

Turkey embarks on cultural mission to preserve its fairy tales

Level: Advanced – Teacher's notes

Article summary: A new project aims to collect all of Turkey's fairy tales for everybody to read.

Time: Up to 90 minutes

Skills: Reading, Speaking, Writing

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

1. Warmer

Working with a partner, students write the titles of as many fairy tales as they can think of in five minutes. Allow them to write the titles in English or in their own language. Then give them time to look up the English titles of any they do not know before they share what they have written with the other students. How many different fairy tales can your students come up with as a group? If they need help, you could give them the following fairy tales to start them off:

- *Cinderella*
- *Aladdin*
- *Hansel and Gretel*

2. Key words

- a. Students read the words in the box and match them to the definitions below. Tell them to scan the article and underline the words as they find them. This will help them check their answers as well as see how the words are used in context.

Key:

1. *curse*
2. *maiden*
3. *sultan*
4. *motif*
5. *erode*
6. *heritage*

7. *enchanted*
8. *villain*
9. *fate*
10. *wonder*
11. *intimidated*
12. *deceit*

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

1. *wonder*
2. *deceit*
3. *villain*
4. *enchanted*
5. *fate*
6. *heritage*

3. Comprehension check

- a. In task a of this two-part comprehension task, students find information in the text to answer the questions.

Key:

1. *They come from the area of the Caucasus mountain range between the Black Sea and the Caspian Sea, and the Anatolian plateau.*
2. *They are being collected by a large academic project called Masal. Members of the public and academics from university literature departments around Turkey can submit a fairy tale to Masal's online portal. The project is funded by the Atatürk Cultural Centre in Turkey.*
3. *The tales are indexed according to which of the seven regions they come from and the type of story: animal tales, magical or extraordinary tales, realistic tales and humorous tales.*
4. *The database will be available to the public.*

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- b. In task b, they decide whether the statements about fairy tales in general are true or false according to the information in the article.

Key:

1. False
2. True
3. True
4. False
5. True
6. True

4. Using key language

- a. Students first match the words on the left and right to make phrases from the article. Then they should find and underline them in the article and read them again in context, paying particular attention to the words that come before and after each phrase.

Key:

1. e
2. f
3. g
4. i
5. d
6. h
7. a
8. c
9. b

- b. Students should try to explain to each other what the phrases mean. If they are unsure of any of the meanings, make sure they find example sentences from dictionaries and online before they write their own sentences.
- c. Students then write personalized sentences, one for each phrase that they would like to integrate into their active vocabulary. Ask them to make the sentences relevant to their own lives if possible as this will make it easier for them to remember the language and use it correctly in the future.

5. Discussion

Students discuss the questions that are directly related to the topic of the article.

6. In your own words

Students follow the instructions on the worksheet.

This task can be done individually or with a partner.

First they choose a fairy tale that has a special meaning to them and make notes to summarize the main events, characters and setting. Then they retell the story to other students, starting in the way of all good fairy tales:

Once upon a time.