

Level 4

World Book Day worksheet 1



Read the instructions. Make a story with six of the pictures.

These pictures are looking for good storytellers. Are you good at telling stories? Play the game and see!

Play with a partner. You need a dice, a pencil and paper.

- Throw the dice for each row A–F.
- **Circle** the picture that you get in each row.
- Make a story with your six pictures. You can use them in any order.
- Tell the story to another pair. Can they give it a title?

						
A						
B						
C						
D						
E						
F						

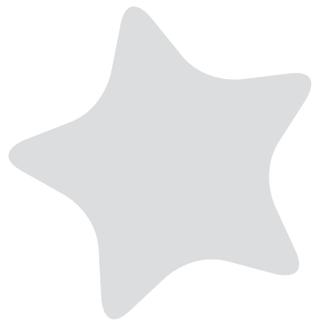
One upon a time,
there was ...

One day ...

But then, ...

In the end ...

Once upon a time, there was a parrot. He was four years old. One day, he flew to the moon and had a coffee. He saw a lion on the moon and was very surprised! In the end, the parrot and the lion stayed on the moon.



World Book Day worksheet 2



Draw four more pictures. Give them to a partner. Can your partner make a story with your pictures?

A large, empty rounded rectangle with a black border, occupying most of the page below the instruction. It is intended for the student to draw four pictures.



Level 4

Teaching notes

World Book Day

- These cultural notes describe both the origins of this festival, as well as its current traditions. You can explain as much as you think is relevant to your class and encourage learners to recognise and point to the relevant items on the worksheet.
- World Book and Copyright Day is celebrated around the world on April 23rd (although in the UK and Ireland it takes place on the first Thursday in March). This symbolic date for world literature was designated by UNESCO in 1995, as on this date in 1616 Shakespeare, Cervantes and Inca Garcilaso de la Vega died. The aim of this festival is to pay a tribute to books, authors and illustrators, and the copyright laws that protect them. It is also to encourage people, especially youngsters, to enjoy the pleasures of reading. This annual celebration is marked in over 100 countries around the world. Every year, a World Book Capital is chosen by UNESCO and other international book industry organisations. The objective for the year is to make books accessible to everyone in that city, including refugees and migrants. The city of Athens, Greece, was selected for 2018.
- A variety of events to promote reading, books and their importance to culture take place worldwide. Some activities include giving away bookmarks, relay readings of books, and announcing the winners of literary competitions. In some years, the Children's and Young People's Literature in the Service of Tolerance is awarded. This is a prize for books that promote peace, mutual understanding and respect for other cultures. Two prizes are awarded: one for books aimed at children aged up to 12 years; and one for those aimed at young people aged 13 to 18 years.
- In the UK and Ireland, children come together to appreciate reading on World Book Day. The main aim of this festival is to encourage children to discover the pleasures of books and reading by giving them the opportunity to have a book of their own. Different events are held in bookshops, libraries, community groups and schools. Children often receive a 'book token', with which they can buy a book of their choice from a special list of titles. Other activities include children and teachers dressing up as their favourite characters, and playing games related to their favourite stories.
- In the UK, April 23rd celebrates Shakespeare Day, and in England this is also the date for St George's Day. Saint George, England's patron saint, also died on this day.

World Book Day worksheet 1

- **Pre-activity:** Use the cultural notes to present World Book Day to learners. Say *World Book Day celebrates books and the people that write and draw pictures for them*. Ask learners a few questions related to the subject, e.g. *Do you like reading?, What's the name of your favourite book?, What about your favourite story / character?, Who tells good stories?, What are you reading at the moment?* You can answer these questions for yourself, too.
- Point to the game in Activity 1 and encourage learners to say some of the items they can see. Items worth checking comprehension of are: *alien / monster* (C6) and the emojis in row F: *good luck / yes / OK, heart / love, happy / excited, surprised, sad and angry*. These are suggested answers, but learners can come up with their own ideas. Read the instructions with learners. Explain that they'll play the game in pairs, taking turns to throw the dice. They have one item in each row, according to the number they get on the dice. Once they have their six pictures, learners create a story with them – only orally at this point. Explain that they can use the pictures in the order they like. Read the useful phrases and the example with learners. If necessary, do another example with the whole class. Then in pairs, learners carry out the activity. If they haven't got a dice, they can write numbers 1–6 on different slips of paper, fold them, mix them up, and choose a slip each time. As learners work, circulate helping them with new vocabulary as necessary and encouraging them to use their imagination. Once the pairs have gone over their story, they get together with another pair. The pairs tell each other their stories, pointing to the relevant pictures as they do so. Finally, Pair A gives a title to Pair B's story, and vice versa. Check the different story titles with the whole class.

Key: Learners' own answers

- **Optional follow-up activities:** The pairs write their story on paper, including its title.
- Some pairs can come to the front to tell their stories. Instead of mentioning the picture words, they act them out for the rest of the class to guess!
- Learners can work with a different partner. This time, tell them to lightly cross out certain pictures in the grid (you can choose which ones, e.g. one in each row). They play the game again. If they get one of the crossed out pictures, they can come up with a new word of their choice.

World Book Day worksheet 2

- **Pre-activity:** Get four learners to come to the board and draw a picture each (different from the ones in worksheet 1) for you to make a story with. Tell learners your story and ask them to give it a title. Then say *Now, it's your turn!*
- Learners draw four small pictures. Then, in pairs, they exchange their pictures. Learner A tells a story with Learner B's pictures and vice versa. They give their stories a title.

Key: Learners' own answers

- **Optional follow-up activities:** Learners write the story they created from their partner's pictures. They include its title and a small drawing for it.
- Collect the stories written in this lesson to create a World Book Day 'story book'.