

DONDE LENGUAS

REVISTA DE LA ESCUELA OFICIAL DE IDIOMAS DE TERUEL

Mayo de 2008

Número 5

- Enjoy the taste for languages
- Prends goût aux langues
- Assaggia il gusto per le lingue
- Erlebe den Geschmack der Sprachen



SUMARIO

Editorial.....	2
Información institucional de la EOI	3
DEUTSCH	
Interview mit Luka und Julie	5
Deutscher Stammtisch	6
Deutsche Traditionen und Bräuche	6
Interessante Urlaubsempfehlungen für Europa	6
Deutsche Fotonovela	7
“Chiki Chiki” in Eurovision?	8
Fernandos Geburtstag	8
Im Deutschunterricht	8
Playmobilwelt.....	8
Wärum lerne ich Deutsch?	8
ITALIANO	
Piaceri	9
Questa Storia	10
Curiosità Italiane	10
Tavola calda	11
Senti Italia!	11
Alla scoperta di Montalbano	12
Nel nome del teatro	12
Amedeo Modigliani	13
Immagini della nostra vita	14
Laboratorio di teatro	14
Alessi. Disegno divertente	15
Acrostico	15
Zavattini per terre turolenses	16
EN COMÚN	
Plan de Bibliotecas Escolares en la EOI	17
Fiesta de Navidad en la EOI	18
Día europeo de las lenguas	18
Ciclo de Cine CAI - EOI	18
Los “Chat and Pint, Stammtisch, On se voit?” de la EOI	19
El día de San Valentín en la EOI	19
El Claustro de la EOI	19
El personal no docente de la EOI	20
Jornadas Gastronómicas	21
Extranjeros en Teruel	22
FRANÇAISE	
Carte postale	24
Des Crêpes pour apprendre le français! ..	24
Recettes de Cuisine	25
Une après-midi à s'en lécher les babines!!	26
Une drômoise à Teruel	26
Rédaction sur Internet	26
Le coin du cinéphile	27
La vie devant soi	27
Rêve ou Réalité?	27
ENGLISH	
Alcorisa becomes a theatre stage at Easter	28
Another girl from Chicago	28
A trip to Jerte's Valley	28
The first English bilingual school in Teruel. “Las Anejas”.....	29
Chicago: Our language assistant's home city	29
Pollard trees	29
Domestic violence	30
The small Community of Teruel	30
I'm a student again	30
Interview with Nick.	
From California to Calamocha	31
‘Medievales’ in the city of Teruel	32
San Antón's day	32
Why don't we learn to respect animals? ...	32
Students from the IES Salvador Victoria in Montreal at a Science Congress in Portugal	32
Teruel and the Mediterranean diet	33
How teachers improve foreign languages. “The Pale Programme”	33
The Volleyball King's Cup	34
Travelling Through Aragón	34
The Film Club in Teruel	34
Why don't you practise yoga?	35
A youth Hostel on the railway line	35
Fantastic Stories	35
Book reviews	36
Our unforgettable trip to London	37
Notes on a tragedy	37

EDITORIAL

Nuestra revista Dondelenguas cumple un lustro con la publicación de este número. Somos una escuela de tamaño mediano por lo que no podemos ofrecer lo que otras con más medios sí pueden. Aún así, decidimos comenzar la elaboración de una revista como si de un experimento se tratase, sin demasiadas expectativas pero con la seguridad de que éramos capaces de hacerlo. El resultado ha demostrado ser satisfactorio. Prueba de ello es que continuamos con ilusión en esta tarea anual que nos hemos impuesto.

En esta publicación se muestra el trabajo de los alumnos, de los profesores, de otros sectores de la comunidad educativa y también el de personas relacionadas de un modo u otro con la escuela. Las personas no tan implicadas también disfrutan hojear sus páginas, por la cercanía de los temas tratados y reconociendo a quienes en ellas aparecen. Los que la leéis desde la distancia podéis ver lo que aquí se hace.

Así pues, quiero deseáros que disfrutéis con la lectura de nuestra revista y aprovechar para agradecer la colaboración de todos aquellos que la hacen posible.

No quiero dejar de mencionar, por otra parte, que este curso es especial ya que es el primero en el que se ha implantado la nueva ordenación de las enseñanzas en las EE.OO.II. de Aragón. Tendremos que dejar pasar todavía un tiempo para poder valorar los cambios y sus resultados, pero esperamos y deseamos que todo sea para bien.

Recordar, para acabar y por si sirviera de algo, que mantenemos la esperanza de que algún día dispondremos de un centro adecuado a nuestras necesidades.

Saludos.

LA DIRECCIÓN

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Esta revista se ha confeccionado principalmente con aportaciones procedentes de distintos miembros de la comunidad educativa, lo cual le da una gran variedad y diversidad tanto de estilos como de contenidos. Los trabajos se han incluido como los presentaron sus autores, aunque con algunas correcciones y pretendiendo reflejar el nivel conseguido por los alumnos en los diferentes niveles de los idiomas objeto de estudio. DONDELENGUAS no comparte necesariamente las opiniones vertidas en los escritos.

Foto de portada:
Montaje partiendo de una foto de Jamón de Teruel DO.

Con la colaboración de


**Ayuntamiento
de Teruel**



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Centro Canon Autorizado

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CARLIN

INFORMACIÓN INSTITUCIONAL SOBRE LOS CAMBIOS EN LAS ESCUELAS OFICIALES DE IDIOMAS

1. REQUISITOS DE ACCESO

EDAD MÍNIMA

PLAN ANTIGUO: 14 años.

PLAN NUEVO: Para acceder a las enseñanzas de idiomas será requisito imprescindible tener diecisésis años cumplidos en el año en que se comiencen los estudios. Podrán acceder asimismo los mayores de catorce años para seguir las enseñanzas de un idioma distinto del cursado en la educación secundaria obligatoria.

El título de Bachiller habilitará para acceder directamente a los estudios de idiomas de nivel intermedio de la primera lengua extranjera cursada en el bachillerato.

Consultar la Orden de 27 de marzo de 2008, del Departamento de Educación, Cultura y Deporte, por la que se regula la convocatoria de admisión de alumnos de las Escuelas Oficiales de Idiomas para el curso académico 2008-09, en la Comunidad Autónoma de Aragón.

2. NUEVO PLAN DE ESTUDIOS EN ESCUELAS

ESTRUCTURA ANTIGUA (1)

1º Ciclo Elemental
2º Ciclo Elemental

3º Ciclo Elemental

1º Ciclo Superior (4º)
2º Ciclo Superior (5º)

ESTRUCTURA NUEVA (2)

1º Nivel Básico
2º Nivel Básico

1º Nivel Intermedio
2º Nivel Intermedio

1º Nivel Avanzado
2º Nivel Avanzado

(1) RD 967/1988, de 2 de septiembre, sobre Ordenación de las Enseñanzas correspondientes al primer nivel de las enseñanzas especializadas de idiomas. (BOE 10 sep 1988)

(2) Ley Orgánica 2/2006, de 3 de mayo, de Educación. (BOE 4 mayo 2006)

SITUACIÓN DE LOS ALUMNOS CON EL NUEVO PLAN:

ALUMNOS APROBADOS CON EL PLAN ANTIGUO:

CURSO 2008/09

1º Ciclo Elemental
2º Ciclo Elemental
3º Ciclo Elemental
1º Ciclo Superior (4º)
2º Ciclo Superior (5º)

2º Nivel Básico
1º Nivel Intermedio
1º Nivel Avanzado
2º Nivel Avanzado
Certificado de Aptitud

ALUMNOS QUE NO PROMOCIONARON CON EL PLAN ANTIGUO:

CURSO 2008/09

1º Ciclo Elemental	1º Nivel Básico
2º Ciclo Elemental	2º Nivel Básico
3º Ciclo Elemental	2º Nivel Intermedio

1º Ciclo Superior (4º)	1º Nivel Avanzado
2º Ciclo Superior (5º)	2º Nivel Avanzado

3. ADMISIÓN/INSCRIPCIÓN

Del 7 al 25 de abril de 2008, ambos inclusive, tanto para alumnos que cursen estudios en régimen presencial como para libres y aquellos que deseen presentarse a las pruebas de clasificación para acceder a los distintos niveles.

4. MATRÍCULA

Julio y septiembre: Fechas por determinar. Consultar página web: www.educa.aragob.es/eoiterue

5. ANULACIÓN DE MATRÍCULA

Con anterioridad a la finalización del mes de febrero de cada curso académico.

6. ANULACIÓN DE CONVOCATORIA

Hasta el 30 de abril de cada curso.

7. ENSEÑANZA A DISTANCIA

Se puede cursar inglés, en su modalidad a distancia, con el programa "That's English".

La matriculación se lleva a cabo en septiembre y octubre, y la prueba de clasificación (VIA) se realiza en octubre.

6. CURSOS ESPECÍFICOS (MONOGRÁFICOS)

Cuatrimestrales (octubre – enero, febrero – mayo) en todos los idiomas. La matriculación se realizará en septiembre por orden de llegada a secretaría.

7. SERVICIOS QUE PRESTA EL CENTRO A SUS ALUMNOS

Los siguientes servicios se prestan tanto a alumnos actuales, oficiales y libres, como a antiguos alumnos:

- Sala de autoaprendizaje.
- Biblioteca.
- Ordenadores y programas multimedia.
- Videoteca en los cuatro idiomas que imparte el centro.
- Información sobre otros cursos, intercambios, becas, ...
- Bolsa de trabajo.

Horario: Según curso académico.

Escuela Oficial de Idiomas

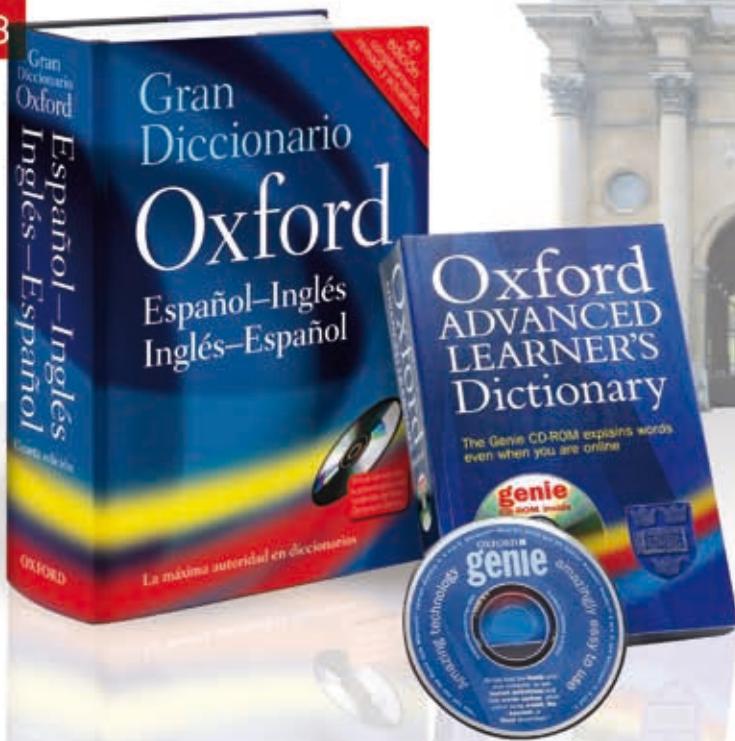
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PLAN DE BIBLIOTECAS ESCOLARES EN LA EOI.

Este año, la segunda fase del “Plan de Bibliotecas Escolares” termina en la Escuela Oficial de Idiomas de Teruel. Se trata de un plan que se inició el pasado curso 2006-07. Desde entonces, la Sala ha visto mejorar sus recursos, su organización interna y su política de préstamos. Así pues, si el curso pasado se realizaron principalmente tareas de organización, catalogación del material y señalización del mismo mediante etiquetas; este año el profesorado que participa en el Programa ha realizado un curso de formación organizado por el Centro de Profesores y Recursos de Teruel, a través del cual hemos recibido orientaciones didácticas enfocadas al buen uso de la Sala y de sus recursos dentro y fuera del aula. La idea es que la biblioteca del Centro ocupe un puesto importante en la tarea diaria de alumnos y profesores, y que su uso vaya dirigido a favorecer el aprendizaje de las cuatro lenguas que se imparten en la E.O.I.

Además, el profesorado involucrado acaba de publicar un interesante folleto informativo en el que viene reflejada toda la

información necesaria para hacer un uso correcto de la Biblioteca Escolar. En este folleto se hace referencia al material del que dispone la sala, la localización del mismo mediante elementos de señalización, la política de préstamos o el horario de apertura; entre otros datos. El folleto se repartirá próximamente entre el alumnado con el fin de simplificar las cosas y hacer que muchas más personas se animen a entrar a este espacio tan importante.

Finalmente, este curso el C.P.R. ha organizado, junto con la E.O.I., un “Seminario” enfocado a la dinamización de la Biblioteca Escolar. El profesorado está por lo tanto planificando una serie de actividades, concursos y dinámicas, que probablemente se pondrán en práctica el próximo curso, y que servirán para hacer de la Sala un lugar de encuentro.

Ahora, lo que todos esperamos, es que el “Plan de Bibliotecas” no llegue a su fin y que exista una renovación del mismo para que nuestra Escuela pueda seguir trabajando por una Biblioteca cada vez más completa y con mayor actividad. ☐

NORMAS DE FUNCIONAMIENTO

Para acceder al servicio de préstamo se requiere únicamente ser alumno o ex-alumno del centro. Estos últimos tendrán que solicitar un carné especial en la Secretaría de la EOI y abonar 3 €.

POLÍTICA DE PRÉSTAMOS

Los lectores podrán tomar en préstamo (máx. 5 préstamos):

MATERIAL	CANTIDAD	CONDICIONES
Libros de lectura	2 máx.	15 días, renovable 1 vez
Audiovisual	2 máx.	1 semana
Libros de texto / lecturas recomendadas	2 máx.	1 semana
Gramáticas	2 máx.	1 semana
Publicaciones periódicas	1 máx.	1 semana

En caso de pérdida o daño del material prestado, el usuario deberá responder. Se le someterá en los períodos de vacaciones.

HORARIO

SEGÚN CURSO ESCOLAR.
CONSULTAR PÁGINA WEB:
<http://www.educa.aragob.es/eoi/teruel/>

Instrucciones para no perdonarnos en la Biblioteca

Escuela Oficial de Idiomas de Teruel

SERVICIOS

Sala de autoaprendizaje
Consulta en sala
Lectura en sala
Préstamo individual

SECCIONES DE LA BIBLIOTECA

LIBROS DE FICCIÓN

Están clasificados por idiomas y dentro de cada idioma por géneros literarios. El idioma se indica con números y el género con una letra:

VERSIÓN ORIGINALES		
N	Novel P	Poésia T. Teatro OM - Crónic
820-N	820-P	820-T
830-N	830-P	830-T
840-N	840-P	840-T
850-N	850-P	850-T

Dentro de cada género los libros están ordenados por orden alfabético del apellido del autor. Si encuentras varios libros del mismo autor estarán ordenados alfabéticamente por el título.

LECTURAS GRADUADAS

Están clasificados por idiomas y dentro de cada idioma por niveles de dificultad.

LECTURAS GRADUADAS + Material de acompañamiento		
LG1 Nivel 1	LG2 Nivel 2	LG3 Nivel 3
820-LG1 Literatura inglesa	830-LG2 Literatura alemana	840-LG3 Literatura francesa
850-LG1 Literatura italiana		

Dentro de cada idioma y de cada nivel los libros están agrupados por editoriales.

LIBROS DE INFORMACIÓN

Están clasificados por temas y a cada tema le corresponde un número de la CDU - Clasificación Decimal Universal

0. Generalidades
1. Teatro y Poesía. Obra
2. Ciencias Sociales
3. Matemáticas
4. Ciencias Naturales
5. Ciencias Sociales
7. Arte. Exposiciones. Deportes
8. Lengua. Literatura
9. Lengua y literatura
900. Lengua alemana
910. Lengua italiana
920. Lengua francesa
930. Lengua inglesa
940. Lengua rusa
950. Lengua portuguesa
960. Lengua alemana
970. Lengua francesa
980. Lengua inglesa
990. Lengua portuguesa

AUDIOVISUALES

La biblioteca dispone de una amplia colección de VHS y de música. CD-ROMs (cursos de aprendizaje) y de películas en formato VHS y DVD. Los ejemplares se encuentran catalogados por idioma y dentro de cada idioma por orden alfabético de la titulación. Todo el material puede ser prestado o reproducido en la sala.

HEMEROTECA

La biblioteca pone a disposición de los usuarios prensa internacional y revistas.



Este año no faltó la alegría de los adornos (cintas, estrellas...) que decoraron todos los rincones de la E.O.I. Además, un sinfín de villancicos en los cuatro idiomas dieron la bienvenida a todos los que se unieron a la fiesta.

A lo largo de la tarde, los alumnos pudieron acercarse a un gran expositor que se instaló en el hall, en el que todos tuvieron la ocasión de coger gratuitamente diversos materiales relacionados con el aprendizaje de las cuatro lenguas que se

LA FIESTA DE NAVIDAD DE LA EOI

La fiesta de navidad de este curso vino cargada de novedades y de muchas sorpresas para todos. Así pues, el jueves 20 de diciembre alumnos y profesores volvieron a reunirse un año más en torno al hall de la Escuela para despedir al 2007 y dar paso a las fiestas navideñas.

cursan en la Escuela. Algunos optaron por llevarse materiales meramente didácticos como vídeos, libros de texto, cuadernos de ejercicios, gramáticas, etc. Otros, por el contrario, prefirieron coger folletos turísticos, planos e información acerca de cursos. Lo cierto es que hubo tal variedad, que todos los que se acercaron al expositor quedaron muy satisfechos.

El tradicional concurso de la Escuela, “4x4” también tuvo un gran protagonismo a lo largo de la tarde. Los alumnos un año más quisieron participar en este divertido juego en el que el ingenio, la astucia y los conocimientos culturales de cada cual jugaron un papel muy importante.

Pero sin lugar a dudas, la actividad es-

trella a lo largo de la tarde fue el “Especial Karaoke” de la E.O.I. En primer lugar, cada Departamento seleccionó dos video-clips con subtítulos en el idioma correspondiente. Posteriormente éstos fueron proyectados en una gran pantalla el día de la fiesta para que los alumnos cantasen sus letras al ritmo de la música. Poco a poco el ambiente se fue animando, hasta que finalmente el aula donde se realizó la actividad se convirtió en una auténtica sala-karaoke llena de ritmo y alegría para todos.

Tras esta intensa y divertida actividad todo el mundo pasó a tomar un pequeño refrigerio en el que se recuperaron las fuerzas, se hicieron nuevos amigos y se pudo conversar distendidamente. ☺

DÍA EUROPEO DE LAS LENGUAS

El miércoles 26 de septiembre se celebró el “Día Europeo de las Lenguas” y la E.O.I. quiso celebrarlo de una manera muy especial.

Para ello, se instaló un pequeño mostrador en el hall del primer piso en el cual se repartieron diversos materiales y folletos relacionados con las lenguas que se estudian en la Escuela.

Además, alumnos y profesores tuvieron ocasión de ver algunos vídeos, relativos a los países y culturas presentes en nuestro Centro.

Con el fin de llamar la atención del alumnado y hacer que todo el mundo se acercase al mostrador, se habilitó un es-

pacio en el que los alumnos tuvieron la oportunidad de expresar personalmente por qué han decidido estudiar una lengua extranjera. Quizás, ésta fue la parte más divertida de la actividad ya que se expresaron opiniones muy variopintas y curiosas.

La jornada se prolongó a lo largo de casi cinco horas y sirvió para que todos nos diésemos cuenta de la importancia que tiene el aprendizaje de un idioma en nuestra sociedad actual. ☺

CICLO DE CINE CAI - E.O.I.

19 horas, en el Salón de Actos de la CAI. De este modo, todos los meses se ha proyectado una película en cada uno de los idiomas que se estudian en el Centro. La actividad no sólo ha estado abierta al alumnado de la Escuela sino que también al público de la ciudad en general.

Entre las películas que se han seleccionado podemos destacar: “Bella Martha”, “Crash” o “L’auberge espagnol” entre otras. Todas ellas están dirigidas y protagonizadas por un completo elenco de directores y actores de gran renombre.

Los asistentes han mostraron en todo momento un gran entusiasmo ya que han

sido capaces de seguir el hilo argumental en versión original y de poner en práctica la comprensión oral en los cuatro idiomas.

Uno de los objetivos principales que ha perseguido la Escuela Oficial de Idiomas de Teruel en colaboración con la CAI es fomentar el interés de los ciudadanos hacia otras lenguas y culturas. Sin lugar a dudas, el mundo cinematográfico es un recurso didáctico de gran utilidad ya que, gracias a éste, nuestros alumnos pueden conocer las peculiaridades sociales que rodean a una lengua y el modo en que ésta se utiliza en un contexto cultural determinado. ☺



La Escuela Oficial de Idiomas de Teruel en colaboración con la CAI ha desarrollado durante el curso 2007/08 un Ciclo de Cine en versión original con subtítulos en castellano. Dicha actividad ha tenido lugar el tercer martes de cada mes, a las



LOS "CHAT AND PINT, STAMMTISCH, ON SE VOIT?" DE LA EOI

Los alumnos y profesores de la E.O.I. de Teruel han aprendido a practicar a lo largo del curso 2007/08 la buena costumbre de charlar distendidamente en los cuatro idiomas al menos un jueves al mes, después de una intensa tarde de trabajo en la Escuela. El punto de encuentro suele ser la cafetería del Hotel "Isabel de Segura" y el "Happiness", entre las 21.00 y las 21.15 horas. La actividad, organizada por el Departamento de Actividades Extraescolares de la Escuela Oficial de Idiomas, y bajo la supervisión de su coordinador José Ramón Soriano ha tenido una gran acogida entre el alumnado de los cuatro idiomas. De algún modo, los "chat and pint, "Stammtisch", "On se voit?" se han convertido en una cita inexcusable que nadie quiere perderse. Una vez allí, el miedo a hablar que muchas veces se tiene dentro del aula

desaparece cuando el profesor te hace una pregunta en el idioma correspondiente. Algunos prefieren sentarse; otros por el contrario van de aquí para allá, haciendo nuevos amigos y comentando con ellos distintos temas del día a día.

La actividad ha tenido, un año más, un gran éxito de participación debido a la presencia de Victoria, Sasha, Jessica, Luka, Marie, Oriane y Julie; auxiliares de conversación y estudiantes de origen americano, británico, austriaco y francés que trabajan y estudian en diversos centros de Teruel y su provincia. Lo más positivo de la actividad es que todos han participado de una forma espontánea, independientemente de sus habilidades comunicativas, agudizando el oído y comprobando *in situ* la gran diferencia existente entre los distintos acentos regionales. ☐

EL CLAUSTRO DE LA EOI



LIEBE IST ...
... eine
wunderbare
und verrückte
Falle, aber sie
ist alles für
mich.

(Teresa, monográfico
alemán)

EL DÍA DE SAN VALENTÍN EN LA EOI.

Siempre se ha dicho que para el amor no existen fronteras, a pesar de las interferencias culturales y lingüísticas que puedan aparecer entre dos o más personas. Por todo ello y coincidiendo con la festividad de San Valentín, la Escuela Oficial de Idiomas de Teruel decidió, el jueves 14 de febrero, comprobar si un elemento tan necesario dentro de nuestra sociedad se puede expresar en cualquiera de las cuatro lenguas que se estudian en la E.O.I.

Los alumnos comenzaron la actividad definiendo en francés, alemán, italiano e inglés el verdadero significado que para ellos tiene la palabra "amor". A continuación, cada profesor realizó una foto por separado de sus alumnos, a la cual se le adjuntó la definición personal del término "amor", junto con el nombre y el idioma del participante. Durante el desarrollo de la actividad y la sesión de fotos hubo momentos llenos de buen humor, nerviosismo y emoción. Lo cierto es que muchos hicieron uso del ingenio, la creatividad e imaginación necesarios para definir, en la lengua que aprenden, el verdadero significado de la palabra "amor".

La preparación de esta experiencia culminó con casi doscientas fotos y definiciones, enlazados a través de una interesante presentación en "power point" que se proyectó en una pantalla situada en el hall de acceso a la Escuela Oficial de Idiomas. El éxito de la actividad fue rotundo, no sólo por el alto número de participantes, sino por las reacciones de todos aquellos que entraban al Centro y leían con emoción y asombro un sinfín de bonitas definiciones cargadas de reflexiones y mensajes muy positivos. Y es que, amor, respeto o amistad están estrechamente ligados al aprendizaje de un idioma extranjero.

**El colectivo no docente incluye:
Ordenanzas, Personal de limpieza
y de administración.**

ENTREVISTA REALIZADA AL PERSONAL NO DOCENTE DE LA EOI. DE TERUEL

Ordenanzas: son dos, Antonia y Eva.

¿Cuál es vuestro horario de trabajo?

Siempre venimos de tarde y nuestro horario habitualmente es de las 15 a las 22 horas.

¿Cuáles son las funciones que desempeñáis?

Llegamos antes de que empiecen las clases para abrir la puerta principal. Distribuimos el correo a quien corresponde, que previamente hemos recogido en la oficina de correos. Atendemos las llamadas telefónicas. Hacemos las fotocopias. Repasamos todas las aulas una vez terminadas las clases, entre muchas otras cosas.

¿Os resulta agradable vuestro trabajo?

Ambas consideramos que sí, ya que el trabajo es variado y la relación tanto con los trabajadores, de distintos gremios que vienen a hacer pequeñas reparaciones, como con el profesorado y el resto de trabajadores de la escuela es cordial. La relación con los alumnos es también muy buena.

Personal de limpieza.

El equipo de limpieza lo forman cuatro personas: M^a del Carmen, adscrita a nuestro centro y Azucena, Marisa y Pepi pertenecientes al I.E.S Santa Emerenciana. Todas ellas muy trabajadoras y cuya labor no es lo suficientemente valorada.

¿En qué horario realizáis vuestro trabajo y cómo lo organizáis?

Empezamos a las 14.30 y acabamos a las 22.00 horas. En la 1^a hora y media tenemos que hacer la limpieza de las aulas que durante la mañana ocupan los alumnos de Secundaria y Bachillerato, para que a las 16.00 horas las puedan ocupar los alumnos de la E.O.I. ya que las aulas son las mismas. El resto de la jornada la dedicamos a la limpieza de las otras estancias (Dirección, Secretaría, Laboratorios, Salas de Informática, Biblioteca, sin olvidar los amplios y largos pasillos, las escaleras, el patio de recreo, el campo de deportes y el edificio anexo).

¿Cuánto tiempo lleváis trabajando en el Centro?

La más veterana soy yo (dice Azucena), que llevo sobre quince años, el resto lleva bastante menos pues la que más lleva son tres años.



¿Cómo valoráis la evolución en cuanto al comportamiento de los alumnos de años atrás y los de la actualidad?

Con los alumnos de la Escuela no hay problema ya que la mayoría son adultos, pero los del IES cada vez van a peor. Al medio-día encontramos las aulas llenas de papeles, pipas, chicles, etc. Y esto antes no ocurría. También vemos que el trato que se da al mobiliario es mucho peor.

Personal de administración.

En secretaría trabajan tres personas, sus nombres son Inma, Julián y Alejandra. Su horario laboral es de mañanas y además Julián está los martes y jueves por la tarde de 16.30 a 18.30 horas.

¿Cuántos alumnos están matriculados en la E.O.I.?

Hay alrededor de mil alumnos matriculados entre todos los idiomas, incluidos los de las extensiones de Calamocha y Monreal.

¿Cuántos idiomas se imparten?

Cuatro. Inglés, Francés, Alemán e Italiano.

¿Se imparten todos los idiomas en las extensiones de Calamocha y Monreal?

No. En Calamocha se imparten sólo los niveles básico e intermedio de Inglés y Francés y en Monreal únicamente los de Inglés.

¿Cuántos profesores dan clase en la E.O.I.?

Hay diecisiete profesores impartiendo docencia entre Teruel y las extensiones.

¿Cuál es la edad media de los estudiantes?

La banda de edad es muy amplia, ya que hay alumnos desde catorce años hasta personas jubiladas.

¿En qué época tenéis más trabajo y en qué consiste?

La época de mayor trabajo coincide con el principio y final de curso. Nos encargamos de las inscripciones, matriculaciones, traslados de expedientes, carnés de los alumnos, actas, estadísticas, etc. También gestionamos todo lo referente al “Inglés a distancia”, de lo cual se encarga Alejandra. ☺

Nuria Puyuelo Sampietro -Iº Nivel Básico

VIII JORNADAS DE LA ASOCIACIÓN DE PROFESORES DE EE.OO.II. DE ARAGÓN

Las Jornadas se celebraron los días 7 y 8 de marzo de este curso, en la Escuela Oficial de Idiomas nº 1 de Zaragoza. El título y tema central fue “Enseñanzas de Idiomas: los retos de la diversidad”.

Asistieron 136 profesores de todos los centros de Aragón. La inauguración corrió a cargo de Dña. Carmen Maestro, Jefa de Servicio de Enseñanzas de Régimen Especial

A lo largo del viernes y la mañana del sábado tuvimos oportunidad de asistir a los diferentes actos programados, a la exposición y presentación de materiales didácticos y de novedades por parte de las editoriales.

Resultaron interesantes y con gran asistencia de público la Mesa Redonda y Debate, las ponencias: "Las Tic en el aula de Idiomas" y "Decálogo del buen profesor de idiomas" así como la Asamblea General de la Asociación.

Algunas de las actividades coincidieron en el tiempo y resultó difícil elegir. Se trataba de las más específicas, dirigidas hacia los distintos idiomas y aspectos concretos de nuestro trabajo.

Una vez más, se contó con la participación de ponentes procedentes de muy diversos ámbitos. Entre otros, con Patxi Telechea, Director de la E.O.I. de Pamplona, Jesús Ángel González, Presidente de la APEOI de Cantabria, Azucena Gozalo, Inspectora de Educación en la Consejería de Educación de Cantabria, Almudena Pernas, asesora técnica docente del MEC. También con profesores de Escuelas tan diversas como la de Madrid-Jesús Maestro, Mieres, Oviedo o Logroño. Y también: de la universidad de Zaragoza, del British Council, etc.

En líneas generales, se puede afirmar que los objetivos de la Asociación se consiguen año tras año:

- Se intercambian experiencias y conocimientos.
- Se apoya la formación y actualización del profesorado.
- Se fomenta el diálogo y la colaboración con los organismos de carácter privado y público relacionados con las enseñanzas de idiomas y la formación del personal docente.
- Se impulsa la unión y el consenso entre las EE.OO.II. de Aragón y la cooperación entre éstas y las de otras comunidades.



"Las profesoras de nuestra escuela que asistieron a estas jornadas"

- Y, en consecuencia, se fomenta el estudio y la enseñanza de las lenguas extranjeras impartidas en las EE.OO.II.

Por último, pero no menos importante, estas Jornadas, nos permiten reencontrarnos con los compañeros y ponernos al día de las novedades aprovechando el tiempo que queda entre actividad y actividad. ☺

JORNADAS GASTRONÓMICAS ESCUELA HOSTELERÍA- E.O.I

El pasado 18 de diciembre, la E.O.I. y la Escuela de Hostelería unieron sus fuerzas para desarrollar unas fabulosas "Jornadas Gastronómicas", con la ayuda de alumnos y profesores de ambos centros educativos.

La actividad consistió básicamente en un concurso a dos niveles. Los alumnos de los dos Centros elaboraron un sinfín de platos típicos de los países cuyos idiomas se imparten en la E.O.I. Así, mientras que el alumnado de la Escuela de Idiomas preparó las recetas en casa de un modo "amateur"; los alumnos de la Escuela de Hostelería desarrollaron sus platos de una manera totalmente profesional en las instalaciones de su propio centro. Lo cierto es que hubo tal cantidad de recetas presentadas a concurso, que los dos jurados seleccionados para esta ocasión lo tuvieron muy difícil a la hora de tomar una decisión.

El Salón principal de la Escuela de Hostelería quedó abarrotado de alumnos de las dos Escuelas que no quisieron perder la oportunidad de poder contemplar y degustar los suculentos

platos expuestos para la ocasión.

Mientras que el jurado se tomaba todo el tiempo necesario para poder deliberar, los alumnos y profesores de la E.O.I. pudieron visitar y disfrutar de las instalaciones, gracias a las explicaciones de varios alumnos de Hostelería que hicieron de guías.

Finalmente se dieron a conocer los nombres de los ganadores, quienes recibieron unos estupendos premios, entre los que destacan dos invitaciones para comer en la Escuela de Hostelería y varias guías relacionadas con el mundo de la cocina.

Sin lugar a dudas, todos disfrutaron de una jornada muy agradable en la que hubo tiempo para que alumnos y profesores de la E.O.I. y de la Escuela de Hostelería estrechasen sus lazos de unión. ☺

Así es como vivió esta jornada un alumno de 1º de Intermedio de la EOI:

Not everything in our lives is studying English...The students at the Official Language School know how to cook too. In fact, we demonstrated it a short time ago because the last food contest at Christmas was really a true and delicious exhibition about our culinary abilities, above all, about desserts.

Chocolate, cream, meringue, sugar, sponge cake, puff pastry, nuts and raisins, etc..., all at once in order to enjoy flavours and speak in English during an unforgettable evening.

Everyone took part there, in one way or another, some people made the meals, others ate them, but the most important was that teachers and students shared very "sweet moments".

I'm sure those who didn't get any price will try to get it next year. Maybe with a salty recipe!!!!!! ☺

Javier Magallón Civera. 1º Intermedio



EXTRANJEROS EN TERUEL

My name's Alexandra. I'm 16 years old and I'm from Russia. I was born in Moscow and when I was ten years old I came to Spain. I feel very well in Teruel. It's a small, confortable and very beautiful town. Its people are very friendly.

I don't like Serrano ham but I love "Tortilla de Patata". It is delicious. I love Teruel, its squares, its historical places and pubs ☺

Alexandra Gavriliuc. From Moscow



Ciao! Mi chiamo Dragana. Sono nata in Serbia e sposata con un italiano, appassionata dalle lingue mi considero cittadina del mondo. Sono venuta a Teruel ad aprile del 2005 con la mia famiglia per motivi di lavoro di mio marito. La città ci è piaciuta subito e la gente è stata molto amichevole con noi fin dall'inizio. Quasi subito ho conosciuto nel parco una ragazza, mamma di una bambina piccola come mio figlio, e abbiamo iniziato una bellissima amicizia. Fortunatamente parlava l'italiano! Adesso parliamo solo lo spagnolo perché nel frattempo io l'ho studiato.

Prima di essere arrivata qui non pensavo che un italiano e uno spagnolo si

potessero comunicare e (soprattutto!) capire parlando ognuno la propria lingua. Sebbene siano due lingue latine sono sempre due lingue ben distinte : ognuna con la sua pronuncia(bisogna abituarsi pure alla pronuncia della gente!) e la sua grammatica, quindi vanno studiate e praticate. Altrimenti con i metodi "artigianali" si rischia di parlare "itagnolo". Ecco qui alcuni esempi del divertente libro "Metodo Assimil-Lo Spagnolo senza sforzo" :

1. Esta mesa es muy práctica-Questo tavolo è molto pratico (messa in italiano=misa)
2. Traeme un vaso-Portami un bicchiere (vaso in italiano=jarrón)

Questi "falsi amici" nella vita quotidiana possono succedere e non sono gravi ma possono essere evitati con un po' d'impegno.

Studiare e parlare lo spagnolo per me è una bellissima esperienza e conoscere la Spagna partendo da Teruel è stata una fortuna!! ☺

Dragana Pavic



Salve, mi chiamo Alessandro, sono italiano ed è un piacere per me ricordare e condividere insieme a te, che stai leggendo il mio articolo, parte della mia vita trascorsa qui a Teruel dallo scorso maggio 2007, e di cui a breve parlerò. Il tutto come accennato in precedenza, ebbe inizio lo scorso maggio quando lavoravo ancora per l'impresa ITM nella sede di Potenza e dove mi fu proposto di andare all'estero per una trasferta presso la sede di Monreal Del Campo (Spagna). A dire il vero non mi sembrerebbe neanche vero che sia trascorso quasi un anno, se non fosse per la famiglia e gli amici che puntualmente ogni settimana, per telefono

o per e-mail mi chiedono: "Beh, quando ci vediamo? Ancora non senti la nostra mancanza?". Un altro aspetto, anche se secondario, ma che mi fa rendere conto di come passa il tempo, è il ricordo dei miei primi giorni in Spagna quando avevo non poche difficoltà a comunicare con la gente di questo, a quanto si dice in Italia, "caliente" Paese. Questo passò per aver confidato nella maggior parte delle persone con le quali ho parlato il mese prima di venire in Spagna. Tutti dicevano che le due lingue erano similari, era facile capirsi, ma di verità c'era ben poco. Infatti tutti pensano ciò senza tenere in conto che alcune parole sono uguali ma con significato diverso, per cui è facile fraintendersi, in un certo qual senso è facile comunicare cercando di esprimersi sempre al presente ma tutti sappiamo che questo non è sempre possibile, per di più la grammatica spagnola utilizza spesso accenti sulle parole, per cui è necessario conoscerli per poter scrivere. Insomma finale della storia : se vuoi apprendere un idioma, armati di buona volontà ed un buon libro di grammatica. Oggi giorno, parte di queste difficoltà le ho superate, ma resta tanto da imparare. A questo punto, non mi resta che salutarvi, ringraziare tutti coloro che hanno avuto piacere nel leggere il mio articolo e fare un bocca al lupo a coloro che stanno studiando per apprendere una lingua nuova. Inoltre, un grazie va alla professoressa di Italiano per la gentile richiesta fattami nel scrivere un articolo per il giornale della scuola di idiomas dove, tra l'altro, sto seguendo il corso di Inglese. ☺

A presto,

saluti

Alessandro Perciante

Nous sommes 3 Françaises de Grenoble, près de Lyon. Nous avons choisi Teruel pour faire notre deuxième année universitaire en tant qu' Erasmus.

Nous sommes arrivées début septembre, la recherche d'appartements a été laborieuse, mais nous sommes très vite parvenues à nous installer. Nous étudions « Humanidades » au campus de Teruel, et grâce aux journées d'accueil, nous avons rencontré des Espagnols. Ainsi nous avons pu connaître la vie nocturne de Teruel dans la « zone » où l'on peut « pratiquer le botellón ». De plus, nous organisons régulièrement des repas français-espagnols. Nous avons pu découvrir le fameux jambon de Teruel et la Trenza Mudejar.

La situation géographique de Teruel nous a permis de voyager dans de grandes villes alentours : Valence, Saragosse, Madrid...

Il nous reste encore deux mois à vivre dans cette charmante ville et nous compsons en profiter au maximum! ☺

Pauline, Oriane et Julie

Julie comes from Chicago, in the American State of Illinois. At the moment she is working as an English language assistant at "Vega del Turia High School" and also at "the Language School" in Teruel. This is what she thinks about her stay in our town:

"R.I.P. Teruel." This is the first thing I saw as the nearly 5 hour-long bus ride finally ended. "Good God," I thought, "this town is dead." My name is Julie Cimaglio and this is my story.

Being from Chicago (although many think I'm from China), coming to Teruel was a shock to say the least. After seeing the R.I.P. graffiti by the bus station, I was expecting a ghost town, only to walk into the city center and see crowds of cheering people. I was lucky enough to arrive on the wedding day of David Civera. Impressed by the unexpected liveliness of the town, I went to sleep content and excited to explore the town the next day. The next day, I was back at square one. The town was dead. Still a bit jetlagged, I awoke at 8 ready to see my home for the next eight months to find a town that was completely dead, for it was Sunday and everything is shut, and the earliest signs of human life appear no earlier than 10.

Even after 6 months, I still have not adjusted to the Spanish way of life. I eat big breakfasts, try not to eat dinner past 9pm, and prefer to be in bed before 2 (weekends included!) I come from a place where everything is supersized, so it took some time to get used to everything being smaller: the amount of personal space, the portions of food, the coffee, even the people! Being accustomed to always looking up, it has been nice to look see people eye-to-eye without the help of 4 inch (10cm) heels. The States is a country of convenience, so the fact that everything is shut from 2-4 took me a while to get used to. Coming from a place where everything is available, all the time, living here has been difficult for me. The States is also a land of variety so coming to this town, which is fairly isolated and lacks diversity was difficult. I'm not used to people noticing that I'm different, nor am I used to people staring at me, or shouting

"China" at me. As a vegetarian, (okay and a bit of a picky eater!) it is extremely difficult to eat in restaurants here. I asked the waiter (in my terrible broken Spanish) if there was anything without meat or fish, and he replied, "ham." Ahhhh ham serano, can't I ever escape you? If I had a nickel for every time someone has asked me to try the ham, I'd be rich. One of my passions in life is traveling; I love seeing new places and meeting new people. I've never been more than 30 minutes away from an airport, so having to cope with the limited transportation between the cities and airports is one thing I will not miss. Things I will miss are being able to cross the street without looking or waiting for the green signal. I will miss the weather. I don't care what you say, it's not that cold here! I will miss being an average height! In Chicago I have to wear heels to avoid talking with people's belly buttons. I will miss the laid back approach to life and "tranquila" attitude. Above all, I will miss the friends I have made and the people with whom I've had the opportunity to work. I've found that although this town is small, it is not dead, but rather full of small people with big hearts. ☺

Julie Cimaglio

* * *

Jessica Cope is a young English girl that works as an English language assistant at "Ensanche and Juan Espinal Primary Schools". These are her impressions about Teruel:

Coming from London, England made arriving in Teruel quite a big shock. I live in a country with 20 million more people than Spain and a lot less land, so finding out that the capital of the province only had just over 30,000 people was very

strange for me.

One thing that was a definite improvement from the start, and ever since, is the weather. Seeing a sunny sky every day and actually noticing when it's raining (rather than noticing when it's not raining) is by far my favourite thing! Once you've spent a grey summer with nothing but floods you will soon see what I mean!

Working with the children at CP Ensanche and CP Juan Espinal has been an enlightening, but enjoyable experience. They are friendly and lively and welcomed me into the school readily. What shocked me was that the children are much louder than in England and I found it strange that they use the teacher's first names and don't wear a uniform. We wear a uniform until we are 16 and finding out a teacher's first name was always a very exciting discovery!

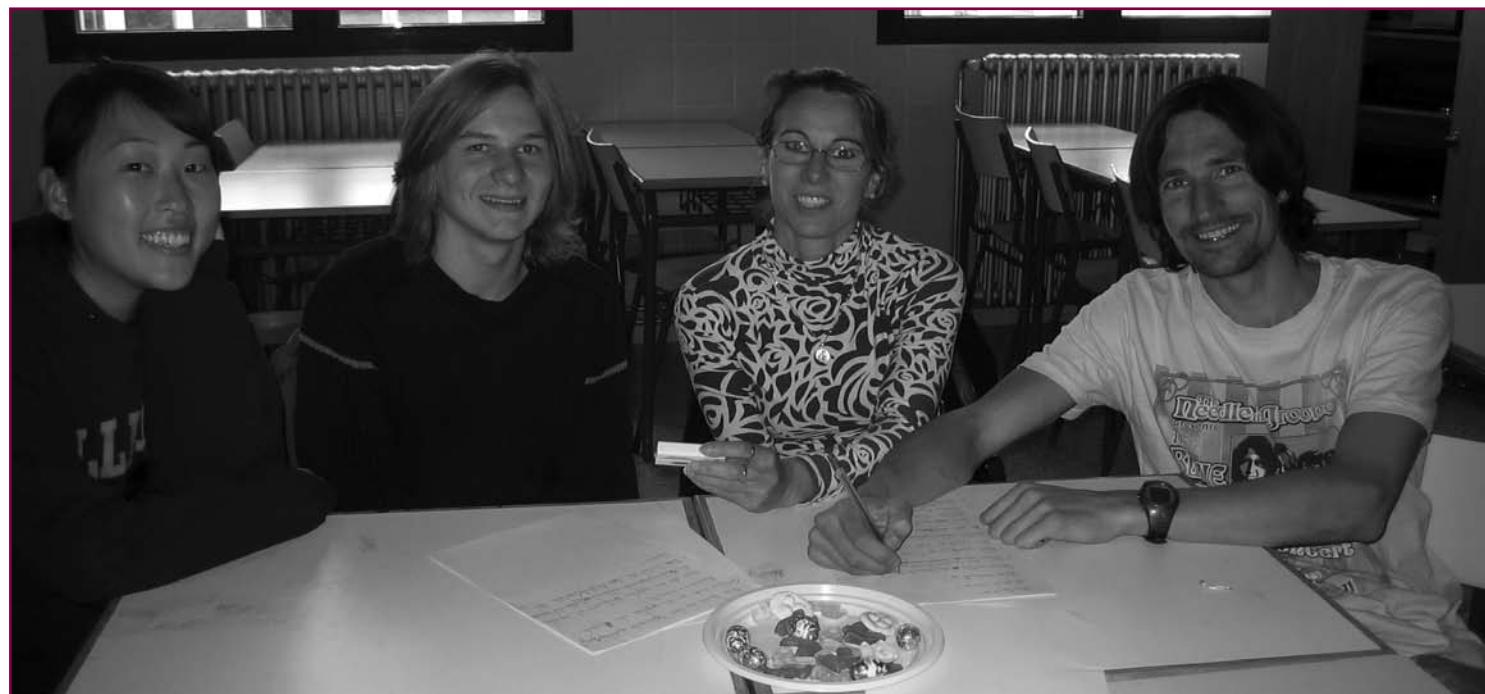
I have found some things about living in Teruel very difficult, particularly the food and the pace of life. There is much less variety in the food than at home, where we can get any type of food from anywhere and the pace of life is a lot slower than in England, with much less use of the internet. This made things slower and harder to do and I was left feeling bored a lot of the time, because I am used to living on the doorstep of one of the biggest and most vibrant cities in Europe, where there is always something to do all day, every day, something I quickly found out was not the case in Teruel!

Overall, the people in Teruel have been nice to me, especially at the language school and people I've met through 'Chat and Pint.' It hasn't been an easy or exciting year but I've met some nice people, enjoyed some nice weather and hopefully improved my Spanish! ☺

Jessica Cope



DEUTSCH • DEUTSCH • DEUTSCH • DEUTSCH • DEUTSCH • DEUTSCH



Luka ist ein Austauschstudent an der Gesamtschule Santa Emerenciana in Teruel. Julie ist die Sprachassistentin an der EOI Teruel

Wie alt bist du?

L: Ich bin 16 Jahre alt.
J: Ich bin 23 Jahre alt.

Woher kommst du?

L: Ich komme aus Unterpullendorf (Österreich).
J: Ich komme aus Chicago (USA).

Wie viele Sprachen sprichst du?

L: Ich spreche vier Sprachen (Englisch, Deutsch, Kroatisch und Spanisch).
J: Ich spreche auch vier Sprachen (Englisch, Deutsch, Französisch und Spanisch).

Warum wolltest du Spanisch lernen?

L: Keine Ahnung...OK, weil mir die Sprache gefällt.
J: Weil es eine wichtige Sprache in den USA ist.

Warum bist du nach Teruel gekommen?

L: Ich konnte es nicht aussuchen.
J: Ich auch nicht.

Was gefällt dir an Teruel?

L: Die Stadt ist sehr ritterlich, mittelalterlich, hat viel Geschichte.
J: Das gleiche, und die Leute sind sehr nett.

Was gefällt dir nicht an Teruel?

L: Die Zugverbindungen. Du brauchst viel Zeit, um andere Städte zu besuchen.
J: Es hat keinen Flughafen.

Welche österreichischen/ amerikanischen Städte würdest du uns empfehlen zu besuchen?

L: Wien, Klagenfurt und Salzburg.
J: New York, Chicago, Los Angeles, Miami und Las Vegas.

Was hast du über die Spanier gedacht bevor du nach Spanien gekommen bist?

L: Dass sie sehr lebhaft sind, die feiern gern und arbeiten wenig (nur ein Witz).
J: Dass sie Wein trinken und Sangria auch. Dass sie immer am Strand sind und Siesta schlafen.

Welche Meinung hast du jetzt über sie?

L: Sie arbeiten viel mehr als ich gedacht habe.
J: Sie trinken weniger Wein als ich gedacht habe, aber sie trinken mehr calimocho und nicht alle schlafen die Siesta.

Welche spanischen Städte hast du besucht?

L: Teruel, Zaragoza, Barcelona, Valencia, Castellón, Alicante, Cartagena, Granada, Toledo, Madrid und Albarracín.

INTERVIEW MIT LUKA UND JULIE

J: Madrid, Barcelona, Valencia, Sevilla, Granada, Córdoba, Zaragoza, Huelva, Badajoz, Trujillo und Cáceres.

Was denkst du über spanische Mädchen und Jungen?

L: Hübsch und scharf. Es gibt keine blonden Mädchen.
J: Sie sind kleiner als ich gedacht habe.

Hast du einen großen Unterschied zwischen dem spanischen und österreichischen Unterricht bemerkt?

L: Der Unterricht ist unpersönlich, die Lehrer kennen die Schüler nicht. Wir arbeiten hier viel mit dem Buch.
Die Klassen sind sehr lebhaft und lustig

Wie hat es dir gefallen als Englischlehrerin zu arbeiten?

J: An der Sprachschule war es sehr gut, aber an der Gesamtschule war es schwerer, weil manche Schüler nicht lernen wollten.

Wie findest du das Englisch/Deutsch der Spanier?

L: Ich kenne nicht viele Spanier, die Deutsch sprechen, aber die, die sprechen, sprechen sehr gut

J: Gut genug. ☺



Deutscher Stammtisch

Bei dem deutschen Stammtisch haben die Schüler die Möglichkeit, ihre Deutschkenntnisse in lockerer Atmosphäre anzuwenden. Wir laden alle Schüler aus allen Niveaustufen ein, an dieser schönen Aktivität teilzunehmen. ☺

Deutsche Traditionen und Bräuche

Am 26. Februar besuchte uns Christoph Brehmer, der Lektor an der EOI I Zaragoza. Der gebürtige Norddeutsche erzählte uns Interessantes über deutsche Bräuche und Traditionen aus Norddeutschland, und beantwortete auf nette Weise unsere Fragen. Der sympathische Blonde überraschte uns außerdem mit einem live gesungenen deutschen Lied auf der Gitarre. Der überfüllte Raum zeigte deutlich das große Interesse an dem Vortrag. In diesem Sinne bleibt uns nur auf weitere interessante Vorträge zu hoffen und zu sagen: Christoph, bitte komm zurück! ☺



INTERESSANTE URLAUBSEMPFEHLUNGEN FÜR EUROPA

Wenn du in Urlaub gehen möchtest, fragst du dich: "Wohin kann ich gehen?" Aber du brauchst nicht mehr nachzudenken. Ich habe eine gute Empfehlung für dich für europäische Länder, die ich besucht habe: Italien, Slowenien, Deutschland, Großbritannien, Irland, Belgien, Frankreich, Spanien...

Wenn du Spaghetti und Pizza essen möchtest, gehst du nach Italien; es ist das ideale Land und dort in Venedig kannst du einen romantischen Ausflug in einer Gondel machen.

Östlich von Italien liegt Slowenien. Dort gibt es ein wichtiges Schloss, das du

besuchen musst und auch den schönen See "Bled" habe ich gesehen.

Wenn du Sport treiben möchtest, kannst du es im Schwarzwald in der Nähe von Karlsruhe (Deutschland) machen, zum Beispiel Rad fahren, spazieren gehen, laufen, wandern, im See baden und vieles mehr.

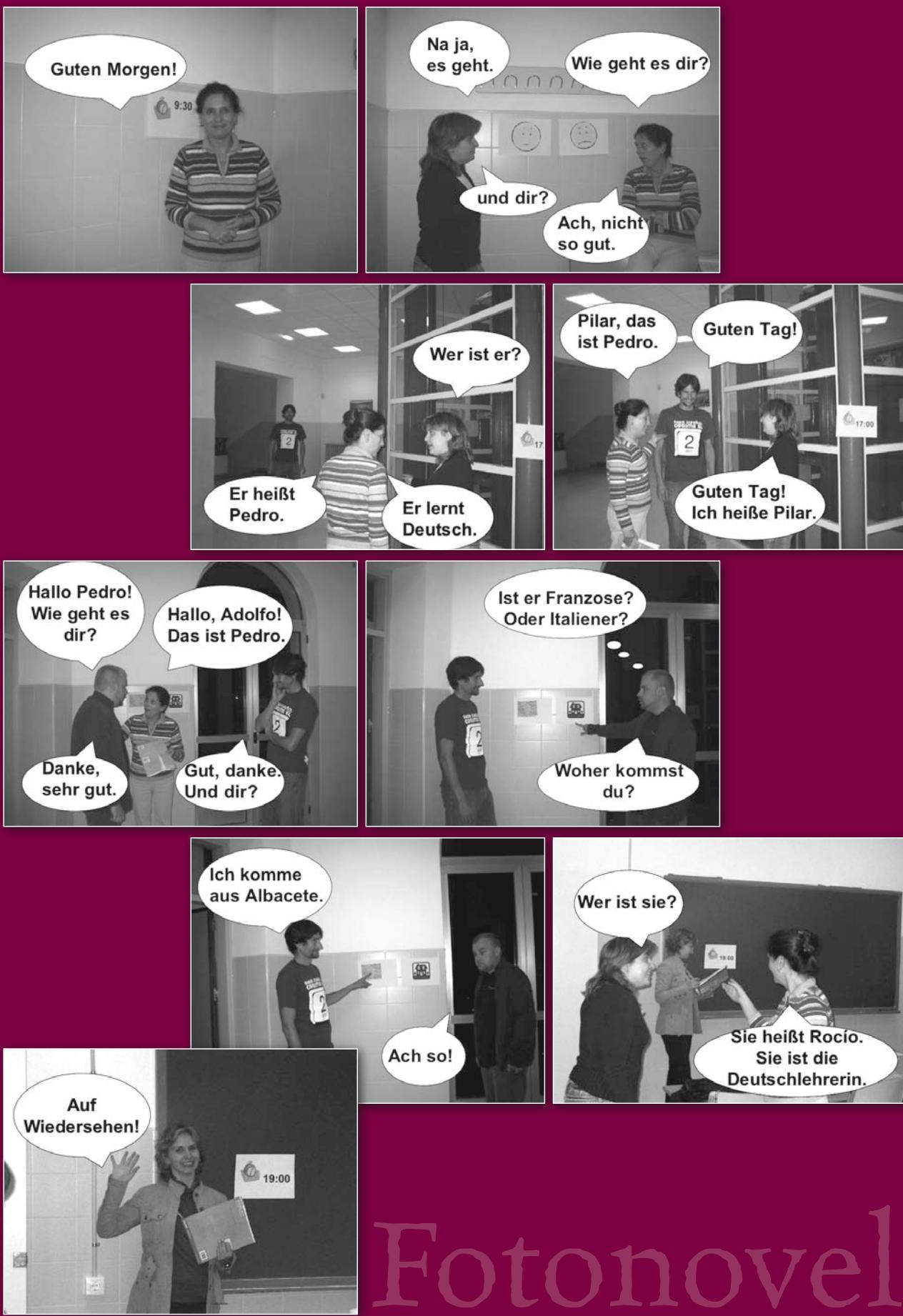
In Großbritannien und Irland kannst du regnerische Tage haben, aber es ist besonders die grüne Landschaft und die Tiere sind auffallend.

Belgien ist ein anderes interessantes Land, das du besuchen kannst. In Gent und Brüssel kannst du viele Kanäle sehen.

In der Nähe, im Süden Frankreichs, findest du die Pyrenäen. Dort ist die Landschaft sehr grün mit vielen Blumen und man kann in der Natur wandern oder Skifahren.

Aber eigentlich, wenn du einen ruhigen Urlaub haben möchtest, eine gute Paella und leckeren Schinken essen möchtest, guten Wein trinken, Flamenco tanzen und dich sonnen willst, bin ich sicher, dass du weißt, wohin du gehen kannst: Natürlich; bleib am besten in Spanien!! ☺

Deutsche Fotonovela.



Fotonovela

“Chiki Chiki” in Eurovision?

Soll das ein Witz sein? “Ist es wahr, dass “el Chiki Chiki” dieses Jahr nach Eurovision geschickt wird?”, fragte ich mich selbst, als ich diese unglaubliche Nachricht hörte.

Ich konnte nicht glauben, dass dieses Lied uns in der Eurovision vertritt, weil wir normalerweise tolle und seriöse Lieder haben. Erinnern Sie sich an Masiel

mit dem “La,la,la“ oder an Rosa mit “Europe is living a celebration?”

Aber nachdem ich über “el Chiki Chiki“ mit meinen Freunden und meinen Arbeitskollegen gesprochen hatte, merkte ich, dass die Spanier sehr gut gewählt hatten. Meiner Meinung nach ist die Eurovision im Moment ein unfairer Wettbewerb, wo die Abstimmungen nicht von den Liedern ab-

hängen, sondern von den Beziehungen und Interessen zwischen den Ländern. Deshalb komme ich auf die folgende Idee:

Wenn die Eurovision jedes Jahr mit ihren falschen Abstimmungen über uns lacht, warum können wir nicht einmal mit unserem “Chiki Chiki” über sie lachen? ☺

Lidia Guillén 1º Nivel Intermedio

Fernandos Geburtstag

Ich wohne in Teruel mit drei Freunden zusammen. Sie heißen Pili, Nacho und Fernando. Am Donnerstag hat Fernando Geburtstag gehabt. Am Nachmittag haben wir im Supermarkt eingekauft. Wir haben ein Kartoffelomelett, zwei Pizzas, einen Salat, Toastbrote mit Tomaten und Würste für das Abendessen gemacht.

Das Abendessen hat leider geschmeckt!

Wir haben auch Wein getrunken. Wir haben Schokoladenkuchen als Nachtisch gegessen. Schokolade ist Fernandos Lieblingsessen.

Wir haben Fernando ein Abo für ein Thermalbad und ein T-Shirt geschenkt. Dann sind wir zusammen ausgegangen.

Und das war alles! ☺

Vanessa Martínez 1º „A“ Nivel Básico

Im Deutschunterricht

Hallo! Die Lehrerin heißt Elena, und im Unterricht sind wir 17 Schüler. Der Unterricht beginnt um vier Uhr und endet um zehn nach fünf. Dort lernen wir viel. Wir spielen, schreiben, sprechen,... Das macht Spaß!

Bea 1º “A” Nivel Básico



Playmobilwelt

In der Karwoche gab es in Zaragoza eine Ausstellung über die Playmobilwelt. Ich bin nach Zaragoza mit meinem Ehemann, seinem Bruder, meiner Schwester und einem Freund gefahren, um diese Ausstellung zu sehen.

Als wir auf den “Plaza del Pilar“ ankamen, gab es schon eine lange Schlange. Ich dachte, dass wir lange dort stehen bleiben mussten. Aber ich war im Irrtum. Die Schlange rückte schnell vor. Nachdem wir 10 Minuten lang gewartet hatten, gingen wir in die Ausstellung hinein.

Wir sahen dort tausende von kleinen Figuren. Es gab viele Szenen: das Alte Rom, die Meeresunterwelt, die Feenwelt, das Fort, den Zirkus, das Piratenschiff, usw. Außerdem gab es drei neue Szenen, und zwar: ein Konzert von “Héroes del Silencio“, eine Prozession der Karwoche in

Zaragoza und “Los Sitios de Zaragoza“.

Wir genossen die Zeit dort sehr, weil wir uns an unsere Kindheit erinnerten. Wir haben damals mit diesen Playmobil-Figuren gespielt, als wir Kinder waren. Wir waren lange in der Ausstellung, wahrscheinlich eine Stunde lang. Wir sahen die Szenen minutenlang.

Als wir auf die Straße gingen, unterhielten wir uns über die Ausstellung und über unsere Erinnerungen an die Kindheit und die Playmobilwelt.

Auf dem Weg nach Hause redeten wir immer noch darüber. Wir merkten, dass auf der Ausstellung viele Leute in unserem Alter waren, die auch Playmobil-Figuren hatten und mit ihnen spielten. ☺

Maria Amo 1º Nivel Intermedio

Warum lerne ich Deutsch?

Warum lernst du Deutsch? Das fragen mich meine Freunde. Sprachenlernen ist mein Hobby. Ich habe Englisch, Französisch und Italienisch gelernt, aber ich kann jetzt nur Italienisch sprechen. Dieses Jahr

mache ich einen Deutschkurs. Ich glaube, Sprachenlernen ist sehr wichtig für einen Job oder zum Reisen. Englisch sprechen ist genug, aber ein Buch in Originalsprache zu lesen oder Freunde aus aller Welt

treffen zu können ist sehr schön. Die Leute machen gern Sport, aber ich will Sprachen lernen. ☺

Maria 1º “A” Nivel Básico.

ANÇAISE • FRANÇAISE • FRANÇAISE • FRANÇAISE • FRANÇAISE • FRANÇAISE

CARTE POSTALE

Chère Madame,

Nous sommes des élèves de première année de français de l'École Officielle de Langues de Teruel.

Nous sommes très contents d'apprendre le français, même si l'étude de cette langue étrangère nous prend du temps, et nous demande de nombreux efforts.

C'est pour cela que nous voudrions vous demander de maintenir la session de septembre afin d'avoir une autre chance de réussir notre examen.

En vous remerciant à l'avance, veuillez agréer,

Madame, nos salutations distinguées.

P.S. Tout effort mérite une récompense, même en septembre!



À l'attention de madame Eva Almunia.

DES CRÊPES POUR APPRENDRE LE FRANÇAIS!

L' École Officielle de Langues de Teruel continue à développer les activités culturelles qui complètent la partie théorique de l'apprentissage du français.

Le lundi 7 avril, le département de français a organisé une fête de crêpes.

La cuisine française a servi d'exercice au cours d'un moment de détente où l'on a pu déguster ce délicieux dessert.

Sur les photos ci-dessous, notre ambassadrice française "préférée de cette année", Marie Bayard, en train de faire des crêpes et en arrière-plan, l'un de nos professeurs de français, Marisa Gómez. ☺

Les élèves de français de 5ème année & Marie Bayard.



RECETTES DE CUISINE

"LOMO RELLENO CUBIERTO DE HOJALDRE"

Ingredientes (para seis personas)

½ lomo de cerdo
1 pimiento verde
1 pimiento rojo
1 cebolla
150 gramos de "boletus"
75 gramos de frutos deshidratados (ciruelas, orejones, pasas...)
125 gramos de bacon ahumado
2 laminas de hojaldre
1 huevo
Un poco de sal
Un poco de pimienta negra molida
Un poco de aceite de oliva

Elaboración

1. Se abre el lomo desenrollándolo hasta que adquiera una forma rectangular (se le puede encargar el corte al carnicero)
2. Salpimentar y reservar.
3. Rehogar en una sartén a fuego lento, los pimientos, la cebolla (y cuando estén tiernos) y los boletus (no dejar que se hagan demasiado para que conserven el sabor), sazonarlo y reservar.
4. Colocar el lomo extendido sobre la tabla de trabajo y disponer sobre él las frutas deshidratadas (la cantidad será al gusto), a continuación añadir el preparado del rehogado de la misma manera.
5. Enrollar el lomo configurando un cilindro (para que adquiera su forma original).
6. Atarlo para que no se derrame el relleno.
7. Poner la sartén al fuego con un poco de aceite y una vez bien caliente dorar el lomo por todos sus lados.
8. Cortar las bridas y envolver el lomo con el bacon.
9. Extender el hojaldre y cubrir el lomo con el mismo.
10. Pincelar el hojaldre con el huevo batido.
11. Hornear a 180º, arriba y abajo, durante una hora.

HELADO DE ESPECIAS CON VIOLETAS ESCARCHADAS DE TOULOUSE

Ingredientes:

500 gr. helado de vainilla
Albahaca seca
Canela
200ml de nata
50 gr de violetas escarchadas de Toulouse
galletas de especias.

Elaboración:

Se coloca en un cazo la nata con la canela y la albahaca, y se lleva a cocción. Se deja una noche reposando. Posteriormente se cuela.

A continuación, se mezcla la nata especiada con el helado que debe estar a punto de comer, se le añade la violetas escarchadas y se sirve en una copa con las galletas de especias.

jBuen provecho!

CROUSTILLANT FEUILLETÉ À L'ÉCHINE DE PORC

Ingrédients (6 personnes)

Une demi livre d' échine de porc
1 poivron vert
1 poivron rouge
1 oignon
150 gr. de bolets
75 gr. de fruits déshydratés (prunes, abricots secs, raisins secs)
125 gr. de bacon fumé
2 pâtes feuillettées
1 oeuf
1 pincée de sel
1 pincée de poivre noir moulu
Une cuillerée d'huile d'olive

Préparation

1. Découpez l'échine de porc jusqu'à l'obtention d'un "rectangle" de viande (demandez à votre boucher de le faire pour vous afin de vous faciliter la coupe).
2. Ajoutez-y une pincée de sel et de poivre noir et laissez de côté.
3. Faites cuire à feu doux dans une poêle, le poivron vert, le poivron rouge et l'oignon. Faites-les revenir avec un peu d'huile d'olive, ajoutez le bolet et la pincée de sel (Afin de garder la saveur du plat, ne faites pas trop cuire le mélange). Laissez reposer.
4. Parsemez les fruits déshydratés sur l'échine de porc et ajoutez le mélange précédent.
5. Enroulez le tout avec précaution .
6. A l'aide d'un fil de cuisine, attachez le tout pour le maintenir en place.
7. Faites chauffer un peu d'huile à feu vif, puis faites dorer l'échine de porc des deux côtés.
8. Remplacez le fil de cuisine par les tranches de bacon qui maintiendront le tout fermement .
9. Déroulez les deux pâtes feuillettées et couvrez l'échine de porc avec elles.
10. Dans un bol, battez l'oeuf, puis à l'aide d'un pinceau, étalez-le sur le dessus de la pâte.
11. Enfourner à 180°C, pendant une heure.

Bon appétit! ☺

Begoña LAHOZ LAPUENTE (1º Nivel básico)

GLACE AUX ÉPICES ET AUX VIOLETTES GIVRÉES DE TOULOUSE

Ingrédients

500 gr de glace vanille
Basilic sec
Cannelle
200ml de crème fraîche
50 gr de violettes givrées de Toulouse
biscuits aux épices

Elaboración:

Mettez dans une casserole la crème fraîche, la cannelle et le basilic. Faites cuire le mélange. Laissez reposer toute la nuit et filtrez la pâte.

Ajoutez au mélange la glace légèrement ramollie, les violettes givrées et servez le tout dans une coupe accompagné par des biscuits aux épices.

Bon appétit! ☺

Olga Puente Gavilán (1º Nivel Básico)

UNE APRÈS-MIDI À S'EN LÉCHER LES BABINES ...!!

Pour la première fois cette année, les élèves du lycée Hôtelier et ceux de l’École Officielle de Langues de Teruel se sont donné rendez-vous pour une après-midi culinaire ouverte à tous.

Les élèves des deux établissements ont élaboré et présenté devant un jury, des plats à en tomber par terre !!

L’après-midi a commencé par une visite des locaux du lycée Hôtelier où s’est déroulé le concours. Le jury était composé de professeurs volontaires de chaque établissement, ainsi que d’élèves du lycée.

Une fois le concours terminé, les élèves ainsi que tous les curieux ont pu profiter autour de délicieux plats, d’un moment de convivialité et de partage qui a laissé dans la bouche de chacun un “succulent” souvenir...

L’École Officielle de Langues & Le Lycée Hôtelier de Teruel.



UNE DRÔMOISE À TERUEL

Oui en effet, c'est comme ça que l'on m'appelle puisque je viens de la Drôme, un département français situé dans la région Rhône-Alpes en France.

C'est aussi comme ça que je me sentais à mon arrivée ici, une Drômoise, étrangère, perdue dans une ville et un pays totalement inconnus ; mais très vite je me suis sentie aussi chez moi ici, les gens que j'ai rencontrés ont été très sympa avec moi, ils m'ont aidée à trouver mes repères et à me sentir à l'aise...

Je suis venue ici dans le cadre de l'assistantat pour enseigner le français au lycée Ibañez Martín de Teruel, par la suite j'ai aussi eu l'opportunité de travailler à

l’Ecole Officielle des Langues de Teruel, ainsi qu’au C.P.R de cette ville.

Cette année à Teruel aura été merveilleuse et très enrichissante autant d'un point de vue humain que culturel, même s'il est vrai que certaines personnes m'ont plus aidée que d'autres, chacun à sa manière a pu m'apporter quelque chose et m'aider à mieux vivre mon année en tant qu'assistante. Je recommande cette expérience à tous ceux qui auront la possibilité de la réaliser!!... ☺

Marie Bayard.

RÉDACTION SUR INTERNET

On me demande si je crois que l'ordinateur peut devenir un instrument d'aliénation qui nous éloigne de nous-mêmes, de la continuité de notre vie et de ce que nous aimons. À mon avis, c'est évident que le fait de naviguer sur Internet peut entraîner une dépendance psychologique difficile à surmonter dans certains cas. Prenons par exemple les internautes qui à cause de leur dépendance ont beaucoup de difficultés à rester déconnectés d'Internet pendant quelques jours. Il y a aussi de nombreux lycéens qui ont une dépendance aux jeux vidéo, en particulier aux jeux en réseaux. Ces exemples démontrent donc qu'Internet peut rendre accros. Il est vrai que ce sont des cas vraiment rares, mais on doit quand même admettre que le temps d'utilisation d'Internet par les adolescents augmente de plus en plus, ce qui peut avoir des conséquences négatives dans leur comportement à venir.

D'une part, Internet peut être donc nuisible, comme nous l'avons déjà vu dans les exemples précédents. D'autre part, je

pense qu'Internet nous permet de faire des rencontres avec d'autres personnes à travers les chats. En conséquence, on ne peut pas affirmer qu'Internet soit un instrument d'aliénation si l'on considère qu'il nous met en contact constamment avec d'autres internautes qui peuvent vivre dans d'autres pays ou même sur d'autres continents.

Et puis, n'oublions pas qu'Internet est un outil de communication très utile qui nous permet de participer aux forums de discussion afin de nous renseigner sur des sujets intéressants ou de faire la connaissance de gens à travers les chats. Avec le courrier électronique, on peut envoyer des e-mails qui peuvent être lus n'importe où sans aucun frais.

En plus, on peut aussi s'amuser avec des quiz et des animations, ou télécharger de la musique et des films. Internet a donc complètement changé les goûts et les loisirs des gens.

À cela, s'ajoute qu'Internet est aussi un outil de travail avec lequel on peut faire des recherches et obtenir des rensei-

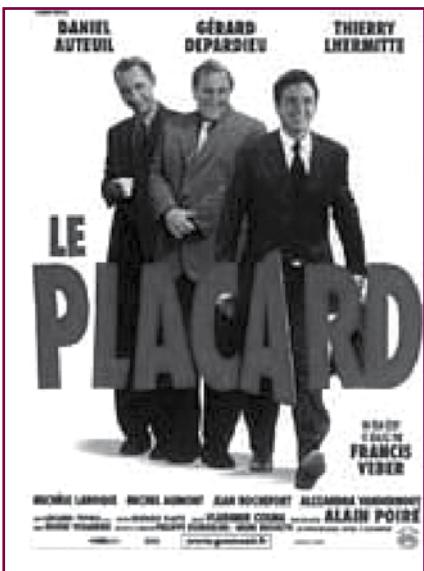


gnements de manière rapide ou communiquer avec des collègues ou des clients dans le monde entier et faire du commerce international, ce qui était impensable autrefois.

On pourrait aussi profiter du commerce électronique pour faire des achats sur Internet : Ainsi, on peut acheter des livres ou des appareils électroniques à la FNAC, des billets de train à la SNCF ou même faire des achats en ligne dans les sites web des supermarchés.

Je crois que malgré tout, il est vrai qu'aujourd'hui les gens ne peuvent pas s'en passer. ☺

*Rocío Ramos Alanzabes
(élève de 5ème année)*



LE COIN DU CINÉPHILE

Cette année, les élèves de français de l'École Officielle de Langes de Teruel ont eu l'occasion de voir au centre culturel de la CAI le film français « Le Placard » en version originale.

L'un de nos élèves cinéphiles de 5ème année a élaboré un synopsis sur le film en question. Le voilà:

Le Placard est une comédie française très amusante. En la regardant, on trouve beaucoup de ressemblances avec d'autres films français de la même époque « Pédale Douce », « Le dîner des cons » ou « L'Auberge espagnole ».

Le metteur en scène utilise beaucoup de situations à connotation sexuelle auxquelles tout le monde peut être confronté un jour. C'est le film parfait pour s'amuser tranquillement au cinéma, même si on ne comprend pas chaque mot du scénario.

D'abord, l'histoire se déroule dans une usine de préservatifs. On nous parle des relations professionnelles entre les travailleurs de l'usine.

Un jour, Monsieur Pignon est renvoyé et en même temps sa femme le quitte.

Par hasard il fait la connaissance d'un voisin qui va l'aider à récupérer son boulot... Son conseil, c'est de se faire passer pour un homosexuel. À partir de ce moment, tout changera pour lui et ses collègues. Des malentendus et situations absurdes vont se succéder jusqu'à la fin du film.

Si vous voulez savoir comment ça se passe finalement, il faudra emprunter le film à la bibliothèque de notre école. Dépêchez-vous, il n'y en a qu'un exemplaire!

À bientôt ! ☺

Pedro Garrido (5ème année)

LA VIE DEVANT SOI Un livre qu'il faut absolument lire

Ce qui a attiré le plus notre attention dans le livre, ce sont les valeurs humaines comme l'amitié, l'amour, la solidarité, la charité, l'entraide.

Le lecteur est témoin de l'évolution d'une maladie du point de vue d'un enfant, qui ne connaît pas ce que la mort veut dire.

Le livre est l'expression de la possibilité de cohabitation de cultures et de religions différentes, parce que l'enfant est musulman et la dame est juive.

C'est un enfant qui nous présente la vie avec toute sa cruauté. Il a grandi dans une ambiance marginale et il a vécu des expériences d'adulte.

Il y a dans le livre un sujet assez actuel: la liberté de choisir une mort apparemment irrationnelle mais beaucoup plus douce que la mort conventionnelle à l'hôpital.

Le livre nous permet de voir le monde marginal au-delà des stéréotypes tout en approfondissant le côté humain. ☺

Isabel Villamón, Rubén Bernarte, Carmen López, Isabel Navarrete, Elena Laguía. Quatrième année



Statue de Romain Gary à Vilnius, où il est né.

RÊVE OU RÉALITÉ ?

2057. 8 heures du matin. On entend à la radio qu'une nouvelle loi vient d'être votée aujourd'hui. Celle-ci limite les naissances pour contrôler la démographie mondiale. La science a réussi à en finir avec le cycle de la vie puisque toutes les maladies sont déjà contrôlées. Il n'y a plus de morts, plus de malades, plus de vieillissement.....Cependant, on a encore un problème: la population est arrivée à une limite. La planète est à bout de ressources.

Il s'agit d'une loi temporaire et on attend la collaboration de toute la population, qui maintenant est plus consciente de l'environnement. Grâce aux nouvelles technologies on a l'espoir d'aller vivre à Titan, la planète la plus semblable à la Terre. Pendant que la nature s'épanouit, nous irons tous vivre loin pour la laisser tranquille et pour que nous puissions retourner après quelques générations. ☺

Isabel Navarrete, Isabel Gargallo, Isabel Ortoneda, Virginia Felipe, Quatrième année.



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ALCORISA BECOMES A THEATRE STAGE AT EASTER

At Easter time some traditional events take place in the beautiful village of Alcorisa such as processions and drum exhibitions. But undoubtedly, the most popular one is "The Passion of Jesus".

The Passion of Jesus was played for the first time at Easter in 1978. A group of young people from Alcorisa decided to carry out this first performance. In fact, they were keen on acting. We have to consider the suitable context where the play is developed. The privileged setting is Mount "Calvario".

At first, this group of citizens did not have the intention to continue with the acting, however, as a result of the positive reaction of the whole village, they decided to keep on going with it. The Passion has become a brilliant play with a splendid and complete plot of the event. Every year more details and adjustments are included to make the plot more agile and dynamic.

Nowadays, about six thousand visitors come to the village to attend the whole performance. They feel so excited and moved by the acting that many of them get in tears and congratulate the actors and actresses for their brilliant work.

The performance becomes lifelike. In fact, everything is planned carefully to fulfill people's expectations. The three men who play the role of Jesus and the two thieves carry the heavy wooden crosses along the whole way up to the mountain.

Nowadays the organisation is provided with an extensive set of costumes, decorations, make-up, etc.

The Passion takes place in three different settings that divide the plot in three parts:



First part: Some of the most traditional scenes are played at this stage such as "The Sermon", "The Last Supper" or "Judas' Betrayal".

Second part: Christ comes up to "Mount Calvario", scolded by the Roman Guard and accompanied by two thieves.

Third part: On top of the mountain; Christ and the thieves are crucified in the middle of the startling silence. ☐

Judit Oliveros Ortín. 4th year



ANOTHER GIRL FROM CHICAGO

Last autumn Julie's friend from Chicago travelled to Spain and visited the Language School in Teruel. Her name is Fern and although she was born in Brazil she has lived in Chicago since she was three years old. As she had a week off in the States, she thought it was a good idea to know a little bit more about Spain and its culture.

During her visit at the Language School, Fern gave us a talk about fitness, sport, eating and health. She has just finished

her degree in "Personal Training" and at the moment she is teaching other people how to keep fit and healthy.

According to Fern, doing some kind of sport is needed to make our heart healthier and stronger. Walking, cycling or yoga are some of the activities that we can take up in order to strengthen our muscles. Yoga boosts our immune system and helps us improve our breathing and get relaxed.

It is not necessary to take strenuous exercise to be healthy. Doing exercise for 30 minutes, three or four times a week, is quite a good practice. Fern thinks that best of all is to do different types of physical activity so as to strengthen each part of our body. Unless we follow these guidelines, fat could build up in our arteries and we could end up by suffering from a heart attack. Therefore, by being in good shape, we can reduce bad cholesterol and avoid heart diseases.

I found Fern's talk very interesting and useful. In the end, she encouraged us to take up some physical activities and to follow a balanced diet. According to her, no food is unhealthy if you eat it in moderation. ☐

Mª Pilar Marco Pinzón. 4th year

ATRIP TO JERTE'S VALLEY

Jerte's valley goes down, surrounded by the Mountain Range of Gredos, in the north of Cáceres. It is a lovely place of great cultural significance. This valley has a lot of nice things but its most interesting attraction is the presence of thousands of cherry trees. In spring, flowers from cherry trees make a snowy landscape. Its innumerable gorges and its large forests make this area one of the most beautiful places in the Iberian Peninsula.

If you don't know this valley, I recommend that you visit it.

Elena Calvo Moreno. Básico I



THE FIRST ENGLISH BILINGUAL SCHOOL IN TERUEL. “LAS ANEJAS”

I have worked at “Las Anejas” bilingual school for 5 years. In fact, it was the first bilingual school in Teruel. At the moment there are 7 native teachers in the school. Students start having some of their lessons in English when they are 3 years old. These native teachers teach Maths, Science, Physical Education and Arts in English language. They work hard to plan all the activities and to get good results. These



are some of the most outstanding projects they organise along the school year:

In the first term, we celebrate the “English Book Exhibition”. English booksellers display a great variety of books and materials in English. Parents get some of them and students listen to funny stories.

At Christmas time, native teachers arrange for a play. Everyone enjoys the performance.

In the last year at Primary School our students visit Newcastle and put into practice, in a real context what they have learnt up to now.

Students are really interested in English and enjoy with their classes very much. I must admit that this is a nice place to work and to meet other people. In fact, bilingual schools play an extraordinary role in our educative system. ☺

Amparo Asensio Gil. 4th year

CHICAGO: OUR LANGUAGE ASSISTANT’S HOME CITY

Chicago is one of the largest cities in the American State of Illinois. It is in the north of the United States, near the Great Lakes. Chicago, with a population of 2.8 million people, is the third biggest city in the States. Today, it is a financial and cultural centre in the USA.

It was founded in the 1830's, but a great fire destroyed one third of the city in 1871. Chicago has a continental climate, with high temperatures in summer and low temperatures in winter. It has very beautiful buildings, parks and neighbourhoods. The “Park District” consists of 552 parks that spread over 30 km². In 2006 the city had 44 million of tourists.

Chicago has one of the best basketball teams in the “American National Basketball League” (NBA). Its name is “Chicago Bulls”. The popular basketball player Michael Jordan played for it. ☺

Ricardo Górriz Torán. Básico I



POLLARD TREES

Pollard trees are those kind of trees that have been pruned in a particular way so as to obtain profits from them. There are many tree species that are pollarded all around the world, such as oaks, ashes, beeches or poplars.

In Teruel we have great extensions of black pollard poplars in different valleys and watercourses. They can be easily identified since their top part is cut off. That's why they are known as “Chopos Cabecero”.

In the past, they became a very important income resource, because once they were pruned their branches were transformed into timber for houses and farms. During the mid 20th Century pollarding tasks started being given up. Furthermore,

people moved from rural areas into bigger towns, so black poplars were hardly pollarded and became under threat.

It is necessary to protect and preserve these trees since they are part of our cultural and natural heritage. They also give way to beautiful landscapes where lots of species live. In fact, pollard trees play a basic role as they control erosion and protect the banks of rivers.

Teresa Bellido Luis. 4th year





DOMESTIC VIOLENCE

Violence is playing a major role in our society and especially violence against women. Everyday we can find new cases in the news and it is becoming a great cause of social alarm. Some women are murdered by their husbands, boyfriends or partners. And the worst thing is that in many cases children get involved, since this kind of violence usually happens at home. They experience violence themselves, but even worse than the physical injuries is the psychological damage. They won't be able to overcome these dramatic experiences for many years and they will definitely need professional help.

I quite often wonder: WHY? And I cannot find the right answer. Is it because the man thinks of himself as superior to the woman? Is it because the man wants to continue being an unquestionable authority in the family? Is it because the man wants to control the woman's body

and mind? Perhaps it is because the man doesn't want to accept the equality of both genders. Freedom is not only for men but also for women. Everyone has the right to choose what to do and who with. And nobody has the right to impose on another human being regardless of gender.

Violence against women and children affect everybody. The women's associations have played an important role to help these women, providing care for the victims and campaigning for a law against gender violence, but this is not enough. Something else has to be done to put an end to this type of violence.

I think the starting point should be education. It is our responsibility as parents and teachers to prevent this type of violence. ☐

Pilar Armunia Izquierdo
Speaking and Listening Skills Course.

THE SMALL COMMUNITY OF TERUEL: 45 VILLAGES FULL OF ATTRACTION

There are 45 beautiful villages in "La Comarca Comunidad de Teruel", apart from the capital city. It is a big community with 2,700 m², surrounded by spectacular hills and rivers.

Many people live in this "Comarca de Teruel" because life here is very relaxing. It is not stressful like in big cities. The people in this part of Teruel work near their houses. They walk and they have a healthy life. I like living here. Around 35,000 people live in the City of Teruel, but a reduced group of people also live in other small villages.

Every year, a lot of tourists visit "La Comarca Comunidad de Teruel". Its villages are attractive because they have old and interesting houses, and traditional food. The City of Teruel presents the Mudéjar

Art, with three towers, as well as Santa María's Cathedral. Dinópolis is a Scientific Museum and a Theme Park about dinosaurs in the City of Teruel.

From the Jiloca, Mijares or Guadalaviar valleys you can go to high mountainous areas. Cella has a big fountain; the area around Alfambra has red earth; in Cedrillas you can visit a fascinating castle... There are a lot of landscapes to visit in "La Comarca Comunidad de Teruel".

If you come here, I'm sure that you will love it. ☐

Reyes Ibáñez Benages. Básico I



I AM A STUDENT AGAIN

Time passes very fast but we don't know about it until we are grown-ups.

My name is Vicente and I'm forty-eight years old. It's incredible but I'm a student again. I'm a student of "Básico I" and I feel the same emotions as when I was at High School or at University; I get very nervous when I do my exams and very happy when I have good results. When I have to do the "listening activities" I feel

very worried. But in general, I like being with my classmates.

It is very positive for me to do a lot of activities because my mind and my heart are still in a good moment. The past, the present and the future belong to young and old people. It is always a good moment to start something new and to show other people that you are capable!! ☐

Vicente Ponz Martín. Básico I



INTERVIEW WITH NICK FROM CALIFORNIA TO CALAMOCHA

It is not common to find an American person living in Calamocha but this year, Nick Allen, is working as a language assistant in Calamocha's Secondary School. He is giving us some lessons in the Languages School too, so we didn't want to miss the opportunity to interview him about his life and to know more about his experience in a small village in Teruel.

Where are you from in the USA?

I come from San Francisco, in the USA. It is in the state of California.

Can you tell us something about your city? What places shouldn't people miss in your city? San Francisco is a big city, it has 2 million inhabitants and it's the fifth biggest city in the USA, and in my opinion, the most beautiful city in the world. There are many interesting places to visit in San Francisco. I recommend visiting Telegraph Hill, because from the top you have a fantastic view of the city. Also, you shouldn't miss Chinatown. 5,000 Chinese people live there, it's a very big Chinese community. Chinese people started to come to California in 1840.

You speak very good Spanish. Where did you learn?

When I was a child, I used to play soccer and the other players were Latins, so they spoke Spanish and that's how I started learning Spanish. Then, I also studied Spanish at college.

Do you speak any other foreign languages?

Not really, well, my mother speaks Hebrew, it's a difficult language to learn. At the moment, I'm studying French at the Languages School too.

Do many people speak Spanish in the USA?

Yes, 30% of people in California speak Spanish. In Texas and New York a lot of people speak Spanish too.

What were you studying before coming to Calamocha?

I studied English Language and Literature.

Why did you choose to study that?

Because I thought it is important to know about the culture and literature of my language, and I was also interested in poetry.

Have you ever been teaching English somewhere before?

No, never.

Do you like teaching English? Would you like to be a teacher forever?

Yes, I enjoy teaching English but I would like to teach Spanish in the USA.

What do you think about the people in Calamocha?

I think people in Calamocha are very friendly and warm, and Spanish is easier to understand here than in the South of Spain.



And about the weather?

I had been told that Calamocha was extremely cold, but I think this winter is being nice and mild.

Do you like Spanish food? Is it very different? Are there any similarities?

Yes, I like it. It's very different to USA food. In the USA, people eat a lot of fast food.

How long are you going to stay?

I'm going to stay about a year, until the end of May.

What do you miss most from the USA?

Breakfast. Here in Spain, people don't spend much time having breakfast, they have a coffee and that's it. At home, I usually had sausages, eggs, toast, milk, pancakes and orange. This is what I miss most.

Do you know somebody else from the USA who is working in Spain too?

Yes, I have friends working in La Rioja, my girlfriend is living there too. I also know American people who are in Barcelona.

What places have you visited in Spain? Did you like them?

I stayed in Barcelona for 3 months. I have also visited Zaragoza, Navarra, La Rioja, Valencia, but my favourite city is Madrid.

Is Spain very different from what you expected before coming here?

Well, yes, it's different in some ways.

What has surprised you most?

I hadn't expected Spain to be such a mountainous country. I have also got a very good impression of Spanish people, they are really nice.

When we think about USA we often think of hamburgers, fast food, American TV series... Is this a stereotype or a reality?

Both. In many ways, American films and TV series show real life in the USA. For example, TV series like CSI reflect how much violence there is. About fast food, it's true, we eat a lot of hamburgers, hot dogs, chips... ☺



"MEDIEVALES" IN THE CITY OF TERUEL

Every year, during the third weekend in February, Teruel returns to the 13th Century and it becomes a medieval city. Thousands of people from Teruel set up medieval "haimas". There, groups of friends cook their meals, drink wine and beer, dance and tell medieval stories. There is a big fire in the "haimas" and all the participants sit around the fire when it's cold.

The people from Teruel wear beautiful medieval clothes and visitors can see "Las Bodas de Isabel de Segura". A group of amateur actors and actresses play the story of the lovers of Teruel in the streets. The tradition says that they died of love. ☺

Mercedes Villalba/Santi Albertos/Carmen Blasco. Básico I



SAN ANTÓN'S DAY

I live in a little village in the province of Teruel, Villalba Alta, where we celebrate different festivals along the year. But the one which people enjoy the most is San Antón's Day.

The day before, the people in my village gather and go collecting firewood, which they carry to the main square. There, they build up a big stake. In the afternoon the bells in the church ring. That means that someone must light the bonfire. People meet around the blaze and in the evening they cook grilled chops of pork. When the meat gets ready, everybody enjoys the meal in a circle around the fire. The very essence of this festival consists of meeting other people and sharing lots of positive

things during one of the longest nights in winter. Sometimes someone starts singing traditional "jotas" from Aragón, which make people feel excited and moved. After dinner, there is a dance until late in the morning. At around midday everyone attends a special mass where they can take their animals to be blessed. In the afternoon visitors have to leave, back to their homes in big cities, where they will miss the quietness and peace of my village. ☺

Rafael Marzo Herrero. 4th year

WHY DON'T WE LEARN TO RESPECT ANIMALS?

Every year, when summer holidays start, we can read in newspapers about people that leave hundreds of dogs and cats. Sometimes people also leave exotic pets because they don't know how big they will grow up when they get older.

Do we need special schools to teach people how to take care of pets? I think so, but I don't know if they exist in other countries. If we have driving schools or art schools we can also open schools to teach owners how to love animals. ☺

Silvestre Antón Aguilar. Básico I

STUDENTS FROM THE I.E.S. SALVADOR VICTORIA IN MONREAL AT A SCIENCE CONGRESS IN PORTUGAL



I work as a Biology teacher at Monreal del Campo High School. Our school is taking part in a programme in which students from different countries cooperate with the "UNESCO" to develop various research projects.

Last January two students of "Bachillerato" and me attended the "10th Encontro de Jovens Cientistas do Futuro" in Santarém (Portugal). There, we met 26 students from Portugal, Brazil and Spain. The conference mainly focused on environmental sustainability.

Our students' project tried to analyse the presence of water in the region of Jiloca's Valley. The two students made

use of our webpage, in order to tell all the participants at the conference about the main conclusions reached along this research.

I have to admit that the whole project has required a great effort and sacrifice since our students have spent a long time planning and organising every single information. However, on the whole, the experience has been so beneficial that we all have learnt lots of positive things.

If you want to know more about this project, visit: www.educa.aragob.es/ies-monre. ☺

Susana Gascón Sanz. 4th year

TERUEL AND THE MEDITERRANEAN DIET

During the second half of the 20th Century, international researchers discovered that people living along the Mediterranean seaside had a higher life expectancy and lower rates of cardiovascular diseases (such as cardiac attacks or brain strokes). Further investigations found out that the key is the typical food of those countries, called Mediterranean Diet.

The Mediterranean Diet is characterised by a high consumption of cereal, fruit, vegetables, beans and fish (especially blue fish), small amounts of meat and plenty of virgin olive oil. In some Mediterranean seaside countries, wine plays an important role too, which has also shown important benefits on human health.

Virgin Olive Oil (also called "golden liquid"), owes its beneficial effects to the high level of monounsaturated fat acids (especially to the oleic acid), which reduces LDL- cholesterol (also called "bad

cholesterol"), protecting us from arteriosclerosis and blood clots.

Pork, especially ham, is one of the main sources of protein in Mediterranean Diet. And its fat (which has been considered harmful for health until recently), is rich in monounsaturated fat acids, mainly oleic acid). Recent investigations performed by Dr Ciprés (endocrinologist at Obispo Polanco Hospital) and Veterinary School of Zaragoza, found out that Teruel Ham has less fat, calories and salt than Iberic (black leg) and other white pigs ham.

Therefore, according to the above mentioned considerations, we can point out that Teruel owns two of the star products from the Mediterranean Diet: Virgin Olive Oil from "Bajo Aragón" and Teruel Ham, which added to our good vegetables and wines; and helped by a moderated physical activity, make Teruel inhabitants a healthy and long-lived population.

Having said that, I recommend that you take this piece of advice: "Enjoy them and look after yourself!! ☺

Itziar Lorda de los Ríos. 4th year



HOW TEACHERS IMPROVE FOREIGN LANGUAGES. “THE PALE PROGRAMME”

The challenges of the globalised world makes it necessary to open up the educational system to the outside world. Therefore, the learning of foreign languages has to be improved, in order to make easier exchanges and to improve the European cooperation.

The Department of Education, Culture and Sport of the Government of Aragón develops bilingual programmes, by teaching foreign languages at an early age; among other projects. They are accompanied by the necessary training to improve the level of teachers in languages.

The Programme for the support of teaching and learning of foreign languages (PALE) came out in the Region of Aragón along the school year 2006/07. Although it is still early to know its impact on the classroom, the satisfaction of the participants and the interest shown by the language teachers announce its continuity and expansion (nine groups joined in during the year 2006/07 and more than nine are taking part at the moment.)

The main purpose of this initiative is to promote teachers' training, as far as their language proficiency and teaching competence are concerned, for the teaching of foreign languages through appropriate educational and pedagogical approaches. This course is organised by the "C.P.R."

"Pale" is a 200-hour course that extends along two school years. During the first year, the participants take part in a 100-hour course that is held at the E.O.I.

Then, teachers join in a two-week course, whose main purpose is to contribute to the participants' linguistic and cultural immersion. This activity takes place in a foreign country for 50 hours.

During the second school year, the whole programme comes to an end with

a 50-hour seminar at the "C.P.R." in Teruel.

This year, all the students involved in the programme are teachers at Primary School in Teruel. Every week they attend some lessons (four hours and a half) at the Language School to complete the first part of the course.

Next summer, they will stay in Bournemouth (England) for two weeks. They will have to put into practise what they have learnt and to check how much they have improved.

Meanwhile, the programme is coming to an end for those teachers who began last year. They have had the chance to learn lots of things and to share 200 hours of an intense experience with students at Primary School in Teruel. ☺

Beatriz Agramonte. "PALE" Programme adviser



TERUEL ORGANISES “THE VOLLEYBALL KING’S CUP”

This year Teruel became the centre of attention for thousands of volleyball supporters all around Spain, since it was chosen to be the city where the “Volleyball King’s Cup” would be held. The championship started on February 28th and it came to an end four days later. There were the best teams in Spain at this moment: Drac Palma, Fábregas Multicaja, CAI Teruel, CMA Soria, Vecindario, Universidad de Granada, Tenerife Sur and Unicaja Arukasur Almería.

Fábregas started the championship beating Drac Palma. After that, CAI Teruel, supported by approximately 3,500 spectators, beat Vecindario and passed the first heat. On the following day Teruel did not play and Almería became Teruel’s next rival because it beat U. Granada 3-0. In addition, CMA Soria defeated Tenerife Sur 3-1, thanks to their excellent services that showed a big gap between both

teams. Next day, CAI Teruel lost against Almería at a very intense and rough match. The final score was 3-2. Teruel won the first and fourth sets. However, Unicaja won the rest of sets and eventually it got the victory. In spite of that, CAI Teruel was praised by thousands of supporters who appreciated their effort and knew that the team had done its best. It was a pity but we enjoyed a very interesting and exciting match that made us suffer.

In the end, CMA Soria beat Fábregas and then it did the same with Almería in the final match, which led them to the “Volleyball King’s Cup”.

On the whole, it was a very exciting championship that had an extraordinary economical impact on our town since lots of people came to the “capital of the Mudéjar Art” to support their teams. ☐

Javier Santa Cruz/ Carlos Espílez. 4th year

TRAVELLING THROUGH ARAGON

When choosing a place for holidays, we usually look for somewhere different, a tourist and perhaps relaxing place that allows us to escape from the daily stressful routine of big cities.

When it comes to organising a journey, people usually think of foreign and trendy places; which can be a good idea, but they sometimes forget that perhaps there are also some wonderful places that they don’t know near Teruel.

Although there are lots of nice destinations in Aragón, I recommend that people, who like mountaineering and trekking, visit “The Plan Ibon”, placed between Cotiella’s and Eleven’s crags, in the Pyrenean part of Huesca.

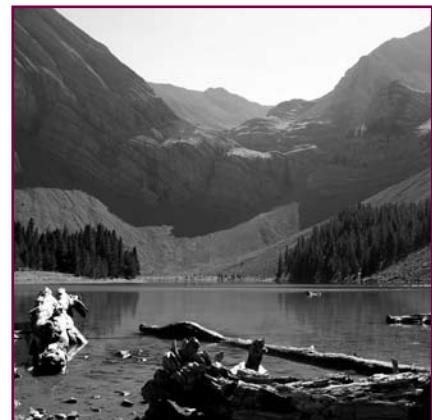
A forest track from Saravillo to the ibon allows visitors to reach the lake by car if there is not too much snow or ice.

However, I encourage visitors to go on foot from the village through the forest, mainly in spring or autumn. At that time of the year you can enjoy the spectacular scenery of multicoloured flowers or the autumn shades with brown, red, yellow and green leaves, depending on the season. As you can see in the photograph, the Plan Ibon is a huge and cold lake that can be frozen in winter.

Finally, to those who don’t like walking too much or are looking for some relaxing holidays, Teruel offers a huge variety of charming villages that provide tourists with a great variety of accommo-

dation. Albarracín, Valderrobes, Rubielos de Mora, Mora de Rubielos, Mirambel, La Iglesuela del Cid or Alcañiz are waiting for us to be visited. ☐

Mª Mar Villanueva Gimeno. 4th year



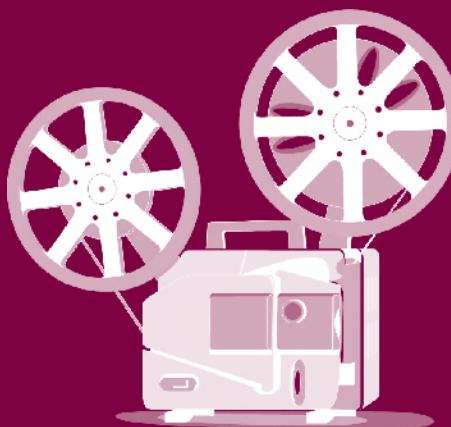
THE FILM CLUB IN TERUEL

Every year, the Town Council of Teruel and the “Maravillas Cinema” organise a film club in winter and spring. This year, the activity takes place at the “Maravillas” on Wednesdays and Thursdays evening (from February 27th to May 15th). We can see some good films from different nationalities. Some of them are: “Siete mesas de billar francés”, a Spanish movie directed by Gracia Querejeta. Thanks to this film Maribel Verdú won a Goya for best actress. Another interesting film

that I advise people to see is “This is England”, directed by Shane Meadows. It is a British movie about skin-heads, violence and racism in the summer of 1983, when Margaret Thatcher was Prime Minister in the UK.

We also recommend that cinema lovers do not miss some amazing short films on April 24th. Apart from that, this year a fifth issue of the magazine “Cabiria” is going to be launched.

Miguel Ángel Dobón Pérez. Básico I.

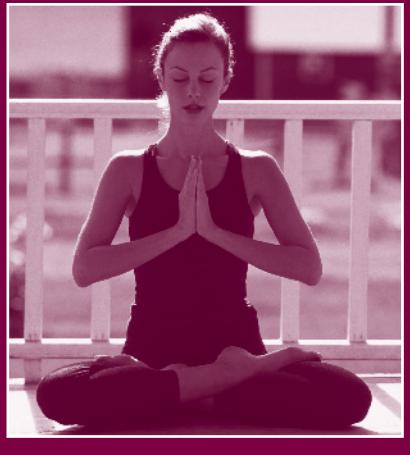


WHY DON'T YOU PRACTISE YOGA?

My name is Vicente and I usually practise yoga. Yoga is an activity of moderate intensity. When you do it, you have to coordinate breathing with the movements of your body. It also helps and improves your balance and blood pressure. It strengthens the bones and it improves elasticity. Thanks to yoga, you can relax and forget about problems that worry us. It also helps release tension and see the world in a clear way. I recommend that people practise yoga. It is very healthy.

Peace for all.

Vicente Miedes Remón. Básico I



A YOUTH HOSTEL ON THE RAILWAY LINE TERUEL-ALCAÑIZ

Before the Spanish Civil War broke out, it was planned to link Teruel with Alcañiz by train. The railway line was started, however, by the year 1932 the works were cancelled and the line never came to light; maybe due to some economical and institutional difficulties. As a result of that venture, today we can still find some old stations on the way to Alcañiz. Nowadays the council of Perales de Alfambra is carrying out a project to rebuild and renovate its railway station. The council wants to turn it into a splendid youth hostel.

The reconstruction is being made thanks to an employment workshop run by the Unemployment Department of Aragón: "INAEM". This workshop employs eleven women and three men, (mainly from Perales de Alfambra). Thanks to this programme, these people not only



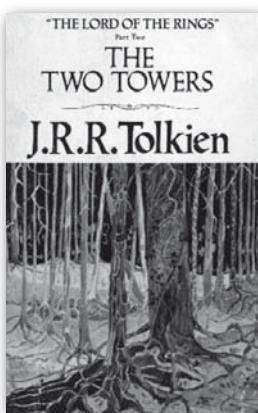
learn a new job and have an easy access to a fascinating market, but also build an important place for the village.

The future youth hostel will have a big kitchen, a dining room and a special room for disabled people on the ground floor. The bedrooms (for around 36 people) will be located on the first floor (in the small tower).

Apart from the hostel, the council is also building a football pitch and an athletics track. Besides, the whole leisure area will be soon completed with a swimming pool.

To my mind, this is an important plan for the village since it will contribute to attract and reinforce the tourism in the area. I hope nothing will spoil this project as it happened to the old station eighty years ago. ☐

Leonor Montón Ros. 4th year



FANTASTIC STORIES

Fantastic stories usually are undervalued by people who say that these stories are fairy tales for children, but there are lots of people of all ages who read them.

So what is the itch that makes you go toward those pages which are described by some people as foolish and childish stories? It is a skill to make you travel to other worlds, although you haven't moved from the sofa of your house, and in my opinion this is something magic.

Nowadays there are many writers who create this kind of novels, such as R.A. Salvatore, who is famous for his Dark Elf's trilogy which is about a dark elf who escaped from the underground kingdom of his relatives, who are very cruel, and how he survived on the surface. Lots of readers have read Forgotten Kingdoms his success story. Other writers are William King who wrote Gotrek and Felix which is about the adventures of a human and a dwarf; and Laura Gallego whose trilogy, Memories of Idhun is the best Spanish fantastic story. Most of them are influenced by John Ronald Rouel Tolkien, who is the greatest representative of this kind of literature.

Tolkien (1898-1973) wrote children books like Mr. Bliss, Santa Claus' letters, Egidio, the farmer of Ham and the list continues. But not only did he write children's books, but he is also the creator of the Middle Earth and the stories that take place in that world. His most famous book is The Lord of the Rings which tells the story of Frodo Baggins, a little hobbit who has to destroy a ring or all the world will be dominated by the Dark Lord, Sauron.

Although Tolkien wrote many novels, he wasn't a typical writer. He was a philologist, and in spite of inventing a character and his story, he invented a word and a dialect, then he invented the people who speak that language, and in the end he had invented a world with the people who live there and in which each country has its own language, history and mythology. Because of this nobody could equalize his feat which is his life's work. ☐

Alejandro Ríos Conejero, 4th A

BOOK REVIEWS

**MAEVE BINCHY,
NIGHTS OF RAIN
AND STARS.
PLOT.**

Five strangers arrive in Greece as tourists, running away from their own troubles and leaving behind their families and private lives. Here, in a small Greek village at the seaside, something happens. A painful

tragedy that moves their souls, makes them reflect and soon they become good friends. Besides, they meet interesting and sympathetic people on the island, like Vronni, an Irish older woman, almost Greek now, and their lives are going to cross. From her long and hard experience, she helps people and gives them some wise advice, not always easy to follow, but eventually and thanks to Vronni, all the characters face and get over the difficulties, find their own way and finish by being in charge of their own lives.

Mª Victoria Lozano Tena 4º B

I recommend reading this fantastic book because the story grips you from cover to cover. The story takes place on a Greek island called Aghia Anna during the summer. The main characters, who are from different countries, are living together and this does not appear to be a problem. However, at the beginning all of them have in common family problems but most of them are sorted out in the end. In my opinion, it is outstanding what they do and what they feel. Throughout the story, Maeve Binchy deals with significant values such as life, love, friendship, and dialogue; overall love stands out. I agree with the author since love is the most important force that exists in the world. For this reason, whatever you do, I advise you to do it with love so you will be immensely happy. Naturally other values appear such as generosity, solidarity, health, forgiveness and work. Last but not least, I think it is necessary to tell something about beauty. I agree with Vronni who believes that beauty is only skin deep; your inner beauty can grow, for instance, through culture and the other values mentioned above.

Maria Muñoz Artigot 4º B

A mixture of very different stories of people is told in this amazing book, which exalts love, friendship, hatred, perfidy and family relationships. Although the reading of

the first pages was very hard and strange for me, I slowly understood the story and I got hooked on it, because of the personal story of each character and the relationships among them. However, I think the author tells the story very slowly, so in my opinion the book can be tiring for the reader in the last chapters. To sum up, I consider this to be an entertaining book which, in spite of its difficult vocabulary, allows the reader to continue the story without any problem.

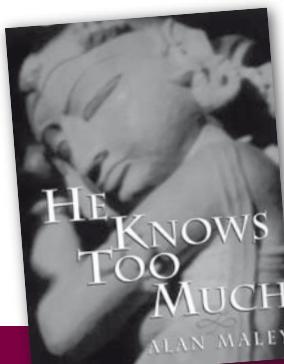
Lidia Guillén Prades 4º B

I find the first chapters of the book very interesting. The description of the setting allows you to breathe the Mediterranean summer air. Actually I believed it was going to be a sort of a psychological novel, slow but with a lesson. In my opinion it has not met my expectations. At the same time as the plot unfolds, it becomes nearly a soap opera with a futile and just romantic topic, which perhaps gives it the necessary broad appeal to be a best seller. Not only are the characters too sensible, cooperative and straightforward, but also gorgeous and outstanding, in a single word perfect. Consequently, the whole story appears artificial and unreal. However, I have to confess in its favour that, since the writer is dripping the events little by little, sequel after sequel, the book turns out to be so gripping that you can't put it down. Regrettably this positive point is its worst quality too, because the structure is so repetitive and creeping that you end up desiring to get by as soon as possible.

Mª Victoria Lozano Tena 4º B

From my point of view *Nights of Rain and Stars* is rather boring. Besides, it gives me the impression of being a very slow story, too many pages for so little content. It seems to be like a soap opera since some stories take place at the same time. When you are reading it can be a bit difficult to know who the author is talking about due to the fast changes of characters. If I had to recommend a book, I would say that *The Boy in the Striped Pyjamas* is a must read, but the other one is not the kind of reading that really appeals to me.

Miriam Pascual Valero. 4º B

**HE KNOWS TOO MUCH, BY ALAN MALEY.**

It is a book about corruption, revenge and past stories.

When Dick, an honest and good man, is sent to a factory in Madras, India, he begins to uncover a web of corruption and deceit, but somebody wants to stop him, and he is dismissed.

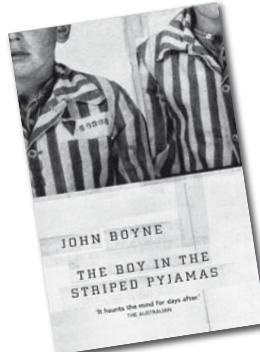
After that, his life starts to go down fast. He sinks in alcohol, breaks off relations with his daughter and son, and his wife leaves him.

One day, he gets a letter from India and confirms his suspicions with proofs, so he makes up his mind and goes back to India. Then, his revenge begins.

This is an interesting book for English learners, firstly, its structure is clear and it can be read fluently. Besides, it isn't the adaptation of a literary work, if not, it has been especially written for English learners. Secondly, this mystery story catches you from the beginning.

Although, there is quite a lot of vocabulary, the words are easy to look up and it's a good manner to increase our vocabulary.

Mª Victoria Bautista Alcalá. 1º Intermedio

**THE BOY IN THE STRIPED PYJAMAS, BY JOHN BOYNE.**

Lots and lots of comments can be made on this marvellous little book we have just read. But that is not the point. You had better start reading it without having a fixed previous impression from it. In fact, it is funny to see how a nine-year old boy interprets life. If you visit the author's website, you will realise that there are thirty-five editions of the book all over the world. They all have different covers but they also have something in common: the striped pyjamas on the front cover. Could this picture condition our reading?

Besides, innocence seems to appear along the story in a metaphoric way in order to show readers how careless and passive society is, when cruel conflicts affect human beings. Surprisingly, the book manages to describe this unfair situation without using a hard or unpleasant type of language.

OUR UNFORGETTABLE TRIP TO LONDON

Thirty students of our School in Teruel and Calamocha and two of their teachers enjoyed an intense 4-day trip to London from 23 to 26 April.

The available time was short and the amount of things worth seeing was immense. By getting up early, walking a lot and resting close to nothing, we managed to see “most of the musts” of the capital: The magnificent wheel of the London Eye, the British museum, Westminster Abbey, St Paul’s Cathedral, Shakespeare’s Globe Theatre, Buckingham Palace, the National Gallery, the Tate Modern and a few more other sights.

We even had time to watch Barça vs. Manchester Utd. in a pub in Camden, to roam around Hyde Park, to go shopping in Oxford Street or in the packed street market of Portobello Road and to go on a mini-cruise from the Big Ben to the Tower of London further up the Thames. Some students had the good fortune of spotting Gwyneth Paltrow in the premiere of her latest film, *Iron Man*, in Leicester Square. Lucky them!

Everything went according to plan and even the weather seemed to be on our side. It was warm and bright except for a



Group pic outside Westminster Abbey.

couple of scattered spring showers that didn’t soak us because we were indoors at the time.

Our students established “linguistic contact” with the local population, though not as much as it would have been desirable. Some bought the tube tickets for the whole group (not an easy task, “32 one-day group travelcards: 14 for under 18s and 18 for adults”), others talked to the friendly Beefeaters and the most daring did their best and chatted up some of the pub punters in between (and with the help of) some pints of beer. ☺



Javi and María Jesús “joined” the teachers’ demonstration.

NOTES ON A TRAGEDY

By César Alonso, 5th year student.

On the last Monday in April, I went to the theatre. If you want me to tell you the plot of the play, I will answer that there was a Pharaoh who had two beloved children, Cleopatra and Ptolomeo, and he made them marry each other. After that the Pharaoh died and Cleopatra then became Queen of Egypt.

When Julius Caesar went to Egypt, Cleopatra fell in love with him and ordered her maid Chacha to kill her brother-husband so that she could be free. The two lovers went back to Rome and Julius Caesar’s wife, Calpurnia, killed her husband because she was jealous. Cleopatra, being desperate, murdered Calpurnia and, eventually, she also died.

Summarizing, everyone but Chacha—the “innocent” servant who killed a ten-year-old boy—dies.

If you ask me whether I enjoyed this sheer tragedy or not, I can say that I only stopped smiling in order to roar with laughter.

Evaluating these facts it seems that I am an absolute psychopath, but if I tell you that the whole audience behaved like me, you might think the performance took place in a mental asylum.

Dear reader, you are wrong. The EOI gave us the opportunity of enjoying a free adaptation of Cleopatra. A pretty updated version indeed. The main (and only!) actress livened the public up from the very beginning by singing, dancing and mingling with the audience and involving them in the development of the play. Six of the students from the audience “volunteered” to play different roles, thus making the show much funnier and showing a huge ability to improvise.



Cleopatra, the pharaoh, Ptolomeo and Julius Caesar.

I would like to highlight that the performance of the Pharaoh was especially remarkable, I mean brilliant, terrific, that of a true acting genius....

Can you guess who played that part?

Although history is usually interpreted by grown-ups, this time the whole historical context is told by a little innocent boy, Bruno, whose innocence, adventurous spirit and lack of prejudices help him face up a cruel reality.

We strongly recommend that you read this touching and fascinating story.

Roberto Ibáñez / Matilde Monferrer. 4th year

I found this book a really interesting one. It gave me an idea of the differences between the different status in society at the Holocaust. It's a really moving book, and I enjoyed it a lot. I recommend it to anyone who wants to have a nice time and who likes reading.

Paula Moreno Montaner. 4th A

In my overall opinion this is a good book and interesting as well. However, the plot is very simple with little action and the most important events are quite separated by lots of irrelevant ones. Some chapters become heavy-going. In spite of these drawbacks, I encourage people to read this book because it shows and reflects both the situation in Auschwitz with the suffering of the Jewish living there and the upbringing of a commandant's children.

Carla Larrea Ramírez. 4th A

Firstly, I must say that I didn't like this book. However, it's actually original to tell a story about the Second World War from the viewpoint of a child, because nobody chose this approach before apart from Anne in *The Diary of Ann Frank*. So it's a different book of its kind. But there are some disadvantages, it's hard-reading, repetitive, and the action is a bit slow. If you like this topic, please read it.

Olga Valero García. 4th A

This book is a very appealing way of dealing with such a well-known topic as the Holocaust. This story shows the innocent view of a German child involved in that incomprehensible world. Although it seems impossible, this story is the proof that there is always place for friendship and kindness, even in such difficult situations.

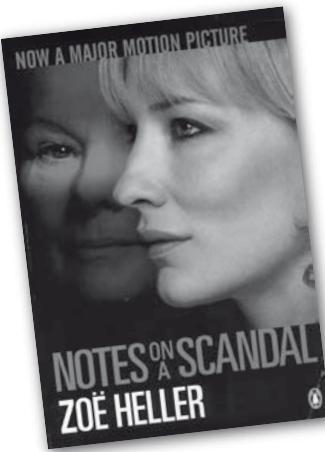
Raquel Olivas Mazón. 4th A

It is kind of a stunning book, it is very heartfelt, anyone could read it and enjoy it. John Boyne's story captures the hearts and minds of its readers. It makes the reader intrigued and the cover gives nothing away. It is a novel about the Holocaust. The narrative starts off slowly. It shows another point of view from the innocence of a child whose father is a commandant of Auschwitz. The ending is a bit sad. It could have been true and makes you read it again and again just to make sure you got everything right.

M^a Muñoz Hernández 4th A

This interesting book helps the reader understand the situation which was endured in Germany during the dark period of history known as the Nazi Holocaust. Personally, I think this story is amazing because it's told by a nine-year-old child, who describes the horror of that moment without blood or violence with innocence and imagination typical of a boy of that age. Moreover, I consider it is a pleasant and entertaining book which hooks the reader very much because of the slow pace and the easily understandable language.

Lidia Guillén Prades 4th B



NOTES ON A SCANDAL: A STORY ABOUT SELF-DECEPTION AND INFATUATION

Before reading *Notes on a Scandal*, I had never heard of Zoë Heller, journalist and writer, but now I do confess that I am fascinated by her powerful and courageous writing.

Besides *Notes on a Scandal* (2003) -which was shortlisted for the 2003 Man Booker Prize for fiction and has been released as a feature film- Heller -born in London in 1965- has written two novels: *Everything You Know* (2000), a dark comedy, and her late novel, *The Believers*, which is coming out soon. After her successful transition from journalist to novelist, Heller has proved that her books are the product of an original mind and potent narrative voice, which is able to create stories that reveal self-confidence and courage.

"Friendship" at first sight

When upper middle-class Bathsheba "Sheba" Hart -an almost aristocratic woman in her early 40s- joins the staff of St George's, Barbara immediately senses that they might become close friends and she is determined to do anything to get Sheba's friendship. Even if they belong to different worlds -Sheba lives with her family in a large Victorian house and leads a seemingly fulfilling personal and family life and Barbara is by herself looking forward to a chance to escaping from routine- Barbara pictures Sheba

as a salvation for her life, a kind of wasteland made out of "appointmentless weeks".

The way the story is told.

Notes on a Scandal is the tale of Sheba Hart, an English schoolteacher who has an affair with a student and shares her secret (until it will be revealed) with her friend and fellow teacher Barbara Covett, the very stereotype of the aging spinster (she even lives with her cat). As you can guess, a "horribly addictive" story. In fact, it involves you and grasps you from the very beginning, and not just because of the unusual plot, but also due to the way the novel is told. In this way, it is remarkable to say that Zoë Heller makes Barbara tell the whole story, step by step, progressively, taking her time and introducing us to every stage and situation like a brilliant playwright or film director would do.

In this sense, what Heller does very well -even if we are very soon aware of the fact that Barbara's statement may be suspicious- is to absorb you into Barbara's worldview, who moves from what one thinks is an impassive, observant narrator with nothing worse in her than a tendency to complain about the state of basic comprehensive education, to something altogether more disturbing as the story progresses. For this purpose, the structure of the novel -presented in the form of a manuscript written by Barbara- becomes an essential element. So, for almost two years -Autumn 96 - June 1998-, Barbara has set herself the task of minutely recording all the details of the criminal case against her friend and colleague, Sheba Hart. And in the meanwhile, the reader starts wondering what Barbara's intention is. The fact is that Barbara is neither a reliable nor a disinterested first-person narrator. She is a lonely, unmarried woman in her early sixties, and we imply that she is eager to find a special, close friend, but she is not able to make her friendships last because of her possessive and demanding personality.

As we guess that Barbara is jealous, it is the suspicion of betrayal that makes us feel sympathy for Sheba and hooks us into a curiosity regarding Barbara's real intentions and her role in Sheba's downfall. In fact, the reader cannot help but feel that Barbara herself is also guilty of a prurient interest in Sheba's affair.

Nobody is satisfied and everyone feels betrayed and guilty.

Notes on a Scandal is an adroit autopsy of modern relationships, sexual mores and stultifying class divisions seen through the eyes of Barbara Covett, the lonely and self-deceiving narrator; but it is also a sublime portray of the complexity of human

obsession and how it can be such a devastating force. This fascinating, funny and irritating novel is superbly structured and this altogether proves that Heller, for all her cold-eyed brilliance and psychological insights, has still to dig deeper into everyday emotion. Definitely, this is one of those novels that apart from its apparent theme then reveals itself to be about many other things.

After reading this *Notes on a Scandal*, you have the feeling that this little psychological masterpiece -as Joanna Briscoe has written- continues to disturb long after its last page.

Lourdes Toledo, 5th year student.
Journalist and book reviewer for some Valencian newspapers.

MUSIC IN ANGELA'S ASHES

First of all, I love music and I strongly believe that there is a subject in the book, which demands our attention, and this is the importance of the songs and lyrics during all the memoirs.

Although my proposal is to analyse the function and importance of these songs in the book I think that, firstly, it's necessary to talk about Roddy McCrorley and Kevin Barry, who are the two main people around whom most of the songs that appear in the book turn.

Roddy McCrorley.

McCorley was a local leader of the Rebellion in Duneane. He and his family had been evicted from their farm before the rebellion due to the death of his father. After the rebellion he went into hiding for almost a year but was betrayed and captured by British soldiers.

His body was dissected by the British and buried under the road that went from Belfast to Derry until the mid 1800s, when he was dug up and given a proper burial in an unmarked grave.

There is a well-known ballad about him, called simply "Roddy McCrorley", written by Ethna Carbery.

Kevin Barry.

He was the first Republican to be executed by the British since the leaders of the 1916 Rebellion. Barry was sentenced to death for his part in an IRA operation, which resulted in the deaths of three British soldiers.

His execution by hanging indignant the Irish people and the whole world, because of his young age. Because of his refusal to inform on his comrades while under torture, Kevin Barry was to become "one of the most celebrated" of Republican martyrs. As a result of his death by hanging, Barry's entry into the pantheon of Irish nationalism was immediate.

A song bearing his name, relating the story of his execution is popular to this day.

When I decided to write my composition about this issue I read some books about Irish traditional music and I tried to find what the lyrics were about. I found that the most frequent themes were the Young Ireland Movement, patriotism, the emigration to America, the highwaymen, the Irish Famine, the people who died from consumption or by hanging and the three vices: wine, women and songs.

According to the book, that means that the bulk of the themes that appear in those songs also appear in the book and this shows us that Frank's case wasn't the only one in that period of time but it was the most common thing even in traditional music.

One of the authorial techniques that I think makes this novel so effective is the use of these songs.

Somebody could not understand how Frank McCourt can remember so many things and songs in detail from when he was only a child. I think it's rather disappointing to think this, because it's a well-known fact that the states of anxiety and sorrow are often very difficult to forget and especially if you are a child.

In the memoirs certain types of songs and lyrics become associated with different characters, it's as if these songs were their own property such as it happens with the Cuchulain's story and Frank.

At first sight it seems that there are lots of songs in the book, but after a study about them I have found that there are only a few songs divided, which are coming into sight during the entire novel.

"Roddy McCrorley" and "Kevin Barry".

Both of the songs are about the Rebellion. Each one describes the life of an important leader of the Rebellion.

They are the songs that Frank and his poor brothers remember with more sorrow because they were sung by their father when he arrived home drunk in the middle of the night. These songs appear lots of times ("Roddy McCrorley": pp. 22, 37; "Kevin Barry": pp. 36, 251).

Malachy tries to make them a speech about how they have to die for Ireland, but it's curious how in "Kevin Barry" he sings the first verse in this way: "In Mountjoy one Monday morning..." instead of "On Mountjoy Jail one Monday morning...", maybe because he doesn't want his children to know the detail that Kevin Barry did time.

Kevin Barry died very young and this would be the reason why Malachy urges to teach his children how to die for Ireland: "I'm only teaching the boys to die for Ireland. You can teach them to die for Ireland

in the daytime, Malachy. 'Tis urgent, Dan, 'tis urgent".

"Anyone can see why I wanted your kiss".

This song appears three times during all the book and it's a song that shows a feeling of hope and happiness for the whole family: when Malachy brings the first week's wage (p. 15); when Malachy gets his first job in Limerick at the cement factory (p. 120); and a boy is singing it in the street (p. 53).

"A mother's love's blessing".

It narrates the story of an Irish boy who was leaving his native home crossing the Atlantic. There are some verses in the lyrics in which it is the mother who is talking to his son and this is just the strophe that Angela sings to his son in his last day in Limerick. In this moment Angela seems to make amends for causing him all this suffering and unbearable situation, asking him for understanding (p. 420).

About "The Green Glens of Antrim song" it seems that it was written by Kenneth North in 1950 and then it is impossible that Malachy was singing it. Maybe it's an emotional song and Frank tries to make readers who know the song understand that it was difficult for him to tell nothing to his father who was singing this sweet song at the pub (p. 209).

"Two loves".

This song is regarding a group of men who are talking about their loves. One of them says that he misses his two loves: his sweetheart and his mother.

It only appears once in the book (p. 16) but I find it very interesting because it's the only one in with Malachy tells his children about why to love a mother and not only about how to die for Ireland.

"The Leprechaun".

With this song we can see the other side of Malachy, because he sang it when he was happy with his little Margaret (p. 24).

In fact, I think this song is sung in some celebrations, especially in St. Patrick's Day.

During all the book we have seen over and over again how Frank associates some songs and tales with people as if they were their own property, such as it happens with the song "Anyone can see why I wanted your kiss" and his mother; "Clap hands till Daddy comes home" and Maisie; or "Cuchulain's story" and himself. Consequently, we must be grateful to him because, finally, he has known how to share with us his memoirs preventing them from being blown away by the wind like ashes.

Fernando Diéguez Navarro. 5th year student
and accordion teacher.

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PIACERI



- L'ultimo romanzo di Alessandro Baricco
- Tutto quello che non sapevi sull'Italia
 - Tavola calda
 - Senti Italia!



L'ultimo romanzo di Alessandro Baricco “QUESTA STORIA”

Questa è la storia di un sogno, il sogno di Ultimo Parri, un ragazzo che vive agli inizi del XX secolo in un'Europa affascinata dalla tecnologia e soprattutto dai primi automobili da corsa. Ultimo avrà bisogno di tutta la sua vita per farlo realtà.

Baricco mescola il lessico della tecnologia con il linguaggio poetico che lo caratterizza e ci presenta un'opera dove il lettore può trovare la descrizione di un motore piena di emozione e sensibilità.

Troviamo gli elementi caratteristici nelle opere di Baricco: l'amore, i sogni, la ricerca di un'altra forma di vivere, la musica... tutti insieme creano un'aria magica e unica.

Vi consigliamo altre opere dell'autore: Oceano mare, Seta, Novecento, City, Senza sangue, L'Iliada... ☺

Ana Bello Rubio (Básico 2)



anfiteatro Flavio-i gladiatori (Colosseo)

Tutto quello che non sapevi sull'italia CURIOSITÀ ITALIANE

- Venezia è un'isola situata in una laguna e costituita da diverse isole. Non ci sono le strade neanche le macchine, tutti gli spostamenti si fanno per mezzo dei canali: i carabinieri, i taxi, le ambulanze, tutti usano la barca.

- Le gondole solo esistono a Venezia. E per conseguire la licenza da gondoliere c'è bisogno di essere uomo ed essere nato nella città. Questo è così in parte per tradizione e in parte per evitare che molti albanesi si mettano il vestito tipico e scendano i prezzi. Perchè essere gondoliere è un lavoro che da molti soldi: 80 € per mezza ora.

- La Basilica di San Marco è fatta per pezzi. Fu costruita poco a poco con parti di altri palazzi presi dai resti dell'antico impero bizantino. È per questo che le colonne sono tutte di un colore diverso.

- Sapete che a Roma ancora esiste una scuola di gladiatori? Potete imparare a lottare con spade e mazze. Si fanno competizioni come all'epoca del Colosseo (ma sono amichevoli). Queste lezioni si offrono ai turisti per 200 €.

- Sapete che nel mondo antico esistevano donne gladiatrici e che era uno degli spettacoli più divertenti per gli spettatori.

- L'uomo italiano è un appassionato di moda e a differenza di altri paesi si interessa abbastanza di moda. L'uomo italiano spende approssimativamente un 30% del salario in vestiti e in look.

- La pendenza della Torre di Pisa è dovuta all'estrema instabilità del terreno dove era costruita. Iniziò a inclinarsi poco tempo dopo l'inizio dei lavori. È per questo che fu terminata dopo 200 anni. Oggi si lavora per frenare l'inclinazione che si è ridotta a un millimetro per anno, però è proprio questa inclinazione che fa la torre più famosa del mondo. Negli anni 90 fu chiusa per timore all'incremento della sua inclinazione. Oggi è possibile visitarla solo nel caso che le persone non soffrano di vertigini, altrimenti sembrerà loro che qualcuno li sta spingendo nel vuoto.

- Sapete che la marihuana era di uso comune nelle riunioni sociali dell'antica Roma?

- Sapete che prima di una battaglia i centurioni romani si fa-



cevano la manicure e si depilavano i peli delle gambe?

- Nel centro di Roma ci sono più di mille chiese. Una di queste conserva nella sua Catacomba un tetro segreto. La chiesa della Santa Immacolata Concezione è una vera stanza del terrore che contiene i resti di 4000 monaci cappuccini. Quando costruirono la chiesa nuova i monaci portarono lì i resti dei loro compagni morti. Erano così tanti che un monaco ebbe l'idea di costruire opere d'arte con i resti. In una delle stanze si può leggere "quello che sei adesso, noi lo eravamo, quello che

noi siamo adesso, tu lo sarai"

- Nella fontana più famosa di Roma, la "Fontana di Trevi", cadono 400.000 litri d'acqua ogni ora. Dice la leggenda che buttare una moneta dentro assicura il ritorno a Roma. Ogni lunedì gli operai municipali raccolgono circa 5.000 €. La metà del ricavato è donato alla croce rossa, e l'altra metà rimane a disposizione dei cittadini.

- In un sepolcro romano si leggeva un'iscrizione che diceva "CARO DATA VERMIBUS" (Carne lasciata ai vermi). Con il passare del tempo e con l'erosione alcu-

ne lettere si cancellarono e solo si poteva leggere: CA..DA..VER. ed è così come nacque questa parola che definisce un corpo morto.

- Sapete che gli spaghetti alla Carbonara furono inventati dagli americani quando il loro esercito stava a Roma durante la seconda guerra mondiale. Sentivano il desiderio dei loro piatti favoriti e così decisero di mischiare gli spaghetti con la pancetta e uova nascendo quindi gli spaghetti alla carbonara. ☐

David Diaz (Básico 2)

TAVOLA CALDA

RICETTA DI AVOCADO ALL' ITALIANA.

Ingredienti: Prosciutto, olio d'oliva, pomodori, aceto, sale, basilico, sedano, pepe, avocado.

Mescolate l'aceto, l'olio e il pepe.
Aggiungete i pomodori, il basilico e il sedano.
Tagliate gli avocado per il mezzo verticalmente e togliete il nocciolo.
Riempite con la mescolanza di pomodori e servite in piatti individuali.



RICETTA DI FOCACCIA AL POMODORO

Ingredienti: 500 grammi di massa di pane, 300 grammi di pomodori, 1 cipolla, olio d'oliva, sale, origano.

Con la massa di pane preparate una focaccia con un uovo nel centro e la cuciniamo nel forno. Quando sarà fredda mettete i pomodori, la cipolla tagliata, spolverate l'origano il sale e l'olio d'oliva.

RICETTA DI TORTA DI MELA

Ingredienti: Dieci o dodici mele, quindici cucchiai di zucchero, quindici cucchiai di farina, quattro uova, un bicchiere e mezzo di latte, lievito.

Pelate le mele, due o tre si tengono per decorare la torta, tagliate .
Mescolate lo zucchero, il latte, la farina, le uova e il lievito.

Aggiungete le mele tritate e mescolate il tutto.

Mettete in un vassoio tutto a forno caldo con le mele per decorare sopra durante 35 minuti.

Teresa Alegre Fuertes (BÁSICO 2)



SENTI ITALIA! IL NUOVO ALBUM DI EROS RAMAZZOTTI

Due anni dopo il suo ultimo disco inciso in studio, "Calma aparente", con più di due milioni d' album venduti, Eros Ramazzotti ritorna con "e2" , un album che è più di una antologia di grandi successi all'uso per la quantità di material inedito che ci offre.

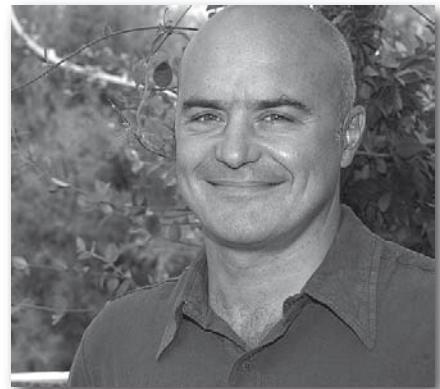
"e2" è un doppio album pubblicato il 26 ottobre del 2007. L'album è uscito anche in Limited edition, cioè in due CD più un DVD contenente tutti i video musicali più famosi del cantante. Esso contiene 4 nuovi brani e 17 brani rivisitati da Eros e fatti anche con la partecipazione di altri cantanti tra cui Ricky Martin, Tina Turner, Anastacia, Cher, Steve Vai e Carlos Santana. E' stato inoltre l'album più venduto in Italia nel 2007 con 600.000 copie vendute in poche settimane. ☐

Mercedes Díaz (Básico 2)

ALLA SCOPERTA DI MONTALBANO...

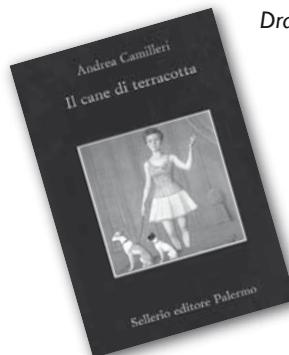
L'anno scorso ho vissuto un evento molto importante per me : ho raggiunto il quinto livello d'italiano presso la Escuela Oficial de Idiomas de Teruel. Sebbene non facile, è stata una bellissima esperienza. Le professoresse del Dipartimento d'italiano con le loro competenza e professionalità, mi hanno incoraggiato ad intraprendere il passo, appunto, di fare l'esame. La loro scelta dei romanzi per la lettura obbligatoria è stata ottima, uno dei quali "Gli arancini di Montalbano" di Andrea Camilleri. Un altro, altrettanto bello è il romanzo che Camilleri scrisse nel 1996, trasformato in film di grandissimo successo per la TV. Le splendide grotte delle Tabacche, vicino a Ragusa, fanno da set natural alle avventure del commissario Montalbano. Come spesso accade nei suoi romanzi, molti filoni s'intrecciano nella trama. Stavolta ci sono di mezzo un misterioso traffico d'armi, l'arresto e la morte del latitante capomafia Tanu U Greco, che aveva rivelato a Montalbano l'esistenza

di questa grotta piena d'armi. Il cane di terracotta che Montalbano scopre nelle grotte, a guardia di una bara in marmo nascosta dietro la parete della roccia nella quale riposano i cadaveri momificati di due giovani amanti, darà il titolo al libro. I resti sono di un duplice delitto lontano più da cinquant'anni, ritualizzato in una mescinscena dalle suggestioni mitologiche. Quanto basta per stuzzicare il fiuto di Montalbano, per nulla scoraggiato dall'avvertimento mafioso-una specie di sfida- a colpi di pistola tra il commissario e due mafiosi: il commissario ne esce gravemente ferito. Pian piano le tracce portano a Lisetta Moscazo e a suo cugino primo Lillo Rizzitano-protagonisti di una storia sepolta ma non ancora morta... Nelle vicende del Commissario Salvo Montalbano (grandiosamente interpretato dall'attore Luca Zingaretti) narrate da Camilleri, la struttura del giallo e più che altro un pretesto per raccontare la Sicilia e la Sicilianità, in un semi-dialetto che dà colore al tutto.



Salvo Montalbano con i suoi tratti più ambigui e profondi, sa farsi voler bene da tutti, diffende i deboli contro i forti e rifiuta la promozione a vicequestore. È un uomo molto onesto ma non è capace di amare le donne come gli rinfaccia sempre Livia, l'eterna fidanzata: è egoista e tetro. Quello che è, del resto, lo spiega lui stesso nel Cane di terracotta: "io sono un cacciatore solitario; mi piace anche cacciare con gli altri, ma devo essere io a organizzare la caccia" ☺

Dragana Pavic



NEL NOME DEL TEATRO

La storia dice, che l'origine del TEATRO venga dall'uomo primitivo. Con le sue danze e con certi movimenti in onore al sole, al fuoco, all'acqua, alla pioggia, alla natura... Con riti religiosi, con balli e grida.

Il primo TEATRO in pietra è dell' anno 340-350 a. C. È in Grecia (ad Atene) in onore a Dioniso.

Il fisico e scrittore italiano, Rioccio Canuto, nato a Gioia del Colle, in Italia, nell' anno 1911, diede il nome di settimo arte al cinema, al posto delle altre discipline dell' arte tradizionale. Facendo un libro teorico, verso l'estetica per approfondire in un vocabolario schematico, chiamato "Il manifesto verso le sette arti".

Dove situa questo signore il resto delle arti?. Pittura, architettura, musica, letteratura, danza, fotografia, poesia .Credo che questo che ha detto sia senza criterio, perché non ha una base troppo solida,

almeno dalla teoria che io conosco non sono d'accordo con lui.

Comunque, della storia del TEATRO e delle altre arti, voglio parlare un altro giorno. Ciò che importa adesso è il mio caro TEATRO attuale. Al giorno d'oggi, in Europa la situazione del TEATRO è molto simile, tanto in Spagna quanto in Italia. Ci tocca distinguere al drammaturgo Italiano per eccellenza del XX secolo: Luigi Pirandello.

Le due arti che più mi piacciono e mi fanno godere sono: il TEATRO e la Musica, soprattutto se è classica.

Il TEATRO è degno di conoscerlo, nell'interno e nell'esterno. Come si lavora as-

sieme, come una grande famiglia. Ognuno con una speciale abilità, con un dono particolare, mi sembra tanto emozionante!

Nel TEATRO, il dominio che hanno gli attori sul palcoscenico è ammirabile. Il modo nel quale lavorano ed inventano ogni classe d'effetti, per affascinare, entusiasmare ed emozionare gli spettatori.

Ma, un attore non è quasi niente, si sente nudo, solo, senza tutte le persone che girano attorno, loro sono gli incaricati del trucco, lo scenario, l'illuminazione, la musica, gli effetti speciali, pure la persona incaricata di alzare e scendere il sipario, il regista, il calzolaio, la persona della pulizia...

Voglio dire con questo, che in una rappresentazione TEATRALE tutti sono importanti e necessari.

Ci sono anche, due elementi essenziali: loro sono gli attori e pubblico. Perché senza rendersi conto, i due elementi all'improvviso, sono legati l'uno all'altro.

Il pubblico, seduto sulla sua poltrona, soltanto si lascia portare dalla magia dell'attore. Il lavoro d'un attore di TEATRO, è veramente un susseguirsi di molto sforzo giorno dopo giorno. Credo che la gente deva sapere questo. Per un attore è imprescindibile lavorare il corpo e la mente. Conoscersi a se stesso è molto importante.

Nel corpo c'è un vocabolario chiamato corporale ed un l'altro è il vocabolario verbale:

Questo l'ho imparato il giorno 27 Marzo 2008 dall'attore di TEATRO professionista: Massimo Ferroni, che ci ha insegnato certi esercizi per diventare artisti!!!!!!

- Esercizi di rilassamento a occhi chiusi: fare movimenti liberi con il nostro

corpo, a destra a sinistra, ballare, pensare alla musica, dare a volte un applauso, pensare a qualcosa di buono, rilassarsi, non parlare...

- Esercizi di respirazione a occhi chiusi e sotto-fondo una musica molto gradevole e tranquilla, mentre il professore parla piano piano
- Esercizi di improvvisazione: in due gruppi d'otto persone, Massimo (il professore), crea due storie, basate nel tempo presente e passato, facendo poi, un gruppo come se fossero gli attori e l'altro gruppo come se fosse il pubblico. Alla fine di questo "esperimento" raccontiamo tutti la nostra opinione.
- Massimo (mi permetto di darle del tu!) ci chiede di fare alcuni esercizi questa volta in coppia, sono esercizi visuali, uno della coppia mette la mano sul viso e l'altro segue con lo sguardo e con il corpo, a destra, a sinistra, davanti, indietro, in alto, in basso...
- Massimo, chiede due volontari per

"rappresentare" un brano del film "Casablanca", per un momento abbiamo pensato di essere davanti a Humphrey Bogart e Ingrid Bergman....!!!

- Per finire la parte più emozionante di una rappresentazione TEATRALE il saluto degli attori al pubblico !E gli spettatori alzandosi dalla sua poltrona, battendo le mani ed esclamando: bravo! bravo!, per aver passato a TEATRO una serata speciale e meravigliosa da conservare nella memoria.

Non ho parlato molto con Massimo perché non ha avuto il tempo, ma credo che lui sia una persona formidabile, gradevole, paziente, tollerante e con una forza interiore che lo fa speciale.

Grazie Maestro del TEATRO per questa serata meravigliosa per noi e con noi. Grazie mille in nome degli studenti d'italiano, ah! e dei nostri professori, Giorgio ed Anna!.

Cari saluti ☺

Olga Sierra (Básico I)

AMEDEO MODIGLIANI

La vita e la figura di Amedeo Modigliani (Livorno 1884-Parigi 1920) sono piene di miti. Quelli dell'artista maledetto, marcato da una malattia polmonare che gli farà arrivare fino all'arte e, come i romantici, una morte quando ancora era giovanile, causata dalla tubercolosi e l'alcool.

Se a questi fatti aggiungiamo il suicidio della sua compagna, Jeanne Hébuterne, un giorno dopo la morte di Amedeo; l'assieme è purtroppo uno dei più tragici del mondo artistico.

Figlio di Flaminio ed Eugène, quando aveva 11 anni soffrì una malattia polmonare e per intrattenersi comincia a disegnare. Viaggia a Napoli, Firenze e Venezia dove si iscrive nella Scuola delle Belle Arti.

Nel 1905 si installa a Parigi. In quel momento la città viveva una gran febbre artistica: fauvismo, espressionismo, cubismo... pure Modigliani cercava una soluzione diversa. I suoi temi si centrano soprattutto nelle figure umane nei nudi, che causarono un grande scandalo situa le figure su sfondi stretti che contrastano con la modulazione delle linee, accentuando i valori cromatici mediante pennellate veloci e appunti di luce.

I suoi ritratti mostrano un disegno che allunga membra e proporzioni, di modo che siano i profili e determinati lineamenti quelli che contribuiscono a dare la dimensione psicologica dei personaggi. Infatti i quadri di Modigliani hanno certa eleganza vicina al manierismo.

Maurice de Vlaminck scrisse : "Modigliani era un aristocratico. Tutta la sua opera è una potente testimonianza di questo. Le sue tele hanno tutte la marca di una grande distinzione. Il grossolano, la banalità e la volgarità sono escluse di loro".

ALCUNE OPERE

Testa di donna giovane-1910
 Ritratto di Diego Ribera-1914
 La testa rossa-1915?
 Lolotte-1916
 Ritratto di Max Jacob-1911
 La signora Van Muyden-1917
 Ragazzo contadino-1918
 Jeanne Hébuterne con maglione giallo-1918
 Uomo con pipa-1919
 Jeanne Hébuterne con foulard-1919
 Autoritratto-1919



MOSTRA "MODIGLIANI E IL SUO TEMPO"

Dal 5 febbraio al 18 maggio
 Museo Thyssen-Bornemisza-Madrid ☺

MºCarmen García Teruel (4º livello)

“IMMAGINI DELLA NOSTRA VITA”



Gli studenti sorpresi dopo aver visto la fine del film "Il bagno Turco" (Ciclo de cine CAI-EOI)
Adesso, capiamo perché il cinema si chiama "il settimo arte"



Gli alunni d'italiano sempre entusiasti e partecipativi.
(Festa assieme alla Scuola Alberghiera a dicembre)

Giuseppe e Teresa i migliori cuochi del mondo.(Festa assieme alla Scuola Alberghiera a dicembre)



Siccome siamo stati molto bravi, la "Befana", ci ha portato un karaoke.(Festa di Natale – Escuela Oficial de Idiomas)



La professoressa ha preparato una merenda particolare. (Attività di degustazione a lezione)



Facciamo la spesa da "Delicatessen" (Attività a lezione)

L'atteggiamento composto degli studenti d'italiano.(Giornata italiana-marzo)



Ieri e oggi. (Foto degli alunni e gli insegnanti da bambini-Giornata italiana-marzo)



Giuseppe Maicas, Cecilia Ticona, Chelo García, Delia Julián, Cristina Sánchez (Básico I)

LABORATORIO DI TEATRO

Il 27 marzo 2008 la Escuela Oficial de Idiomas ha organizzato un Laboratorio di teatro in italiano a cura dell'attore Massimo Ferroni.

L'affascinante attività è durata dalle 18:00 alle 21:30 ore. Nel seminario si sono realizzati diversi tipi di attività, per esempio: esercizi di respirazione e rilassamento, improvvisazioni e dizione. ☺



“Emozioni, sensazioni... nell' attività di teatro”
Chelo García

“Gli esercizi sono stati molto interessanti”
Olga Sierra

“Mamma!!....Voglio essere attore!!...”
Giuseppe Maicas

“Corso intensivo con un famoso attore italiano”
Cristina Sánchez

ALESSI. DISEGNO DIVERTENTE.

Alessi è un'azienda famigliare italiana famosa per i suoi oggetti di disegno divertente e ludico per la cucina, ma anche per il bagno. I suoi disegni sono di plastica a colori e acciaio inossidabile. Per i disegni, Alessi contratta numerosi disegnatori e architetti famosi come Alessandro Mendini, Ettore Sottsass, Richard Sapper, e Achille Castiglioni.

Questi oggetti sono disegni di Alessi ,ma che cosa sono? Mette la parola corretta sotto le fotografie. ☺

Cavatappi
Portastecchini
Supporto filo dentale

Spazzola da bagno
Sommelier cavatappi
Spremiagrumi

Cappuccio per le bottiglie
Zuccheriera
Spazzola per i vestiti

Imbuto
Portauovo
Portarotoli di cucina

1



2



3



4



5



6



7



8



9



10



11



12



Soluzioni:

- 1. Spazzola per i vestiti
- 2. Cavatappi
- 3. Imbuto
- 4. Spazzola di bagno
- 5. Zucchierino
- 6. Supporto filo dentale
- 7. Spremiagrumi
- 8. Portastecchini
- 9. Portarotoli
- 10. Cappuccio per le bottiglie
- 11. Sommelier cavatappi
- 12. Cavatappi

ACROSTICO

Con la lettera iniziale della risposta a ogni definizione formerai il nome di una bella città italiana.

- Per viaggiare molto comodo
- Palma de Mallorca lo è.....
- Pranzo molto conosciuto in Italia
- Non ci piacevano.....
- Contrario di qualcosa
- Per addolcire il caffè
- Adamo ed Eva ci vivono

Ferrarie, Isola, Ravioli, Esami, Niente, Zucchero, Eden

Cristina Sánchez Borraz (Básico I)

Teresa Alegre (Básico 2)

"Massimo, un attore molto comunicativo"

Sylvia Carrasco

"Un laboratorio molto divertente"

Alice Náñez

"C'era un uomo pericoloso tra i partecipanti, forse Davide...?"

Andrea Velarde

"Attività molto partecipativa"

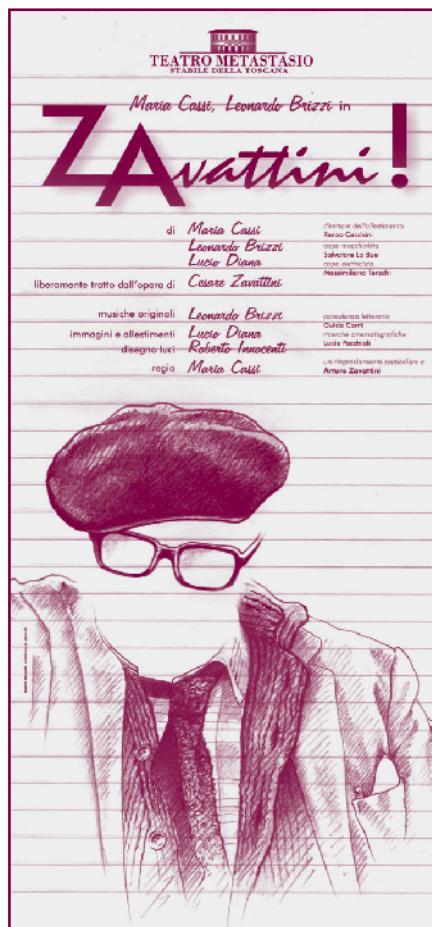
Anna Cristóbal

"È stata un'esperienza incredibile, mi è piaciuta tanto! si può ripetere l'anno prossimo, per favore?"

Carmen Pérez



(Básico I)



ZAVATTINI PER TERRE TUROLENTES

Nel mese d'agosto del 1954 il grande sceneggiatore italiano Cesare Zavattini, uno dei più importanti rappresentanti e ideologi del movimento neorrealista italiano, viaggiò per terre turolenses accompagnato da Francisco Canet, Ricardo Muñoz Suay, membro di Uninci, produttrice chiave nel rinnovamento del cinema della Spagna franchista e per Luis García Berlanga, che appena due anni prima aveva girato *"!Bienvenido, Mister Marshall!"*, senza dubbio uno dei titoli fondamentali del cinema spagnolo.

Nella sua prima visita in Spagna nel 1953 Muñoz Suay fa vedere a Zavattini il film di Berlanga e allo stesso tempo gli propone la possibilità di collaborare con lui nella realizzazione di un film. Zavattini e Berlanga accettarono questa proposta di Muñoz Suay, ma impiegò più di un anno a mettere a posto tutta la documentazione e i permessi necessari per poter cominciare il progetto.

Detto progetto aveva per titolo "El gran Festival" e la storia, divisa in vari episodi, girava intorno a una mostra di cinema in cui soltanto partecipavano film pacifisti, sebbene questa storia avrebbe una fine pessimista con la lotta dei membri della propria giuria della mostra e una bomba atomica che finiva col mondo e col film. Ma davanti ai dubbi di Berlanga e al costoso preventivo del film questo progetto viene desestimato, sebbene l'idea di fare un film insieme andasse avanti.

Ed è a questo punto quando nasce l'idea di fare un film, anche in episodi, sulla Spagna col titolo di "Cinco historias de España". Per questo, Zavattini decide di ve-

nire in Spagna, ma non per una corta visita come quella dell'anno precedente. Dal 31 di luglio al 23 d'agosto del 1954, Zavattini accompagnato da Berlanga, Muñoz Suay e Canet percorsero seimila chilometri in macchina per Andalucía, Extremadura, las dos Castillas, Cataluña, Galicia, Valencia y Aragón, essendo Alcañiz, Albarracín y Libros alcuni dei luoghi che visitarono e anche pensarono come possibili luoghi per ambientare alcune di queste cinque storie. Queste storie non dovevano essere inventate ma volevano che fossero conosciute o ascoltate durante il viaggio. Vero neorealismo in stato puro. Questi cinque episodi sarebbero: 1.- "El pastor", 2.- "Emigrantes", 3.- "La capea", 4.- "Soldado y criada" e 5.- "Las Hurdes".

Purtroppo, questa che sarebbe stata senza dubbio una fruttifera collaborazione tra questi due grandi del cinema, neanche poté essere portata a fine.

(*Ciao Za, Zavattini en España. Filmoteca Generalitat Valenciana, 1991*) ☐

José Sánchez Martín
(Curso específico conversación)



La "Squadra" degli alunni d'italiano in continuo allenamento spinge con forza...