



# WORLD BOOK DAY



## TEACHER'S NOTES

### WORKSHEET 1: INDIVIDUAL TASK • personality adjectives

With this activity, students will learn how to describe their character in English.

1. Tell students that this year World Poetry Day falls on March 21st and ask them if they ever read poems.
2. Next, tell them that they are going to write a poem about themselves with the letters in their name. This is actually called an acronym.
3. Give students worksheet 1 and ask them to find the personality adjectives in the box. (To make the activity more challenging, you can ask students to cover the top part of the page so they don't see the words they have to find).
4. Once they have finished, go over the answers (making sure they have all found all the words) and illustrate each of the words, answering any vocabulary questions they may have. With weaker groups, you could ask students to translate the words into their mother tongue.

## ANSWER KEY

P	P	S	C	D	R	T	H	G	S	T	E	Y	C	W
R	C	W	U	C	E	Y	B	E	I	L	Q	L	N	Y
A	A	H	V	O	Q	T	N	A	B	Y	R	D	C	L
C	G	I	E	V	R	S	E	I	P	K	N	N	P	S
T	C	N	P	E	I	E	S	R	B	D	H	E	Y	E
I	O	Y	M	T	R	N	N	H	M	F	G	I	X	D
C	L	P	I	C	E	F	A	E	X	I	F	R	O	Z
A	Y	V	I	S	N	L	U	A	G	C	N	F	R	W
L	E	G	G	I	N	T	E	L	L	I	G	E	N	T
T	N	E	D	I	F	N	O	C	W	T	P	J	D	B
W	H	T	O	H	P	H	T	O	L	E	R	A	N	T
Q	D	T	V	K	V	Y	R	V	Y	T	G	J	T	O
I	P	X	S	F	J	N	I	K	A	D	X	K	W	K
A	U	Z	P	Z	N	G	S	D	O	O	Q	H	T	J
M	G	S	L	M	R	J	Y	U	J	K	P	V	Q	D

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## TEACHER'S NOTES

### WORKSHEET 2:

#### COLLABORATIVE TASK – What are you like?

This activity will increase the students' vocabulary to describe people's character and it will give them strategies to define new words (learning to learn).

1. Give students worksheet 2.
2. They need to read the sentences and complete them with a word from worksheet 1.
3. Go round helping students with vocabulary questions they may have.
4. Then go over the answers in open class, raising students' awareness of false friends (sensible/sensitive).
5. Next, get students in pairs and ask them which of the adjectives on worksheet 2 define them. You can also ask them to brainstorm more adjectives. Each student thinks of adjectives to define himself/herself and his/her partner. Help students with vocabulary questions they might have.
6. As an extension task, you could get students in groups and ask them to read a definition from worksheet 2 to teach other. This could be set up as a game where one group reads out their definition and the rest of the teams try to guess. To make it even more competitive, you could award a point to the team who guesses correctly.

## ANSWER KEY

- a. A synonym of smart is .....⇒ **INTELLIGENT.**
- b. Someone who is usually happy and optimistic is .....⇒ **CHEERFUL.**
- c. Someone who knows what he/she wants and does everything possible to get it is .....⇒ **DETERMINED.**
- d. Someone who is rational and reasonable is .....⇒ **SENSIBLE.**
- e. Someone who makes friends easily and likes being with people is .....⇒ **FRIENDLY.**
- f. Someone who believes in himself/herself is .....⇒ **CONFIDENT.**
- g. Someone who understands how people feel is .....⇒ **SENSITIVE.**
- h. Someone who solves problems easily and quickly is .....⇒ **PRACTICAL.**
- i. Someone who accepts other people's ideas is .....⇒ **TOLERANT.**
- j. Someone who likes giving and sharing is .....⇒ **GENEROUS.**

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## TEACHER'S NOTES

### WORKSHEET 3: LIFE SKILLS - Self-knowledge (ESO 1-3)

1. Introduce the idea of an acronym to students. (An acronym is an abbreviation consisting of letters that form a word.)
2. Give worksheet 3 to students and read the instructions together with them.
3. They should first think of an adjective for every letter in their name (the adjective can either start with the letter or contain the letter).
4. Then they should justify their choice of adjectives by writing a sentence with each other adjective (see example on the worksheet).
5. Divide them into groups of 2 or 3.
6. Finally, tell students to look at the example acronym and read it together with them so they understand what the task is about. Students now have to look at the adjectives they have worked on and brainstormed before and come up with a way of using them in their acronym.
7. Give students some time in class to start writing their acronym, while you go round helping them and answering their questions. (Each student should write their acronym individually, but being in pairs helps to get ideas off of each other and to be each other's reviewers before actually handing in the last version).

As a follow-up activity, you could ask students to make a Wordle with their acronyms. Ask them to go to [www.wordle.net](http://www.wordle.net), type in their acronym and paste the resulting image on a document. You could hang the Wordles around the classroom to display the students' work.

This is an example of what a Wordle cloud looks like:



This activity will foster **self-knowledge**, because the students will be thinking about what they are like and getting to know themselves better.

It will also develop **creativity**, as they will be looking for the best words to describe themselves and will need to be creative and imaginative to write their acronyms.

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## TEACHER'S NOTES

### WORKSHEET 4.1: LIFE SKILLS - Creativity (ESO 4 - Bachillerato)

1. Tell the students that they are going to write a haiku poem in English.
2. Show students the video on haiku poems to get an idea of what they are. [VIDEO](#)
3. Now divide students into small groups of 3 or 4.
4. Give students worksheet 4 and play the video again for them to answer the questions on how to write a haiku.
5. Go over the answers in open class and read them together with students as preparation for the actual writing.
6. Students now have to think of a topic for their haiku (for example, spring) and brainstorm ideas on possible words to write. You could give them 5-10 minutes to think of words together and come up with a list.
7. After that, get students to start writing their lines, bearing in mind the structure of a haiku (5-7-5 syllables on three lines).
8. Go round monitoring and helping students with any vocabulary problems they might have.

As a follow-up activity, you could ask students to type up their haikus and illustrate them with an image. Students could then swap texts with their classmates so everyone could read everyone's texts. You could also hang them around the classroom to display the students' work. Alternatively, you could make an e-book with the haikus and the pictures using Mixbook: [www.mixbook.com](http://www.mixbook.com) or an interactive slideshow using PhotoPeach: [www.photopeach.com](http://www.photopeach.com)

## ANSWER KEY

1. What is haiku poem?  
*It's an ancient form of Japanese poetry.*
2. How many lines does it have?  
3
3. How many syllables does a haiku have on the whole?  
17

This activity will foster **cooperative learning** and **collaboration**, as the task will be done in small groups and every student in the group will be contributing with his/her ideas.

It will also increase students' **cultural awareness**, as they will learn about a Japanese form of poetry which does not exist in their country.

Finally, the activity will enhance creativity and imagination, because the students will write their own haiku poem, choosing the season they would like to focus on and the images they would like to include.





## TEACHER'S NOTES

### WORKSHEET 4.2: LIFE SKILLS - Creativity (ESO 4 - Bachillerato)

4. How many syllables does each line have?  
*Line one has 5 syllables, line two has 7 syllables and line three has 5 syllables*
5. Does it have to rhyme?  
*No.*
6. What other features does a haiku have?
  - a) *It has a cutting point*
  - b) *It contains a seasonal reference*
7. What does “cutting point” actually refer to?  
*Something which divides the haiku into two parts.*
8. How can a cutting point be achieved in English?  
*With punctuation.*
9. How can a reference to one of the four seasons be achieved apart from using the actual name of each of the seasons? Give an example.  
*You could use words associated to a particular season as an indirect reference. For example, cherry blossoms refer to spring, hot refers to summer, snowy to winter and brown leaves to autumn.*
- 10) What are the three steps to follow when writing a haiku poem?
  - a) *Decide on a topic to write about.*
  - b) *Picture this image in your mind and use it to set the scene and convey a particular feeling in your poem*
  - c) *Share your haiku with your friends.*
- 11) Look at this sample haiku. What season does it refer to?  
*To summer.*