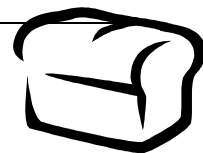


BREAD, CROISSANTS AND PANCAKES: A TRIP AROUND EUROPE

Students' worksheets

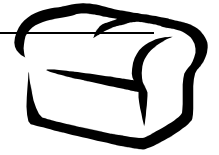
Àngels Mata Masó

October - December 2008



Colour the languages in each linguistic group you have created with one colour.

BREAD	English
BRØD	Danish
BROOD	Dutch
PAIN	French
BROT	German
ΨΩΜΙ (<i>psomi</i>)	Greek
PANE	Italian
PÃO	Portuguese
ХЛЕБ (<i>lieb</i>)	Russian
PAN	Spanish
BRÖD	Swedish
BUKË	Albanian
OGI	Basque
ХЛЯБ (<i>liab</i>)	Bulgarian
CHLĚB	Czech
LEIPÄ	Finish
PAN	Galician
KENYÉR	Hungarian
BRAUÐ	Icelandic
ARÁN	Irish
BRØD	Norwegian
CHLEB	Polish
PÎINE	Rumanian
ARAN	Scottish
ХЛЕБ (<i>leeb</i>)	Serbo-Croatian
EKMEK	Turkish
ХЛІБ (<i>lib</i>)	Ukrainian
PA	Catalan



Colour the countries in each linguistic group you have created with one colour.



THE ROMAN EMPIRE

In 510 BC Rome was a city state. By 250 BC Rome controlled most of Italy. Then it started wars in order to become a big empire. It kept growing until 106 AD. Then the *Pax Romana* (Roman peace) started. Roman soldiers and Roman citizens lived all over the Empire. In most places, people enjoyed living in Roman-style towns with baths and shops and they spoke in Latin (the Roman language) and wore Roman fashions.

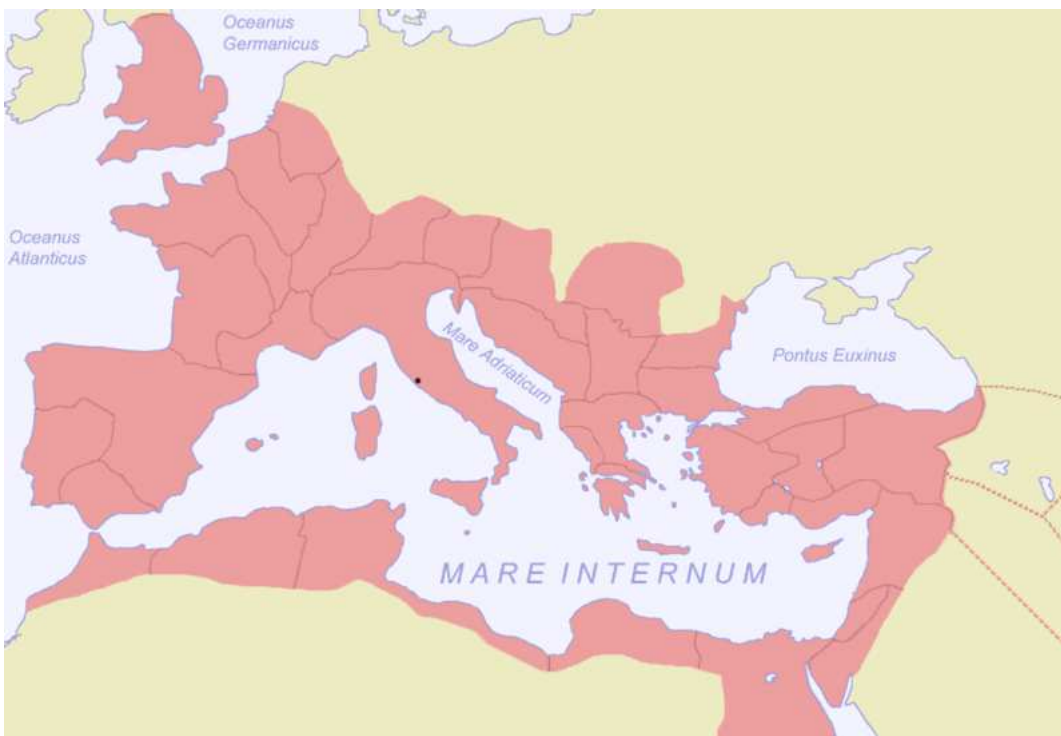


This is a map of the Roman Empire in 116 AD.

In which places do you think Latin had more influence in the local language?

Think why.

Shade them.



Roman Empire 116 AD [ThomasPusch](#) (june 2007) Wikipedia.org

What do you think modern languages that come from Latin are called?

- Slavic languages
- Romance languages
- Germanic languages
- Uralic languages



NORTHERN INVASIONS

Today you'll learn who the Anglo-Saxons and the Vikings were and what they did in the British Isles.

1. Colour in **blue** the **British Isles** in this map:



2. Now, go to <http://www.bbc.co.uk/schools/anglosaxons/invasion/index.shtml>
Read the text and colour in **red** the countries the **Angles**, the **Jutes** and the **Saxons** (the Anglo-Saxons) came from.
3. Use arrows to show the invasion of the British Isles by the Anglo-Saxons.
4. Now, go to <http://www.bbc.co.uk/schools/vikings/invasion/index.shtml>
Read the text and colour in **green** the countries the **Vikings** came from.
5. Use arrows to show the invasion of the British Isles by the Vikings.



6. Now, go to

<http://www.bbc.co.uk/schools/anglosaxons/whathappened/wh4.shtml>

Read the text.

English language has many words with an Anglo-Saxon origin, but also with a Latin origin.

Match the English words in the middle column with the corresponding Latin or Anglo-Saxon word:

Latin	English	Anglo-Saxon
Annus	Sister	Fisc
Femina	Fish	Mann
Luna	Lunar	Stan
Vehiculum	House	Daeg
Villa	Vision	Hus
Video	Village	Sweoster
	Annual	
	Feminine	
	Day	
	Vehicle	
	Man	
	Stone	

- 7 In this map of the British Isles, colour in **red** the places with an **Anglo-Saxon** name and in **green** those with a **Viking** name.



Check the information in:

<http://www.bbc.co.uk/schools/anglosaxons/whathappened/wh4.shtml>

http://www.bbc.co.uk/schools/vikings/what_happened/wh2.shtml





8 Odd one out: Which word does not belong to the group? Change it for a suitable one:

Angles – Vikings - Jutes

Mercia – East Anglia – Scotland

Germany – Norway – Holland

Buckingham – Nottingham – Snapethorpe

German – Spanish – English

Danish- Swedish- Italian

1. Complete this timeline:

510 BC	ROME – CITY
250 BC	ROME – ITALY
106 AD	PAX ROMANA
400 AD	SAXONS INVADED BRITAIN
800 AD	VIKINGS ATTACKED BRITAIN
954 AD	VIKINGS DEFEATED IN BRITAIN

2. This is a map of the Byzantine Empire in 555 AD.
Compare this map with a modern map of Europe and look for countries in the Empire with languages that are **not** written in the Latin alphabet.



www.wikipedia.org

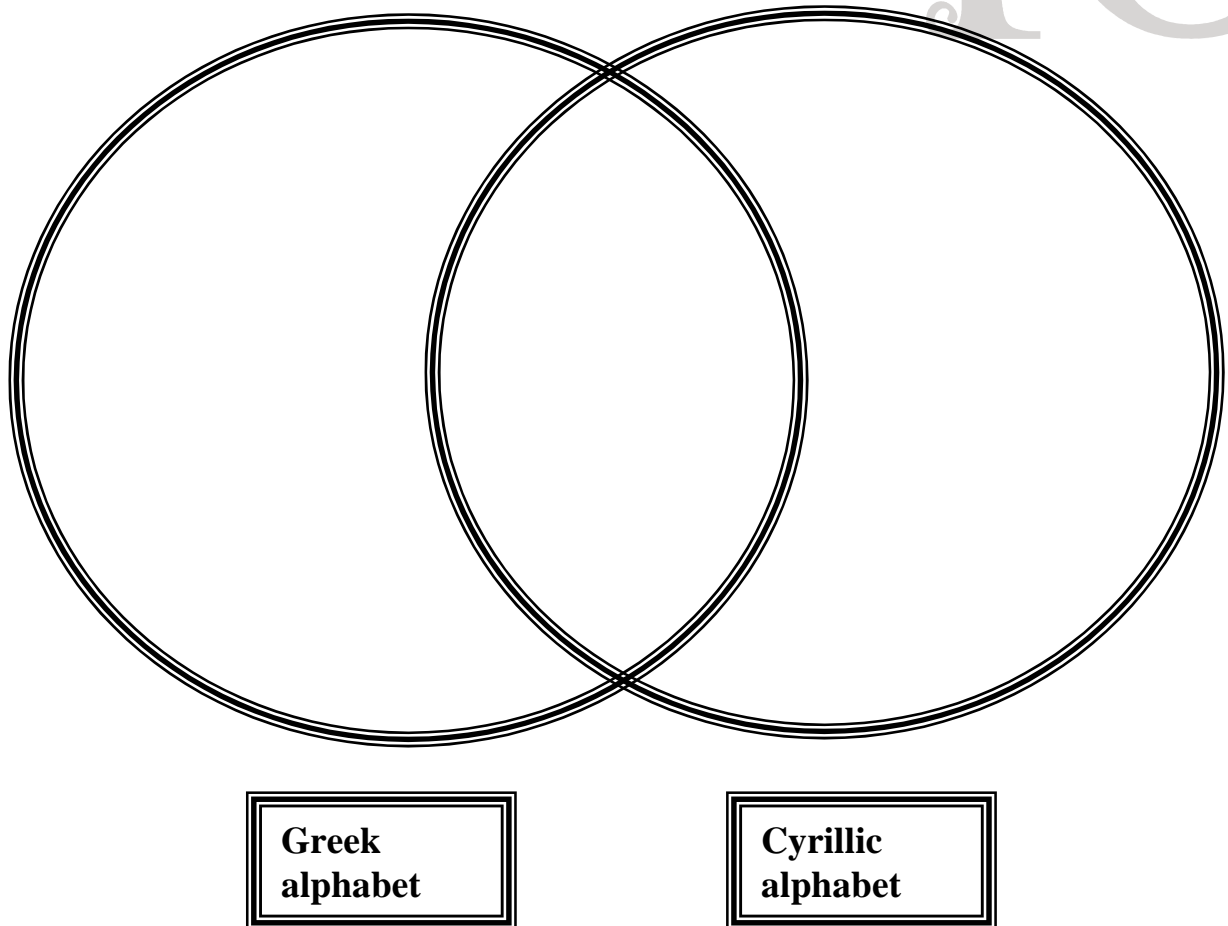


http://www.lib.utexas.edu/maps/europe/europe_pol_2004.jpg

3. In this table you have the **Greek** and **Cyrillic** alphabets. Compare them and find the letters that are **similar**. Draw arrows to show them.

Latin alphabet		Greek alphabet	Cyrillic alphabet	
	1	Α	А	1
	2	Β	Б	2
	3	Γ	В	3
	4	Δ	Г	4
	5	Ε	Δ	5
	6	Ζ	Ђ	6
	7	Η	Е	7
	8	Θ	Ж	8
	9	Ι	З	9
	10	Κ	И	10
	11	Λ	Ј	11
	12	Μ	К	12
	13	Ν	Л	13
	14	Ξ	Љ	14
	15	Ο	М	15
	16	Π	Н	16
	17	Ρ	Њ	17
	18	Σ	О	18
	19	Τ	П	19
	20	Υ	Р	20
	21	Φ	С	21
	22	Χ	Т	22
	23	Ψ	Ћ	23
	24	Ω	У	24
	25	Ε	Ф	25
	26	Θ	Х	26
	27	Μ	Ц	27
	28	Ν	Ч	28

4. Now complete this Venn diagram. What letters will you include in the middle?



5. Now go back to table in activity 3.

Write the Latin alphabet in the left column.

Compare the **Latin** alphabet to the **Greek** and **Cyrillic** alphabets.

Shade the letters in Latin alphabet following this colour code:

Latin = Greek – Blue

Latin = Cyrillic – Yellow

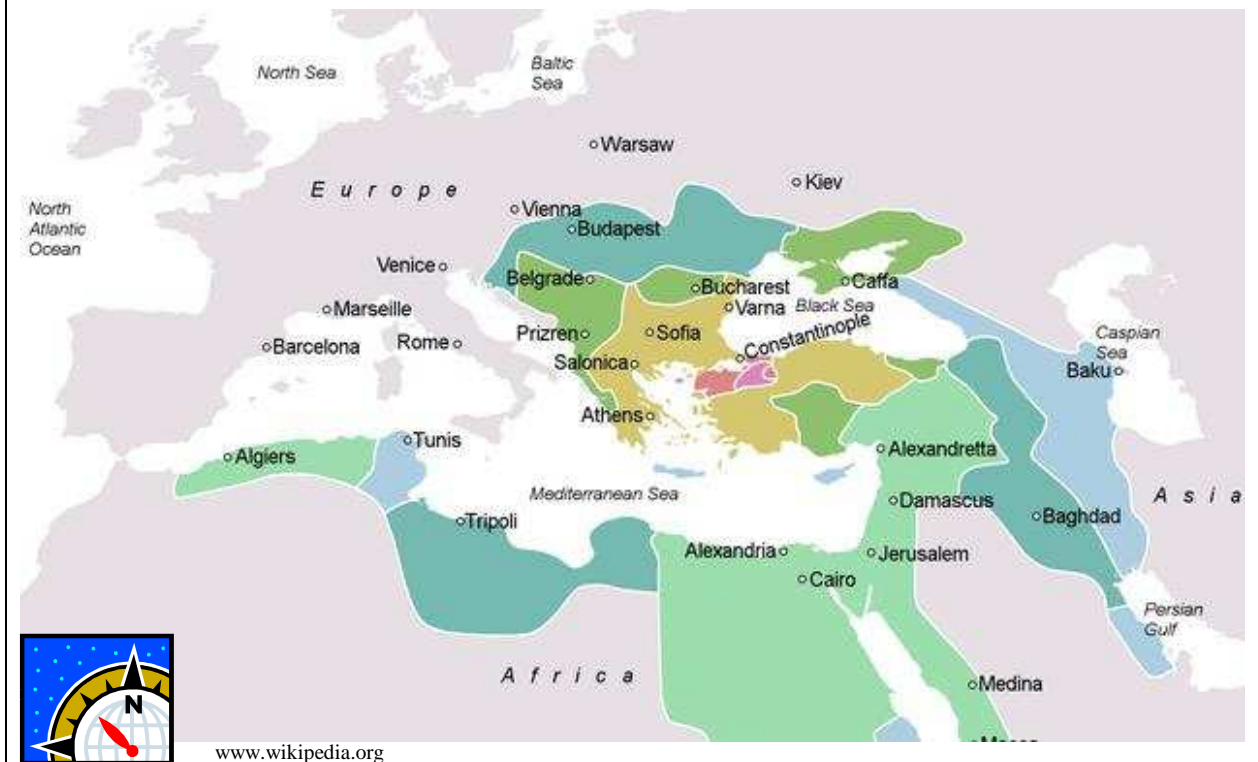
Latin = Greek = Cyrillic - Green



Ottomans on the move

May 7th, 1683

Yesterday Turkish troops were seen leaving Belgrade and heading North. Nobody knows where they are going; the whole region is in a state of alarm.



www.wikipedia.org

WHEN?

WHERE?

WHO?

WHAT?



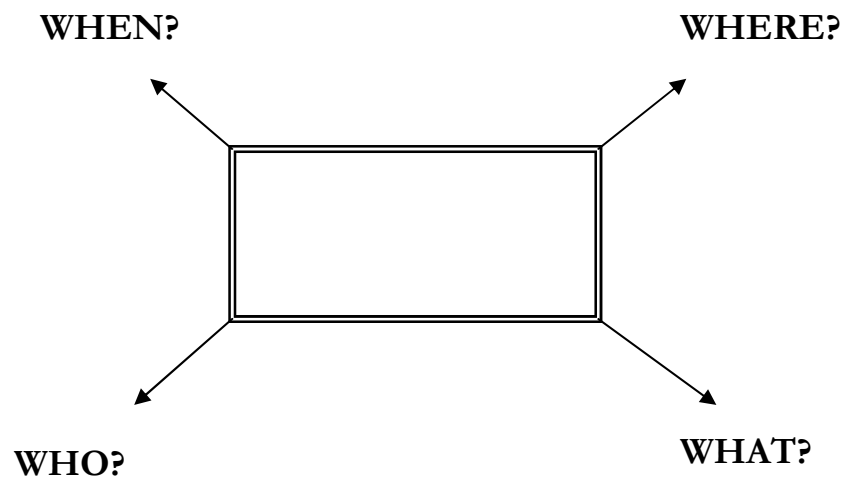
1. Read these sentences about the croissant story. Are they true or false?

- The story happens in a Turkish city.
- The Ottomans attacked Vienna.
- A baker gave the alarm.
- There was an explosion in the tunnels.
- The Ottoman soldiers won the battle.
- The croissant is a sign of the Ottoman victory.

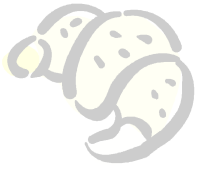
2. Imagine you are a journalist in Vienna in 1683.

Make notes and fill in the diagram below. Use one of these 2 headings:

- *Baker saves Vienna*
- *Vienna attacked*



3. Write a short text for your newspaper on the events that happened that night.



4. Answer these questions with the help of your group.

- Who were the Ottomans?
- How big was the Ottoman Empire?
- When did the Ottoman Empire start and finish?
- What was the capital of the Ottoman Empire? Since when?

IDENTIFYING LANGUAGES

Write the name of each language in the correct place on this page.

CATALAN

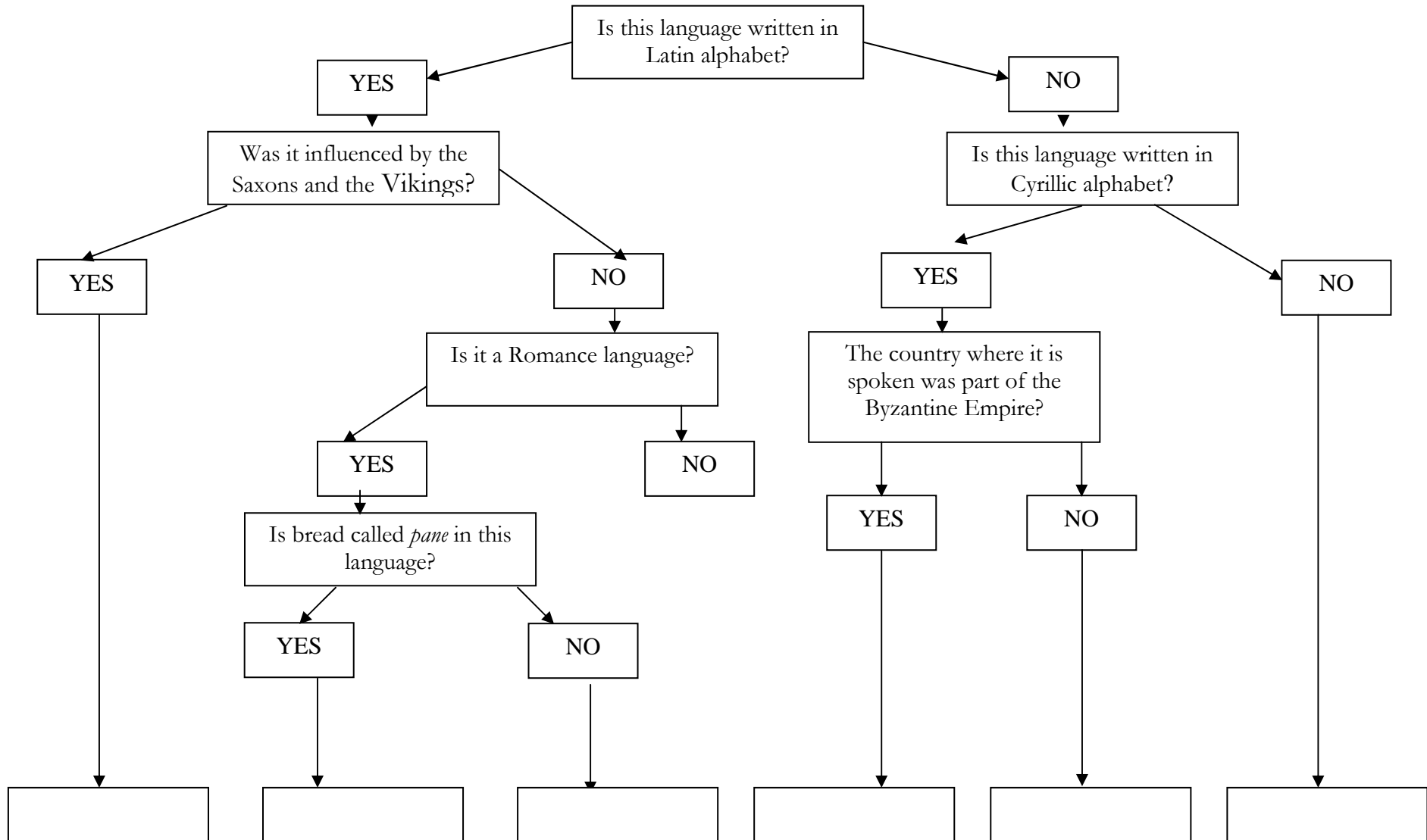
ENGLISH

BULGARIAN

GREEK

ITALIAN

RUSSIAN

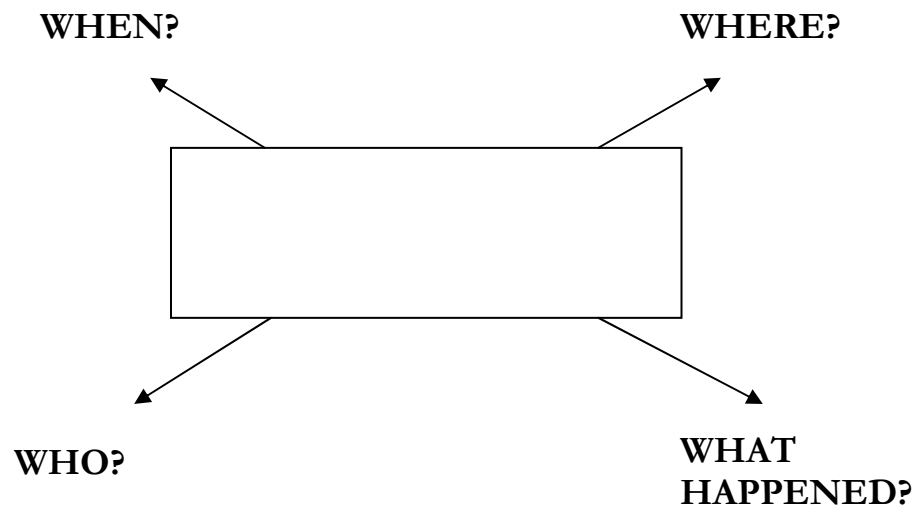


1. These words are extracted from a story, in the order they appear.
Try to imagine what happens in the story.



Two children
Parents died
Horrible mean uncle
Asking for money
Never come back!
A church
Three loaves of bread
Nice old lady
Some bread to take home
Inherit house and money
Thank you St. Nicholas!

2. Now fill in the diagram with the story you just imagined.
Think a name for the story and write it in the box.



1. Connect to the <http://www.stnicholascenter.org/> site.

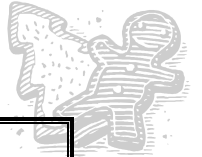
Using the *search* tool, look for the words given in the left column and complete the information in the table below:

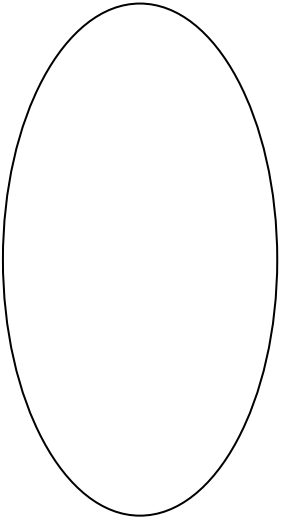
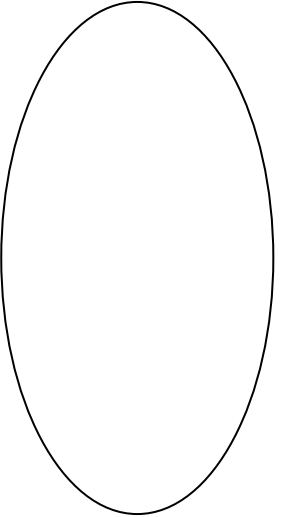
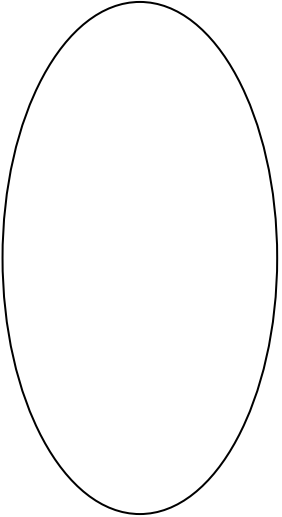
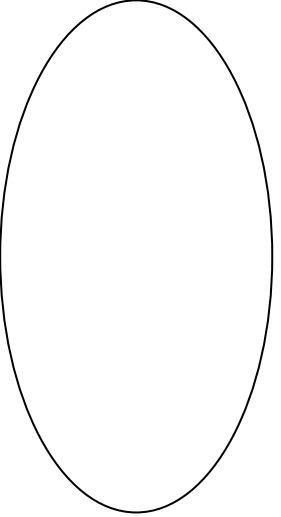
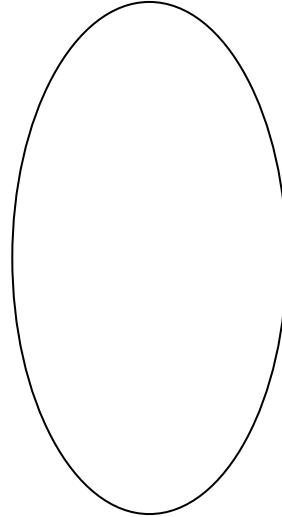
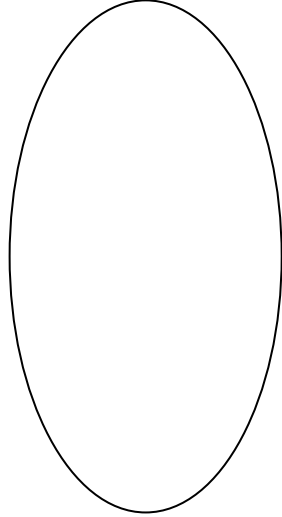


NAME	WHAT?	WHERE?	WHEN?	HOW? (What shape?)
SPECULOOS				
RIBNIK				
MANNALA				
BISKUPSKY CHELBICEK				
PIERNIKI				
SPECULATIUS				
SPECULAAS				

2. Now think of 3 different classifications of St Nicholas' breads.

Write the criteria on the lines and examples in the ovals.



<p>_____</p> 	<p>_____</p> 	<p>_____</p> 	<p>_____</p> 	<p>_____</p> 	<p>_____</p> 
---	---	--	---	---	---

3. Colour in this map of Europe the countries where some sort of bread is eaten on St. Nicholas' day. Label the countries with the name of the bread.



1. Use the heads and tails in this table to make sentences to describe and compare Saint Nicholas, Santa Claus and the Three Kings.
2. Write the sentences on the coloured stripes of papers following the colour code depending on who the sentence refers to:
 - a. St Nicholas - red
 - b. Santa Claus - yellow
 - c. The Three Kings - blue
 - d. St Nicholas and Santa Claus - orange
 - e. St Nicholas and the Three Kings - purple
 - f. Santa Claus and the Three Kings - green
 - g. All of them - brown



<p>He has / They have He is / They are He's called / They are called He arrives / They arrive He rides / They ride There is / There are He travels / They travel He wears / They wear He brings / They bring He arrives from / They arrive from He's from / They're from He comes from / They come from He arrives on / They arrive on People eat</p>	<p>presents for children Gaspar, Melchior and Balthazar. on a boat a similar name. a horse a beard and white hair camels a big parade to receive him a big parade to receive them with his assistants with their assistants the 24th December bread and cookies to celebrate a sleigh with reindeer Spain the North Pole related to the Christian religion the East the 6th December red clothes the 6th January</p>
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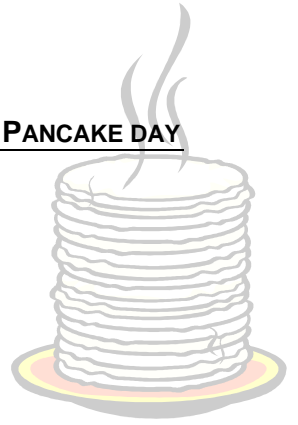
3. Now make a Venn diagram about the similarities and differences between Saint Nicholas, Santa Claus and the Three Kings, using these sentences and others you think of.

4. Using the information on the walls, answer the following questions:

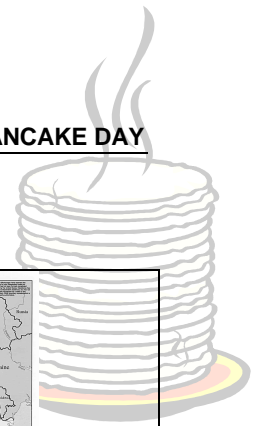
- a) Is Father Christmas a real character?
- b) In what countries does Santa Claus take presents to children?
- c) Where did Santa Claus originate?
- d) Who was first: Santa Claus or Saint Nicholas?
- e) Is Santa Claus related to the Viking god Odin? How?
- f) Was Santa Claus always dressed as he is now?









1. Write a fact file on one European pancake tradition



FACTFILE



2. Match the three elements in this table

PANCAKE	RUSSIA	
CRÊPE	SWEDEN	
BLINY	UNITED KINGDOM AND IRELAND	
BLYNAI	FRANCE	
BLINTZ	LITHUANIA	
PLÄTTAR	??????	

<http://www.lib.utexas.edu/maps/>
<http://www.histgeo.ac-aix-marseille.fr/carto/index.htm>

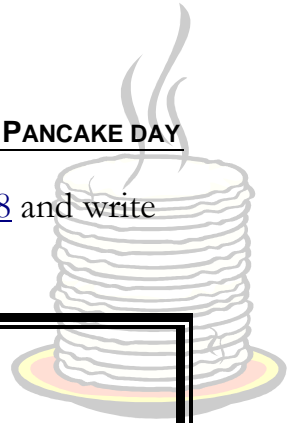


2. Draw a cross on the words relating to each tradition.

	Soup	Lent	Sun	Spring	Winter	Harvest
Pancake Day						
Chandeleur						
Maslenitsa						
Uzgavenes						
Shavuot						
Plättar Thursday						

Many pancake traditions in Europe are celebrated at the end of and the beginning of The pancakes symbolise the return of the after the long, cold

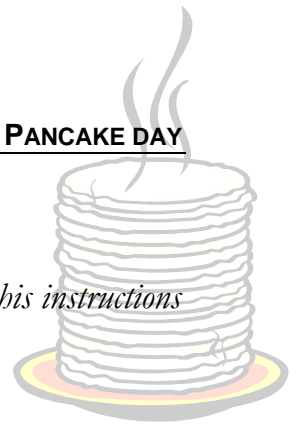
3. Watch the video in: <http://www.youtube.com/watch?v=PnCVZozHTG8> and write the recipe for pancakes including your favourite filling.



PANCAKE RECIPE

Ingredients

Method



4. *Response Partner*

Give your recipe to a classmate to read. He/She will check how you have done it. Follow his instructions to improve your recipe.

A pancake recipe

A list of ingredients



Amounts



A list of actions in order



I like ...