

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 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, Siaulių "Sauletekio" gimnazija



Portugal

Airões Secondary School, Airões, Felgueiras



Spain

IES Andrés de Vandelvira, Baeza



Turkey

Vakıfbank Atatürk Secondary School, Anamur

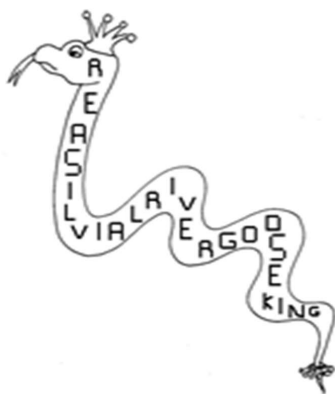


Romulus and Remus Level A1

1. Decide if the sentences are true (T) or false (F)

- 1) Amulius is Numitor's son. T / F
- 2) Rhea Silvia is Romulus and Remus's mother. T / F
- 3) Amulius is happy about the birth of Romulus and Remus. T / F
- 4) The servant puts the children in a basket. T / F
- 5) Numitor dies and Amulius becomes the king. T / F
- 6) A wolf finds the children and eats them. T / F
- 7) The brothers become kings of Rome. T / F
- 8) Remus kills Romulus and becomes king of Rome. T / F

2. Let's find the world! Circle the 4 words in this snake.



3. Connect the names with the right image.

Amulius

Rhea Silvia

She-wolf

Romulus vs Remus



1) 2)



3) 4)

4. Put in order the letters that compose the names of the characters

- 1) MOER
- 2) TRNUMIO
- 3) HAER VILSIA
- 4) SLUMAIU
- 5) UMORULS
- 6) STAUFSULU

5. Match the characters with the actions

- | | |
|-------------------|------------------------------------|
| 1) Rhea Silvia | a) deposes his brother |
| 2) She-wolf | b) is one of Rhea Silvia's sons |
| 3) Amulius | c) kills Remus |
| 4) King's servant | d) finds the children in the river |
| 5) Remus | e) is Numitor's daughter |
| 6) Romulus | f) puts the babies in a basket |
| | g) falls in love with the God |
| | h) sees 12 vultures |
| | i) nurses the babies |

6. Choose the correct option

- 1) Amulius is Numitor's **BROTHER** / SON
- 2) Romulus **KILLS** / WASHES Remus
- 3) The servant puts the children in a **BAG** / BASKET
- 4) Rhea Silvia is **UGLY** / BEAUTIFUL
- 5) Remus sees **6** / 9 birds and Romulus **3** / 12 of them
- 6) Romulus founds Rome on **AVENTINO** / PALATINO hill

7. Answer the questions

- 1) What is the name of Numitor's brother?
- 2) Who is Rhea Silvia?
- 3) Who finds the children in the river?
- 4) Who is Romulus and Remus's father?.....
- 5) What's the name of the river of Rome?
- 6) How many birds does Romulus see?
- 7) Where does Remus see the vultures?
- 8) What is the name of the holiday dedicated to Romulus?
- 9) Who is Romulus's successor?.....
- 10) What is the name Romulus has when he becomes a divinity?

Romulus and Remus Level A1

1. Decide if the sentences are true (T) or false (F)

- 1) False
- 2) True
- 3) False
- 4) True
- 5) True
- 6) False
- 7) False
- 8) False

2. Let's find the world! Circle the 4 words in this snake.

REA, SILVIA, RIVER, GODS,
KING

3. Connect the names with the right image.

- 1) She-wolf
- 2) Amulius
- 3) Romulus vs Remus
- 4) Rhea Silvia

4. Put in order the letters that compose the names of the characters

- 1) Remo
- 2) Numitor
- 3) Rhea Silvia
- 4) Amulius
- 5) Romulus
- 6) Faustulus

5. Match the characters with the actions

- 1) E
- 2) G
- 3) D, I
- 4) A
- 5) F
- 6) B
- 7) C, H

6. Choose the correct option

- 1) Brother
- 2) Kills
- 3) Basket
- 4) Beautiful
- 5) 6, 12
- 6) Palatino

7. Answer the questions

- 1) Amulius
- 2) Numitor's daughter, Amulius' niece
- 3) A She-wolf
- 4) The God Mars
- 5) Tiber
- 6) 12
- 7) On the Aventine
- 8) Quirinalia
- 9) Numa Pompilio
- 10) Quirinus



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