

# 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

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## 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

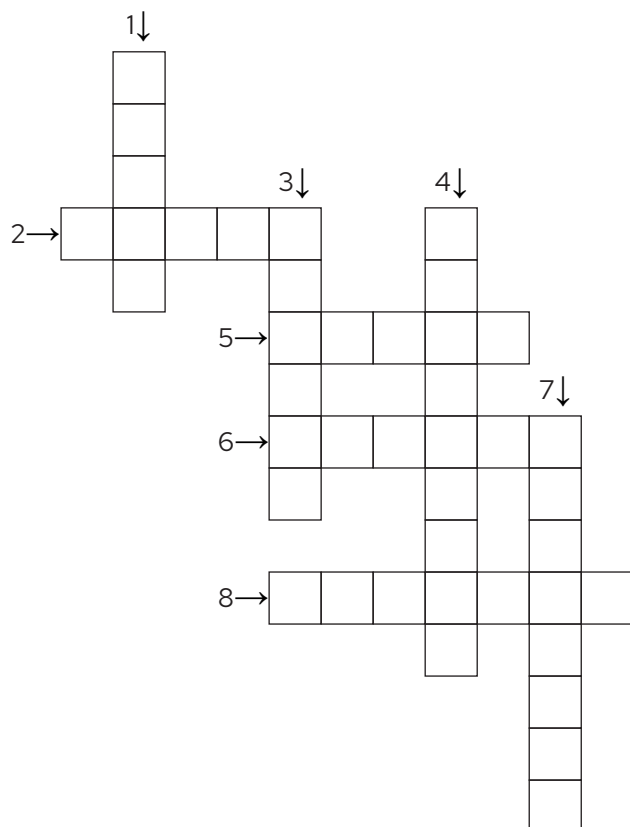
Vakıfbank Atatürk Secondary School, Anamur





# The Legend of Saint Martin

1. After reading the legend, complete the following crossword.



- 1) Army where Martin's father served
- 2) City where Martin's family was transferred to
- 3) The season when the story took place
- 4) The fruit used to celebrate Saint Martin's Day
- 5) Number of days the good weather lingered for after the miracle
- 6) Main character
- 7) Martin's age when he became a cavalry officer

**2. Match the following sentences.**

- a) While he was still a child,
- b) Martin continued his journey in the cold windy storm
- c) At the age of 15,
- d) He was the son of an officer,
- e) Portuguese people celebrate this day

- 1) ..... when suddenly the sky cleared up.
  - 2) ..... by tasting newly harvested wine and roasting chestnuts on bonfires.
  - 3) ..... he became a cavalry officer.
  - 4) ..... his family was transferred to Pavia in Northern Italy.
  - 5) ..... serving in the Roman Army.
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**3. Report the following sentences.**

- 1) Martin said: "Look at this poor guy on the side of the road!"

Martin said .....

- 2) Martin said: "I need to do something to help this man today."

Martin said .....

- 3) Martin asked him: "Did you have something to eat or do you need help?"

Martin asked him .....

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**4. Rewrite the following sentences.**

- 1) The poor man was hungry and so Martin gave him food.

If .....

- 2) Martin rides home because he misses his family.

If.....





## The Legend of Saint Martin

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1. After reading the legend, complete the following crossword.

- 1) Pavia
  - 2) Three
  - 3) Martin
  - 4) Fifteen
  - 5) Roman
  - 6) Autumn
  - 7) Chestnuts
  - 8) November
- 

2. Match the following sentences.

- 1) B
  - 2) E
  - 3) C
  - 4) A
  - 5) D
- 

3. Report the following sentences.

- 1) Martin said to look at that poor guy on the side of the road
  - 2) Martin said that he needed to do something to help that man that day.
  - 3) Martin asked him if he had had something to eat or if he needed help.
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4. Rewrite the following sentences.

- 1) If the poor man hadn't been hungry, Martin wouldn't have given him food.
- 2) If Martin didn't miss his family, he wouldn't ride home.

5. Read the original sentences and their paraphrased versions and decide whether the paraphrasing is correct or incorrect.

- 1) Correct
- 2) Correct
- 3) Incorrect - Martin died in November, time of new wine and chestnuts. Consequently, his death became associated with it.
- 4) Incorrect - When he was 15, he became a cavalry officer





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