



# Saint George's Day



## ACTIVITY 1: Saint George's Day (all levels)

### WORKSHEET 1

Find the words below in the crosswords. Words are placed vertically, horizontally and diagonally, both from left to right and from right to left.

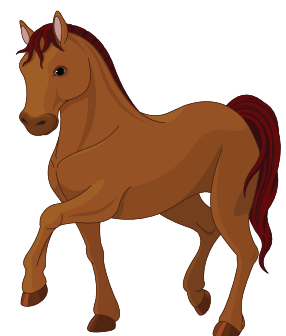
knight  
princess  
dragon  
horse

king  
fought  
kill  
sword

village  
villagers  
animals  
gold



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

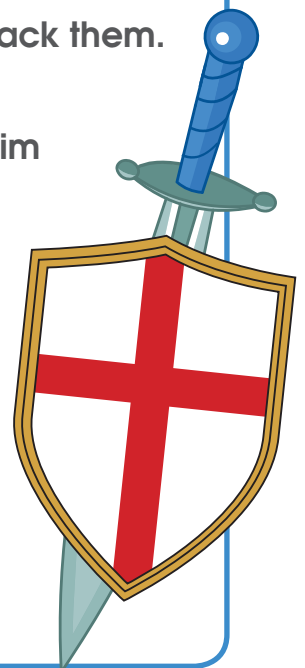




ACTIVITY 2: Saint George's Day (all levels)  
WORKSHEET 2A

These sentences tell the legend of Saint George, but they are not in order. Use the words in worksheet 1 to complete them.

- a A scary \_\_\_\_\_ was living in the lake near the village and attacked the villagers every night. The \_\_\_\_\_ didn't know what to do.
- b The king then sent his daughter, the \_\_\_\_\_, to wait for the dragon.
- c Finally, the \_\_\_\_\_ sent his army to \_\_\_\_\_ the dragon, but the soldiers were too scared and they ran away.
- d But when George heard that, he went to the lake as fast as he could and \_\_\_\_\_ the dragon with his \_\_\_\_\_.
- e The people in the village were so happy to hear the dragon was dead that they had a big party to celebrate it!
- f Then, they gave the dragon all their farm \_\_\_\_\_, but it still continued to attack them.
- g They gave the dragon their food, but it still continued to attack them.
- h One day he arrived at a \_\_\_\_\_ and a man told him that the people in the village were very scared.
- i Once upon a time there was a \_\_\_\_\_ called George who travelled around the world on his \_\_\_\_\_.
- j After that, they gave the dragon all their \_\_\_\_\_ but it still continued to attack them.





# Saint George's Day

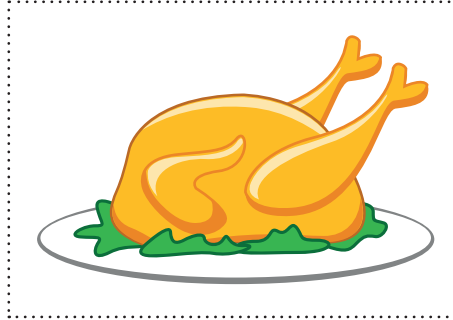


## ACTIVITY 2: Saint George's Day (all levels) WORKSHEET 2B

Now match each sentence (from worksheet 2A) to the corresponding picture illustrating the legend. Finally, put the sentences in order. You should write the letter of the corresponding sentence in the first gap and the number indicating the order of sentences in the second gap.



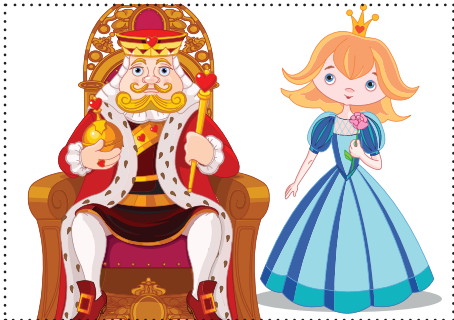
letter  → number



letter  → number



letter  → number



letter  → number



letter  → number



letter  → number



letter  → number



letter  → number



letter  → number



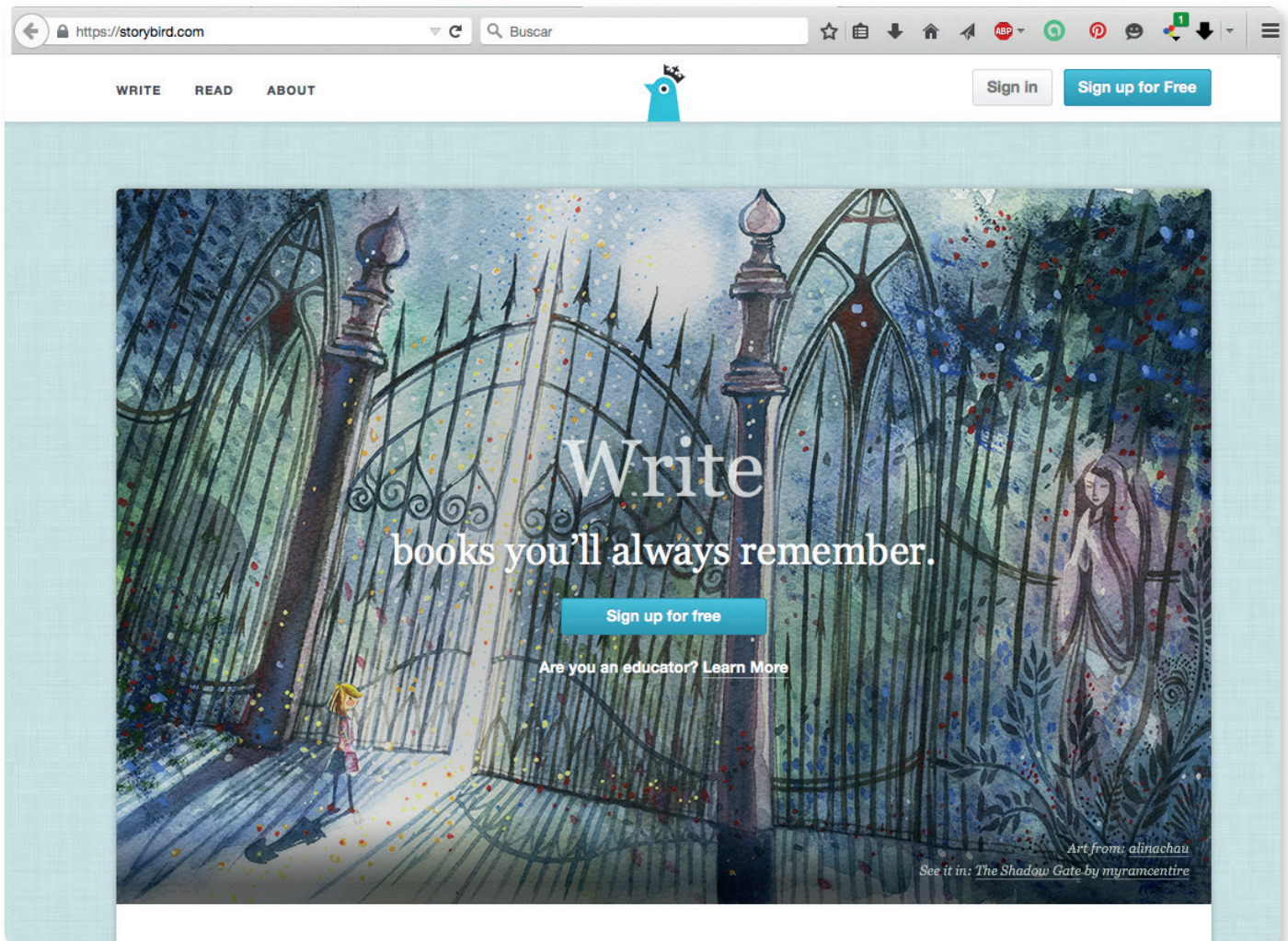
letter  → number





You are going to make an online book with your own version of the legend of Saint George. Then, you will present it to your classmates and you will all vote for the most original story.

A useful website to create artistic online books is [www.storybird.com](http://www.storybird.com)





## ACTIVITY 1: SAINT GEORGE'S DAY (ALL LEVELS) WORKSHEET 1

With this activity, pupils will learn the legend of Saint George and vocabulary related to it.

1. Write the following sentence on the board "The legend of Saint George".
2. Brainstorm ideas in open class in order to see what pupils already know about the legend or related to it.
3. Then give pupils worksheet 1 for them to look for the words related to the legend.
4. Once pupils have finished, go over the answers (making sure all the pupils have found all the words) and illustrate each of them, answering any vocabulary questions they may have.
5. With weaker groups, you can get pupils to translate them into their mother tongue or to act them out to make sure they understand what they mean.

### Answer key:

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

### (Over, Down, Direction)

Animals (7,8,SW)  
 Dragon (7,11,SW)  
 Fought (13,8,NW)  
 Gold (5,11,SW)  
 Horse (7,5,NE)  
 Kill (14,10,S)

King (2,1,SE)  
 Knight (12,7,W)  
 Princess (2,4,SE)  
 Sword (9,11,E)  
 Village (6,1,S)  
 Villagers (2,15,E)



**ACTIVITY 2: SAINT GEORGE'S DAY**  
**(ALL LEVELS)**  
**WORKSHEET 2**

This activity will increase the pupils' vocabulary related to legends. It will also give them strategies to work out the meaning of new words from context (learning to learn).

1. Give pupils worksheet 2A.
2. They need to read the sentences and complete them with a word from worksheet 1.
3. Go round helping pupils with vocabulary questions they may have.
4. Finally, go over the answers in open class.
5. As a fun game, you could get pupils to act out the sentences for the rest of pupils to guess.
6. Next, give worksheet 2B to pupils. They need to match the pictures with the sentences on worksheet 2A and write the corresponding letter in the first gap underneath each picture. (This is going to ensure that they understand the meaning of each sentence.)
7. Go round monitoring and answering any questions pupils may have.
8. Finally, ask them to put the sentences in order to come up with the actual story in chronological order. They should write the number in the second gap underneath each picture. (With weaker groups, you can give away the first and last numbers as clues).
9. In order to make sure all the pupils have the correct order of sentences, you could ask 10 pupils to read a sentence each in order. The rest of the pupils can say whether the story makes sense in this order or whether some sentences need to go before or after.



## Answer key:

### WORKSHEETS 2A AND 2B

- a. Once upon a time there was a **knight** called George who travelled around the world on his **horse**.
- b. One day he arrived at a **village** and a man told him that the people in the village were very scared.
- c. A scary **dragon** was living in the lake near the village and attacked the villagers every night. The **villagers** didn't know what to do.
- d. They gave the dragon their food, but it still continued to attack them.
- e. Then, they gave the dragon all their farm **animals**, but it still continued to attack them.
- f. After that, they gave the dragon all their **gold**, but it still continued to attack them.
- g. Finally, the **king** sent his army to **kill** the dragon, but the soldiers were too scared and they ran away.
- h. The king then sent his daughter, the **princess**, to wait for the dragon.
- i. But when George heard that, he went to the lake as fast as he could and **fought** the dragon with his **sword**.
- j. The people in the village were so happy to hear the dragon was dead that they had a big party to celebrate it!

Order of pictures and order of sentences:

A - 1, G - 4, C - 7

B - 8, H - 2, D - 9

I - 1, E - 10, F - 5

J - 6

Order of sentences:

I, H, A, G, F, J, C, B, D, E





## ACTIVITY 4: THE LEGEND OF SAINT GEORGE ONLINE BOOK (ALL LEVELS)

### WORKSHEET 4

This activity will work on the pupils' **critical thinking skills**, because the activity will make them reflect on the legend of Saint George and the values it conveys.

It will also boost their **creativity** because they will invent their own version of the legend getting inspiration from the pieces of art available on Storybird.

It will also foster **cooperative learning**, because they will be writing in groups and sharing their opinions and ideas.

Finally, it will also develop the pupils' **digital literacy** because they will be writing their stories online using [www.storybird.com](http://www.storybird.com)

1. Ask pupils about their opinion on the legend of Saint George. You could use the following questions as prompts:  
*Do they find the legend interesting or boring?*  
*And what about the characters? Are they modern or old-fashioned?*  
*What do they think is the moral of the story?*
2. Next, divide them into groups of 3-4 and tell them they are going to come up with their own version of the story and write it in an online book.
3. Introduce them to Storybird ([www.storybird.com](http://www.storybird.com)) so they are familiar with the site and with how it works. (Remember that you will have to create an account on Storybird before being able to log in and see all the images available. It's a good idea to create one account per class, so all the Storybirds from one class are saved together). In order to help pupils, you could create a sample Storybird book live together with them so they know what the steps to take are.
4. Now the pupils should browse through the different pieces of artwork available to get inspiration. (In case there isn't a computer lab at your disposal, you could show some of the artwork on an IWB in open class).
5. The pupils in each group should choose some pictures for their book so they can start writing their story and adding some dialogue. Tell them that they can make as many changes to the story as they like and add new characters or make them different. Alternatively, you could ask each group of pupils to choose one picture from Storybird and add it onto a page so the whole class makes one single book together, but with different text written by each of the groups.  
In case you don't have much time (and also with weaker groups), you can choose to have a single-page book, which is much more manageable for pupils to write.
6. As the final step to the project, once all the Storybirds are finished, you could ask pupils to present them in open class (basically, to act them out) so their classmates can vote for the most original book. (You could also come up with other possible categories for the vote such as "to the funniest book" or "to the best-written book").