**Reading and writing fairy tales**

**Worksheet 2**

**The structure of a fairy tale**

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| --- | --- | --- | --- | --- |
| Titles of Fairy Tales  |  |  |  |  |
| IntroductionPlace (Where?)Time (When?)Characters (Who?) |  |  |  |  |
| Original situation |  |  |  |  |
| problem |  |  |  |  |
| Actions of characters |  |  |  |  |
| climaxCrucial point |  |  |  |  |
| solution |  |  |  |  |
| conclusion |  |  |  |  |

**writing style**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Titles of Fairy Tales  |  |  |  |  |
| Dialogue |  |  |  |  |
| Humor |  |  |  |  |
| Simplistic prose |  |  |  |  |
| Short sentences |  |  |  |  |
| Formulaic sentences |  |  |  |  |
| Similes |  |  |  |  |
| metaphors |  |  |  |  |
| personifications |  |  |  |  |

**"Audience" –purprose of a fairy tale**

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| **Titles of Fairy Tales** |  |  |  |  |  |
| Contributes to self-awareness and the development of the child's personality (but today the notion that it is exclusively a "children's" species is outdated) |  |  |  |  |  |
|  A work of art with literary pretensions and psychological depth |  |  |  |  |  |
|  It conveys a deeper meaning for life, which each society, person and era “adapts” to his/her own circumstances |  |  |  |  |  |
| Carrier of the "world" of the principles-values-institutions of folk tradition, which has cultural independence and self-worth (linguistic, morphological, folklore elements) |  |  |  |  |  |
|  Means of contact/acquaintance with other peoples (intercultural tool - as it does not have a clear national dimension, it functions as a uniting element - for the peoples |  |  |  |  |  |
| It entertained (and entertains) the audience in the home hours of his life. |  |  |  |  |  |
|  It offers encyclopedic knowledge of the unknown world of travel as well as the fantastical world of mythology. |  |  |  |  |  |
|  It fills their thinking with philosophy and optimism. |  |  |  |  |  |
| Enriches the imagination of young children with scenes from the world of adults and the possible activities of imaginary beings. |  |  |  |  |  |
|  It teaches children techniques and ways of storytelling, enriched their inspirations and served as a precursor to literature and modern forms |  |  |  |  |  |