

# Once Upon a Time via ICT

F a i r y - t a l e s a n d l e g e n d s



# Workbook





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# Once Upon a Time via ICT

In nowadays society the image of children being read national fairy tales and legends by their parents or grandparents seems to disappear. What used to be a daily routine thirty, fifty years ago is now a past time relic that survives only in some of the families as something that “is good to do.” In these days children have so many cartoons and fantasy stories to watch on TV or computer that they have no reason to take a book and read. The aim of the project was to show our pupils that fairy tales and legends are not something that should be taken to the dump of the forgotten past. We wanted them to understand that fairy tales and legends are timeless, they are full of experience, morality, dreams, longings and sense of rightness. They give us a chance that the good conquers the evil, and help us understand what is good and what is bad. So we decided to put fairy tales and legends from different European countries together to show our pupils that all the mankind, regardless of what place they come from, have the same moral grounds, the same hopes and longings, the same notion of what is good and bad. We all grow from similar ground, breathe the same air and fight similar problems. All this is inscribed in fairy tales and legends.

Throughout the project our pupils read and translated four national or regional fairy tales or legends into English to make them available for pupils and teachers from other partner countries. During project meetings all the participants worked with the stories thus exploring national folk heritage that had formed self-determination of all the partner countries. This experience has helped us to understand each other, find similarities and accept differences.

We believe that reading is a very important skill and activity that should be supported and practiced. What is more, teaching through stories is highly motivating for children and provides authentic context for their learning. Therefore we decided to accompany our book of stories with a workbook containing a variety of exercises for each story. To make the learning even more engaging we created various kinds of learning materials such as board games, memory games and on-line materials. All the stories are also available as eBook and audiobook on our project website [www.outviaict.com](http://www.outviaict.com) together with all the accompanying materials.

# Participants of the project

## The Czech Republic

Základní škola Lanškroun, Bedřicha Smetany 460. okr. Ústí nad Orlicí



## Italy

Istituto Comprensivo Cena, Cerveteri IT



## Lithuania

Siauliai, Siauliu "Sauletekio" gimnazija



## Portugal

Airães Secondary School, Airães, Felgueiras



## Spain

IES Andrés de Vandelvira, Baeza



## Turkey

Vakıfbank Atatürk Secondary School, Anamur





### 1. Match the words with the definitions.

- |                |   |
|----------------|---|
| 1) Torso       | a) instantly  |
| 2) Serpent     | b) heal, get better   |
| 3) Pray        | c) body   |
| 4) Eternal     | d) knowledge, understanding                                     |
| 5) Wisdom      | e) snake  |
| 6) Scale       | f) get  |
| 7) Flesh       | g) endless  |
| 8) Acquire     | h) to speak God in order to express something                   |
| 9) Immediately | i) the edible part of an animal                                 |
| 10) Recover    | j) small, flat pieces of hard skin that covers an animal's body |

### 2. Complete the sentences with the suitable words according to the story

- a) Shahmaran was a.....creature.
- b) Shahmaran was living in a cave under the.....layer of Earth.
- c) Tahmasp felt..... when he saw the snakes in the cave.
- d) Shahmaran knew the..... of eternal life.
- e) Tahmasp wanted to go back as he.....his family.
- f) Shahmaran..... Tahmasp not to bath in the hammam.
- g) The cure for Sultan's illness was eating Shahmaran's.....
- h) Tahmasp was caught as his ..... was covered with scales.
- i) Shahmaran made a plan to pass her wisdom to her.....
- j) The Vizier..... at the end of the story.

### 3. Find the words from the puzzle

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

- |         |           |
|---------|-----------|
| Wicked  | Ambitious |
| Well    | Heal      |
| Queen   | Guilty    |
| History | Ashamed   |
| Return  | Greedy    |
| Soldier | Accept    |
| Sick    |           |

#### 4. Post-Reading Activity.

Choose a character from the story and analyze it with your own words.

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## Şahmaran

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1. Match the words with the definitions.

- 1) **C**
  - 2) **E**
  - 3) **H**
  - 4) **G**
  - 5) **D**
  - 6) **J**
  - 7) **I**
  - 8) **F**
  - 9) **A**
  - 10) **B**
- 

2. Complete the sentences with the suitable words according to the story

- 1) **Mythological**
- 2) **Seventh**
- 3) **Terrified**
- 4) **Secrets**
- 5) **Missed**
- 6) **Advised**
- 7) **Flesh**
- 8) **Skin**
- 9) **Lover**
- 10) **Died**



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