

ΦΥΛΛΟ ΕΡΓΑΣΙΑΣ

Pre-reading phase – Δραστηριότητες Αφόρμησης

Activity 1 (group work, all levels)

Read the sentence on the board:

“Please, sir, I want some more”

Work with your group and imagine the scene. Use the following questions to talk about it.

- Who is saying these words?
- Why? Where is s/he?
- How does s/he feel?

Activity 2 (pair work per level)

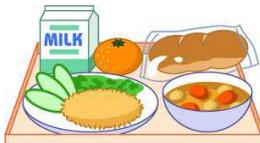
Level A. Do the [crossword](#). You can do it online or in written form. It can be downloaded [here](#).

Level B. Look at the pictures below and find the words.

balet



lmae



obwl



prnoa



okco



psono



poishl



aldle



Activity 3 (individual work, all levels)

Write the other two types of the irregular verbs. Do you know what they mean?

become	eat	hang	hit	hold	rise	shine	sleep

Activity 4 (whole class first, then group work, per level)

Solve this puzzle! **“Which year are we in now? Take out 176 years. What year is it now?”**

We will travel to London of that year and learn what life was in Britain then. To do this, we will make some posters with the information we will collect. To present, please use the following questions:

Group 1 - Victorian Britain

When was it?

Why does it have this name?

What was life like then?

Why is it so important?

Group 2 – The poor and the rich in Victorian times

What could the rich do?

Where did the poor live?

What did poor children look like?

Group 3 - Children at work

When did poor children start working?

Where did poor children work?

How safe were the children at work?

Group 4 – The workhouse

Who lived in the workhouse?

What was food like in the workhouse?

Who ran the workhouse?

Group 5 – Oliver Twist

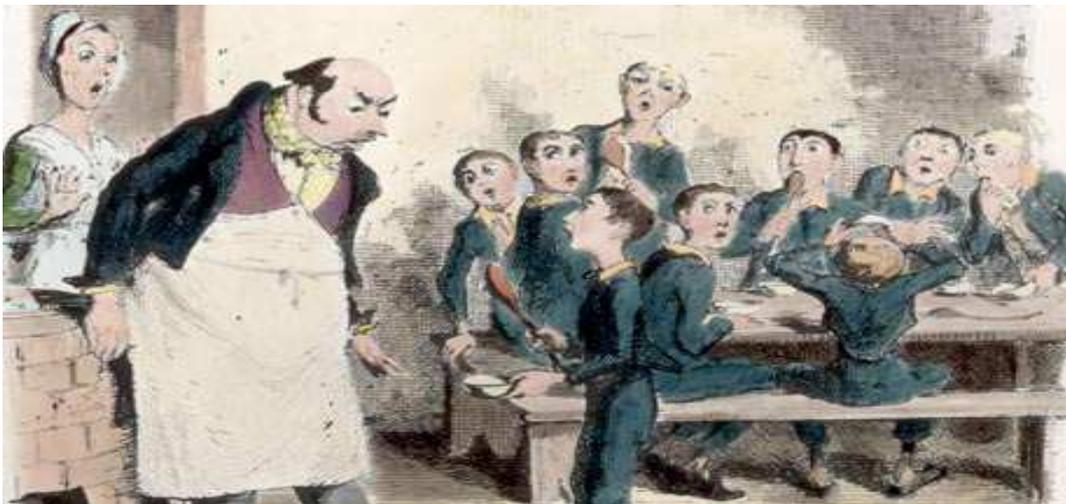
What is Oliver Twist? Who wrote it?

Who is Oliver Twist?

What was Oliver’s life like?

Activity 5 (individual work, all levels)

Look at the picture below. What is the boy saying to the man? Why? What is this place?



Reading phase: Κατανόηση γραπτού λόγου

Activity 1 (individual work per level)

Read the text and try to answer these 2 questions:

1. What did Oliver do?
2. Why did he do it?

Activity 2 (individual work per level)

Read **paragraph 1** of your text and answer the question:

“How did the children usually have their meal in the workhouse?”

- Level A. To answer the question, use the following information to help you : a) where they took it, b) who served them, c) what they ate
- Level B. To answer the question, use the picture of Activity 5 and the words **stone hall, master, soup, holidays**.

Activity 3 (individual work, all levels)

Read **paragraph 2** of your text and find some or much information that proves that the children were very hungry.

Activity 4 (individual work per level)

- Level A. Answer the question: “What do the children decide to do? Why?”
- Level B. There are **3** correct ideas about **how** Oliver will ask for more. Can you tick (✓) them?

1.	The tall boy asks him to do it	
2.	Oliver is so hungry that he can eat someone at night	
3.	The other boys are hungry but afraid to do it	
4.	The tall boy says he will eat someone one night	
5.	All the children decide that Oliver will do it	

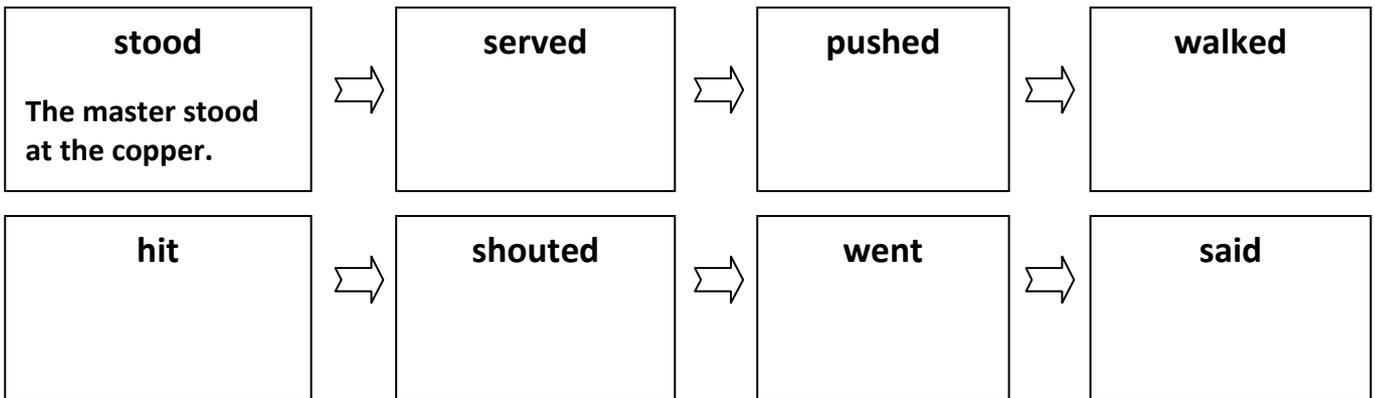
Activity 5 (pair work per level)

Read **paragraph 3** of your text and do the following tasks.

Level A. Information is wrong in every sentence. Can you provide the correct information?

		Correct information
1.	When the children sat at the table, Oliver stood up to ask for more.	
2.	The master was surprised but gave Oliver a second bowl of soup.	
3.	The master’s assistants were worried that there was no more soup.	
4.	Mr Bumble went to the board to ask for more food for the children.	
5.	Boys used to ask for more food, so the board found what Oliver did quite logical.	

Level B. Use the **verbs** in the boxes and information from the text, to make sentences about what happened at the workhouse hall. There is an example:



Activity 6 (individual work per level)

Level A. Use adjectives to describe **Oliver, the boys, Mr Bumble** and **the board** and explain why. The following chart will help you:

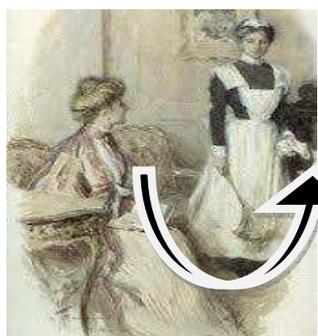
	Adjective(s)	Why?
Oliver		
The boys		
Mr Bumble		
The board		

Level B. Put the adjectives ***Afraid, Angry, Surprised, Brave, Cruel, Lucky, Unlucky, Strong, Weak*** in the right box(es) and explain why.

	Oliver	The boys	Mr Bumble and his assistants	The board
Reason				

Activity 7 (individual work, all levels)

Can you place the words in their right places?



ladle, bowl, apron, meal, spoon

“You must always wear your (1) _____, to avoid getting your dress dirty with food. (2) _____ is served at 7 p.m. sharp. Remember to (3) _____ the soup in each guest’s (4) _____ carefully. The (5) _____ is always on the right, next to the knife”.



pale, healthy, surprised, paralysed

“I have known him for a long time. He used to be a (1) _____ young man, who rarely got sick. His wife said that, yesterday, he felt a sudden pain in his stomach and got so (2) _____ that I thought there was no blood on his face. She thought it wasn’t serious, but in a couple of days he got (3) _____ and until now he cannot move his legs. I am really (4) _____ how quickly his health got so worse.

pushed, rushed, disappeared, polished, whispered

“I was at the front of the shop working. I had just (1) _____ some new silver lamps before putting them at the shop window, when I noticed a man looking strangely around the shop. My colleague (2) _____ in my ears that he might be a thief and I (3) _____ to the back to call the manager. The man saw me, (4) _____ some customers aside and left the shop in a hurry. When the manager arrived, we noticed that one of the silver lamps had (5) _____ from the shop window”.



Post-reading phase: Δραστηριότητες εμπέδωσης

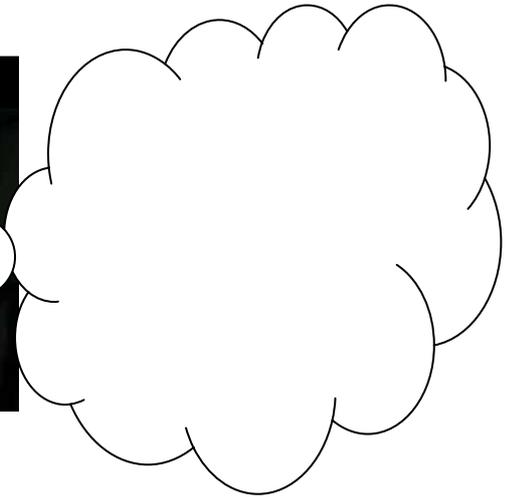
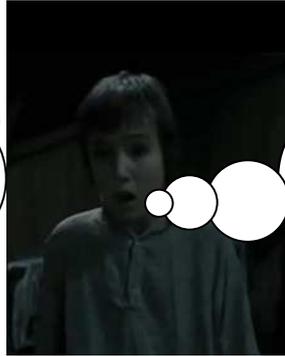
Activity 1 group work, per level)

Watch a movie clip on **YouTube** (<https://www.youtube.com/watch?v=kr4WxEQHICE>). It tells the adventure of Oliver Twist at the workhouse. Work with your partner and do the following 5 tasks:

Task 1. Complete the blank speech bubble:



What's wrong?
We're trying to sleep!



Task 2. Complete the missing information in the box:

In the hall, each child takes

for supper

Task 3. Answer the question:

What are the children doing here?



Task 4. Answer the question:

“What happened when Oliver asked for more?”

1. _____
2. _____
3. _____



Task 5. Say whether the following ideas are True (T) or False (F).

- a. The master said to the board that he has asked for more
- b. The board were having the same supper as the children
- c. The director got angry, because Oliver had asked for more after he had had his supper
- d. Everybody in the board were completely surprised
- e. Everybody in the board said that Oliver would be hung

T	F

Activity 2 (group work, per level)

What kind of feelings did you have while you were reading and watching the story? Use Wordle (<http://www.wordle.net>) to create a word cloud with all the adjectives that show your group's feelings.



Suggested Project Work

A list of differentiated end products of one or two-week-long projects recommended after the teaching. The projects are allocated for group work, but there is a free choice of task.

A. Traditional projects

1. Create a poster with the rules for the children in the workhouse.
2. A rich merchant wants to take Oliver. Imagine the dialogue between him and the board.
3. Present the lucky/unlucky characters in the story on a poster.
4. Watch the Oliver Twist movie and present to the class the scene(s) you liked and/or hated the most.
5. Read the novel and write about the good and bad characters in it. Present them on a poster in class.
6. Write an article for the school paper to recommend the book "Oliver Twist" by Charles Dickens).

B. Technology-based projects

1. Click on at <https://docs.google.com/forms/d/1baySiaHh-iuVO1D8PjD-sv7TUg3sOK9baIAW7duBWwA/viewform> to do a survey about Oliver's story.
2. Click on <http://riskwerk.files.wordpress.com/2014/05/more-please.png> to download the picture and use SPEECHABLE (<http://www.speechable.com>) to add 3 speech bubbles, **one** for the young boy with the bowl, **one** for the man in the apron and **one** for the boys at the table.
3. Use Wordle (<http://www.wordle.net>) to create a word cloud about Victorian Britain using information from both the text and the clip.
4. Use Poster My Wall (<http://www.postermywall.com>) to create a poster with the workhouse rules that could appear on the main hall walls.
5. Look at the poster on the right. It appeared outside wall of the workhouse after Oliver was taken to the Board. Use Voki (<http://www.voki.com>) to create a speaking version of the announcement (use your own text based on the information on the poster).
6. Use Padlet (<http://padlet.com>) to present the **good** and **bad** characters in the story.
7. Do some research in Victorian Britain visiting the websites (http://www.bbc.co.uk/schools/primaryhistory/victorian_britain) or (<http://resources.woodlands-junior.kent.sch.uk/homework/victorians.html>) and use Padlet, Powerpoint or Prezi to present to the class what impressed you most about that era. Alternatively, present to the class a topic you have investigated about that era (e.g. education, play, work, e.t.c.)
8. Use Toondoo to make a comic strip of the story you read.
9. What do you think will happen next? Use Go Animate (<http://goanimate.com>) to make an animated version of what could happen next.

