuse me sir," he **apologized**, "but what does the message on my sign say?" The man looked at him in surprise. "Don't you know what your own sign says?" The man asked. Joe explained about the stranger who changed the message on his sign. "Oh, I understand," said the man. "Well, your stranger is certainly very **wise**. Your sign says 'It is spring and all the trees are **blossoming**, red, pink, white, yellow, violet – and I cannot see any of them.'"