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REVISTA DE LA ESCUELA OFICIAL DE IDIOMAS DE TUDELA

Nº6 MAYO 2014



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Ganadoras del concurso de portadas



Maite López, de 1º Nivel Básico de inglés, y Ana Mª Martínez de 2º Nivel Avanzado de inglés, son las ganadoras del concurso de portadas con el 1º y 2º premio respectivamente. El Consejo de Redacción de la revista anual ha otorgado estos dos premios de entre diez participantes. Los premios consisten en dos vales de 100€ y 50 € respectivamente, canjeables en libros y material escolar, así como la publicación de la portada en la edición de mayo 2014, y mayo 2015 para el 2 º premio.

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El Consejo de Redacción destacó la alta calidad de las portadas presentadas y agradece la participación de los concursantes a una revista cada vez más valorada y demandada.



2º premio -Ana Mª Martínez



Arturo Llorente



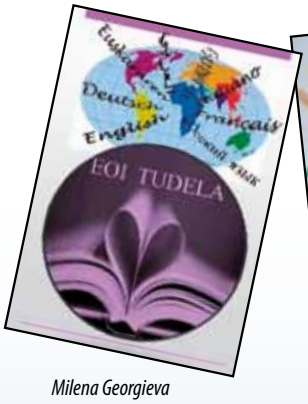
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La ESCUELA OFICIAL DE IDIOMAS concede una ayuda económica de 600€



Teresa Barcina Lacosta, alumna de 1º de Nivel Avanzado de alemán fue la ganadora de una ayuda económica de 600€ para realizar un curso de verano en Alemania.

Asistió a un curso de alemán de Nivel Avanzado en la cuidad de Bonn durante tres semanas en el mes de agosto.
La Escuela concede esta ayuda anualmente para apoyar a su alumnado oficial a realizar cursos de lenguas modernas en alguno de los países objeto de estudio. Esta iniciativa está refrendada por todos los representantes en el Consejo Escolar y subvencionada enteramente por la Escuela.

Mein Erlebnis in Deutschland

Ich heiße Teresa Barcina und ich möchte euch ein bisschen über mein Erlebnis in Deutschland erzählen.
Im August bin ich nach Deutschland gefahren, um mein deutsches Niveau zu verbessern. Es war mein erstes Ziel und die Sprachenschule von Tudela hat mir die Gelegenheit angeboten. Aus diesem Grund bin ich sehr dankbar. Also bin ich drei Wochen in der Stadt Bonn geblieben. Dort habe ich mehr über die deutsche Kultur gelernt. Ich habe auch viele Sehenswürdigkeiten wie das Alte Rathaus, den Marienplatz und das Beethoven-Haus besucht. Sehr interessant waren auch die Ausflüge, weil ich berühmte Städte wie Köln und Koblenz besuchen konnte.



Aber am wichtigsten war der Deutschunterricht, den ich täglich hatte. Dort habe ich bemerkt, dass meine Deutschkenntnisse adäquat waren. Also konnte ich das Goethe-Zertifikat B2 bestehen. Alles war sehr positiv, weil ich Leute von verschiedenen Ländern wie Italien, Russland, Tunesien, der Schweiz, England und Frankreich kennen gelernt habe. Wir haben auch Aktivitäten zusammen gemacht. Also habe ich großen Spaß gehabt.



Ich finde, dass dieser Kurs in Deutschland sehr konstruktiv und einzigartig war. Nun habe ich viele Erinennerungen, die ich niemals vergessen könnte. Deshalb glaube ich, dass dieses Stipendium empfehlenswert und sehr nützlich für die Schüler, die Sprachen lernen, ist.

Teresa Barcina – Alumna de alemán 1NA

Kulturelle Aktivitäten





Leonhard Thoma arbeitet als Deutschlehrer, schreibt Erzählungen für Deutschlerner und macht damit Lesungen an Schulen. Die Deutschabteilung lud ihn am 25. November 2013 nach Tudela ein. Er trug seine Geschichten mit viel Mimik und Gestik vor, sodass sie auch Schüler mit geringen Deutschkenntnissen verstehen konnten. Die Teilnehmer beteiligten sich aktiv an kleinen Aufgaben der Lesung.

Die Aktivität war sehr amüsant und lustig, in einem Wort sehr gemütlich.

Oliver Klinkenberg ist von der Welt der Magie und der Illusion fasziniert. Am 30. Oktober 2013 hatte er einen Auftritt in der Cafeteria der EOI Tudela. Der professionelle Zauberkünstler präsentierte das Programm “Halloween Tour 2013”. Mit einer Länge von 90 Minuten war die Show perfekt für Deutschlerner geeignet. Wie er uns sagte: das Ziel dieser Show ist Interaktion, um ein fröhliches Mitmachen der Schüler mit Zauberei, Großillusion und Musik zu garantieren.

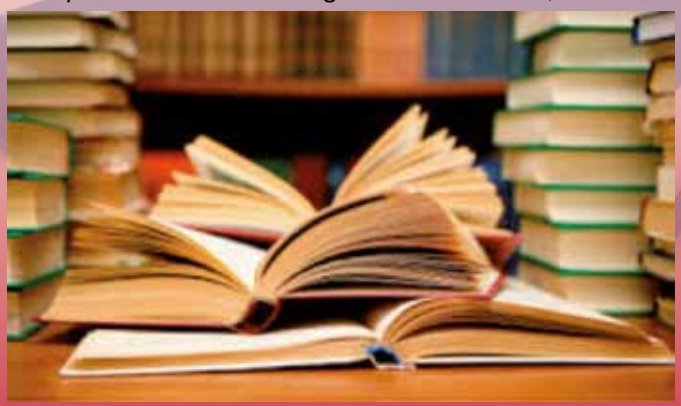
Ramona Curto – Jefe de Departamento de alemán

Das gedruckte Buch gegen das E-Buch

Schon vor einiger Zeit las ich im Internet Statistiken über Bücher. Das gedruckte oder das elektronische Buch? Das gedruckte Buch war das Lieblingsformat vor ungefähr 66%, während das E-Buch von ungefähr 33 %. Ich bin eine Anhängerin des Internets. Und es war erstaunlich zu sehen, dass ich zu den Personen gehöre, die das gedruckte Buch bevorzugen. Warum? Ich habe es nicht sofort realisiert. Zuerst war es zu sagen, dass das Gefühl, welches das Buch uns vermittelt, Seite für Seite aufzuschlagen, mir gefällt.

Und ja, es ist tatsächlich so: Ich höre es von mehreren Lesern: Ein E-Buch ist einfach unpersönlich. Jedoch hat das E-Buch auch viele Vorteile. Ein E-Buch ist sehr handlich. Überall hat man die Möglichkeit zu lesen. Man kann viele E-Bücher kostenlos aus dem Internet herunterladen. Man kann eine ganze Bibliothek elektronisch besitzen und spart dabei viel Platz zu Hause. Und es hat noch so viele Vorteile…

Aber das gedruckte Buch zieht mich mehr in seinen Bann. Es scheint, als ob zwischen mir und dem Autor eine platonische Beziehung entstehen würde, als ob ich die Protagonisten spüren und die Dialoge hören könnte.



Aber… es gibt immer ein „Aber“ oder doch mehr – das Buch ist dickleibig, es ist unbequem das Buch überall mitzunehmen. Der Duft der Tinte ist schädlich für unsere Gesundheit. Nach dem Lesen wird das Buch nicht mehr genutzt. Nach ein paar Jahren werden die Blätter immer gelber und unangenehmer als am Anfang.

Dennoch sind Bücher eine Welt der Fantasie. Sie lassen uns oft die Realität vergessen und in die Rolle der Figuren eintauchen. Wenn wir lesen, ist es, als ob man ein anderes Leben erleben dürfte. Mal ein Besseres, mal ein Schlechteres. Es hängt von dem Buch ab.

Im Allgemeinen sind die Bücher gute Freunde. Dalai Lama sagte: „Geben Sie der Person, die Sie lieben, Flügel, damit sie fliegen kann; Wurzeln, damit sie zurückkehren kann; und Gründe, damit sie bleiben kann“. Ich weiß, dass es um Menschen geht. Ich glaube dennoch, dass es Ideen gibt, die wir als Vorbilder erkennen. Bücher geben uns die Flügel der Imagination, die Wurzeln der Erkenntnis und viele Gründe zu lesen.

Im Internet steht vieles geschrieben. Es öffnet sicherlich den Weg einer schnellen Mitteilung und die Möglichkeit, eine Information innerhalb kurzer Zeit zu bekommen. Aber ich bin der Meinung, dass das „alte“ gedruckte Buch für eine lange Zeit ein Mittel zur Übertragung von Ideen bleibt. Wie das Fernsehen das Radio, das Auto das Fahrrad und das GPS die Landkarten nicht ersetzt haben, so wird das E-Buch das traditionelle Buch nie ersetzen. Und es wird noch lange bestehen bleiben, weil es einen bezeichnenden Charme besitzt. Es hat eine Wärme, die man mit der Steifheit einer Vorrichtung nicht vergleichen kann. Auch wenn das Buch in naher Zukunft eine Rarität sein wird.

Cornelia Lazar – Alumna de alemán NI

Egun bat euskaraz

Euskara sailak aurtengo ikasturteari begira prestatu duen kultur egitarauaren barnean, Baztan aldera egin genuen txangoa abenduaren 14an.

Goizean goiz Tuteratik atera eta eguna epeltzen hasi orduko iritsi ginen Otsondo eta Gorramendi mendiguneen altzoan kokatuta dagoen Amaiurrera, Baztan bailaran iparralderantz azken herria. Felipe Oiarzabal eta Isabel Gallego genituen zain bertako errotaren berri emateko. Errotak jada 1280 urtean errentak ordaintzen zizkion Nafarroako erresumari eta, herritarren esanean, hura izan zen Baztanen izan ziren guztien artean itxi zen azkena.



Baztandarrek erabiltzen zituzten neurriez eta egun merkatuan hedatuen dauden arto-mota ezberdinez azalpen xeheak eman ostean, errotaren funtzionamendua, tresneriaren mantenua eta garia eta artoa nola ehotzen ziren erakutsi zizkigun Felipek, Isabelek gero dastatuko genituen talo goxoak prestatzen zituen bitartean.

Errotakoak amaituta, herriko kale bakarrean barrena, armarridun jauretxeak miretsiz iritsi ginen Nafarroako erresumaren erresistentziaren azken gotorlekua egon zen muinora. Aranzadi Zientzia Elkarteko lehendakari eta antzinako hondakinetan herritarrekin auzolanean egiten ari diren arkeologia indusketen zuzendari den Juantxo Agirrek azaldu zizkigun Amaiurko gazteluaren nondik norakoak: noiz eta zertarako eraiki zen jatorrizko zaintze postua, nola eta noiz gotortu zuten gunea, gazteluak





izan zituen ezaugarriak eta aro ezberdinak, 1522an jokatu zuen papera, historian zehar geroztik izan dituen erabilerak, zer aurkitu duten indusketa lanetan eta zer erakusten duten aurkikuntza horiek... Eta, ideia osoagoa eduki ahal izateko, arkeologia indusketetan aurkitu dituzten aztarnak baliatuz prestatzen ari diren museo edo interpretazio-gunea erakutsi zigun beste hainbat azalpen ematen zizkigun bitartean.

Ezinbestekoa zen atsedenaldi bat hainbeste informazio barneratzeko eta, zer hoberik lasai bazkaldu eta indarrak berreskuratzea baino? Arizkungo Ordoki jatetxean bildu ginen mahaiaren inguruan eta hitza eta pitza aritzeko tarte aproposa suertatu zen.



Neguaren atarian egunak labur eta, konturatu orduko, gainean genuen ilunabarra, baina Bozateko Santxotena parke-museoa genuen helburu. Han, etxeko jaunaren arte-lanez gainera, agoteen historiari buruzko irakurketa ezagutu ahal izan genuen.

Gau iluna zen Erribera aldera itzultzeko ordua iritsi zitzaigunerako. Euskaraz bizitako egun-pasa aberatsa izan zen ekimenean parte hartu genuen guztiontzat. Etorriko diren beste batzuen aurrekari izango ahal da!

Imanol Haranburu
Jefe de departamento de euskera

Conférence « Les sorcières »



Les sorcières restent dans notre imaginaire comme des personnages pleins de magie et de mystère. Or ce qu´on oublie souvent, c´est qu´elles cachent une histoire truffée de persécutions, de tortures et de terribles malentendus.

Mme. Ángeles Abizcuri nous a bien montré comment la France présente des épisodes épouvantables de ces massacres commises soit au nom de la religion, soit au nom d´un bien civil plein de passages louches. Même les enfants n´avaient pas été épargnés !!

La conférence à laquelle nos élèves ont pu assister le 11 décembre 2013, nous a découvert une période jetée dans les oubliettes (c´est le cas de le dire) de l´histoire. N´ayez pas peur, ces temps révolus ne vont plus revenir.

Rosario Galán – Jefe de departartamento de francés

La langue française: je l'aime, un peu, beaucoup,...

Qui pouvait imaginer que j'allais être professeur et de surcroît de français?

Personne, même pas moi! Mon petit bonhomme de chemin se construisait vers une ingénierie quelconque, mais ce rêve se révéla impossible dû aux exigences de ces études et ma formation qui n'avait pas été la meilleure un peu à cause de mes profs d'antan (pas tous, bien sûr) mais aussi et surtout à cause de moi.



Et alors la langue française, qui a toujours été à côté de moi, a frappé sur mon épaule et elle m'a dit. "On pourrait faire quelque chose ensemble?". J'ai dit, il est vrai sans trop d'enthousiasme: "Ououaiais, d'accord on peut essayer".

Et me voilà à Saragosse en train d'étudier la philologie française. Les trois premières années, surtout des matières en espagnol et enfin à partir de la quatrième la langue et la littérature française. IL ÉTAIT TEMPS!



Et alors là, surprise et coup de foudre: une langue vivante s'appelle de cette façon parce qu'elle est vivante réellement. Elle a des ancêtres, des liens de sang, de la famille, des problèmes de santé, des enfants qui se séparent du troupeau et essayent de s'émanciper (l'argot). MAIS C'EST PASSIONNANT!!!

Les études prennent fin. Et maintenant quoi? Et bien l'enseignement. D'abord on galère en donnant des cours particuliers, après on réussit à entrer comme intérimaire en secondaire (Bof!) puis, miracle, le concours. Secondaire ou École de Langues?... On lit les programmes et on décide que le plus commode (à l'époque) c'est celui des EOIs.

On se présente. Seize places pour toute l'Espagne. L'examen à Madrid. Des centaines de candidats. On n'y croit pas trop. On fait quatorzième. On croit rêver. Non, on ne rêve pas. On doit faire une liste de préférence d'écoles – à cette époque, 1989, La Navarre et autres régions ne géraient pas encore leur propre système éducatif- . On note, Saragosse, Logroño..., tient une nouvelle? Tudela. Et bien pourquoi pas Tudela... Et me voilà incrusté à l'école Officielle de langues de Tudela.

Et là c'est la passion, je redécouvre la langue française grâce aux élèves qui sont des insatiables et veulent tout savoir et donc on essaye de tout savoir.

Moi, je suis toujours amoureux de la langue française, mais le plus gratifiant c'est que la plupart des élèves tombent amoureux eux-aussi. Cette langue est importante? Bon oui, évidemment très loin après l'anglais, mais voilà son avantage, on ne l'étudie pas, sauf dans certains cas, par obligation. On s'inscrit, d'abord parce qu'on n'a pas été pris en anglais, après par curiosité et enfin on l'aime.

Longue vie à la langue française!

Paco Fernández – Profesor de francés

ENGLISH DEPARTMENT
CULTURAL PROGRAMME 2013-14

Sweet Britain



Monday, 3rd February
10:00 am, 17:45 pm & 20:00 pm
Elementary to Intermediate
EOI Auditorium

TALK by Susen Ahluwalia



2 talks about the USA



by Christina Vouros

Monday, 31st March
EOI Auditorium
Advanced
18:00 The Best of American Traditions
19:45 Immigration in the USA

In-house cultural programme

Organisers – English Department



CONTEST The Story Behind the Picture



People in the sun by Edward Hopper

BASIC
[1NB & 2NB]
Memories



INTERMEDIATE & ADVANCED
[NI & 1NA]
The Perfect Wife



ADVANCED
[2NA & NC1]
John's garden

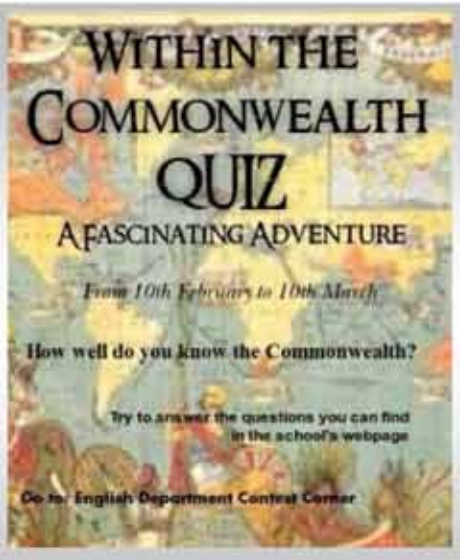


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See winner at EOI Tudela website:
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C1 READING GROUP



See article in this magazine

The value of literature in English language learning



It is widely known and accepted that the activity of reading entails numerous and varied benefits not only in learning a second or foreign language, but it also improves and perfects our mother tongue.

Research in second language acquisition as well as the vast amount of literature on the matter, not to mention the empirical data available, have established beyond any doubt that reading is of paramount importance to learning a language.

As a language teacher, I have been able to witness year after year that those students who read on a regular basis are among the top students in class and learn more quickly and better than those who do not avail themselves of this opportunity.

Some basic terminology

There are many factors, which contribute positively to language learning but obvious constraints allow me to mention only three very basic but nonetheless important ones; I will mention and describe them in a brief manner.

Firstly, we can mention a phenomenon known as "input", a term which can be described as "*language data (utterances, texts) which the learner is exposed to…of the target language in all its various manifestations*", (Sharwood Smith, 1994: 8). The more quality input to which the student is exposed to the better. Of course, this does not necessarily mean that the student will understand and learn everything at once and immediately since some of the elements will not be registered and therefore, not processed.

Corder establishes a difference between "*input*", the amount of language provided to the student and potentially processible by him and the term "*intake*", which is that part of the *input* which has been processed and assimilated by the student, and has become knowledge.

Every time the student registers, processes and understands some new information and turns it into knowledge it becomes what is known as "intake". Consequently, this will modify the student´s interlanguage, which is equivalent to the learner language and that is in constant change as the student adds more intake.
Secondly, we must mention the student's "output", which can be defined as his or her own production, in other words, what he or she can do with the language. The output will change and improve according not only to the student´s exposure to the

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language but also, and most importantly to the learner's extent of his involvement in the matter, which will undoubtedly have positive implications on the target language.

The student, as a learner, must be responsible for his/her own learning process both inside the classroom as well as outside. Broadly speaking, two hours of autonomous learning should be necessary for each hour of classroom activity (depending on the student's level).

Finally, the last factor is also quite relevant, we are talking about the "motivation" each individual has. Gardner claims that motivation is the first predicting factor of success in learning, even before the specific ability one may have for languages.

But we will say that motivation is like the "timing belt" which keeps the engine running. Fortunately for us, the students in our schools are all motivated to different degrees, some of whom are very highly motivated and will certainly accomplish their linguistic goals more effectively.

There are many different types of motivation; on the one hand, they include intrinsic and extrinsic motivation, which make reference to the origin of such motivation, intimate and personal or by influence of the environment.

On the other hand, we also have integrative and instrumental motivation, the former takes place when students want to learn a language to become part of a given speech community (integrate), whereas the latter occurs when students want to learn a language with the main purpose of achieving some specific goals such as a (better) job, attend university or be able to read in the target language.

However, a more thorough definition cannot be provided here since they are outside the scope of this short article.

A few reasons why reading is so important in language learning

We could list many positive reasons why reading any type of literature is always fruitful in learning English; among them we can propose the following:

1. Learning and consolidation of lexical items. Reading is an excellent exercise to reinforce the English vocabulary we already know and to increase our own lexicon. By reading works of a general thematic focus we acquire an enormous quantity of words (depending on the level we are in) that belong to the so-called "open-class items" such as: nouns, verbs, adjectives and adverbs. In relation to the pronouns, determiners, prepositions and conjunctions, we will also discover some new terms (again, it depends on the student's level), these words are within the field of what it is known as "closed-classitems", and they would be part of the basic vocabulary, which is present in the initial stages of learning the language.

If we are interested in learning specialised lexis from a given semantic field we will also find the appropriate readings to achieve this goal.

2. It allows us to improve the spelling of new words and establish the spelling of those we are acquainted with but do not fully master yet. When writing, our spelling hesitations would certainly diminish.

3. By periodic exposure to written texts and the different syntactic models contained in them, we will improve our own syntax and our competence and ability in written expression. There will be a significant change in our performance in the written skill. We should not overlook the fact that syntax and morphology are closely related, hence, the importance of mastering these grammar components.

4. It is also important to take into account the different writing and literary styles which characterise individual writers, which reveal a wide range of diverse forms of expressing and conveying ideas or concepts; it implies a richness we cannot do without.

5. Having reached this point we should not disdain the ultimate purpose of any act of reading, the inherent pleasure that reading produces on the reader. This is the aesthetic scope, which, as could not be otherwise, is very personal; not to mention the fact that at the same time we are learning something new!

To sum up, we can say that reading will allow us "to put into practise" our linguistic knowledge and it will, unmistakably have a positive impact on our oral and written skills.

Finally, Krashen also considers reading as a useful "method" of language learning (Krashen, 1987:167):

> *"Both conversation and pleasure reading have the potential of meeting the requirements for optimal input for acquisition very well. We have reached the conclusion that an interesting conversation in a second language, and reading something for pleasure, are excellent language lessons. This comes as no surprise to the millions of people who have acquired language using only these "methods", and have acquired them very well."*

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Juan José Cogolludo - Profesor de inglés

中国 China

长城：是不同时期古代中国为抵御不同时期塞北游牧部落联盟侵袭，修筑规模浩大的军事工程的总称。长城东西延绵上万华里，因此又称作万里长城。现存的长城遗迹主要为始建于14世纪的明长城，西起嘉峪关，东至虎山长城，长城遗址跨越北京，天津，青海，山东，内蒙古等15个省市自治区，总计有43721处长城遗产。长城同时也是自人类文明以来最巨大的单一建筑物。

La gran muralla china, 长城； pinyin: chang cheng. Es una antigua fortificación china construida y reconstruida entre el siglo V a. C. y el siglo XVI (Edad Moderna) para proteger la frontera norte del imperio chino durante las sucesivas dinastías imperiales de los ataques de los nómadas xiongnu de Mongolia y Manchuria.

北京故宫，就称紫禁城，位于北京中轴线的中心，是明清两个朝代二十四位皇帝的皇宫，占地面积



72万平方米，建筑面积约15万平方米。明成祖朱棣永乐四年（1406年）开始营建，永乐十八年（1420年）落成。北京故宫南北长961米，东西宽753米，面积约725000平方米。城墙高12米，底厚10米，顶厚6米至7米，四周由52米宽的护城河保护，明朝初期有殿宇2631座。相传故宫有9999,5座屋，实际据1973年专家现场测量故宫有大小院落90多座，房屋有980座，共计8704间。

La Ciudad Prohibida fue el palacio imperial chino desde la dinastía Ming hasta el final de la dinastía Qing. Se encuentra en el centro de Pekín, China, y en la actualidad alberga el Museo del Palacio. Durante casi 500 años fue el hogar de los emperadores de China y su corte, así como centro ceremonial y político del gobierno chino. Construido entre 1406 y 1420, el complejo alberga 980 edificios y ocupa 720,000 m2. El conjunto ejemplifica la arquitectura palacial tradicional de China y ha influido en el desarrollo cultural y arquitetónico de Asia oriental y otras partes del mundo, por lo que la Ciudad Prohibida fue declarada Patrimonio de la Humanidad en 1987. Además, está considerado por la Unesco como el mayor conjunto de estructuras antiguas de madera en el mundo.



秦始皇兵马俑（英语：Terracotta Army），又称秦始皇陵兵马俑，秦兵马俑，位于中国陕西省西安是临潼区5公里的下河村。秦始皇陵建于公元前246年至公元前208年，历时39年，是中国秦朝皇帝秦始皇的陵墓，也是中国第一个规模宏大，布局讲究且保存完好的帝王陵墓，现存陵冢高76米，陵园布置仿秦都咸阳，分内外两城，内城周长2.5公里，外城周长6.3公里。陵冢位于内城西南，坐西面东，放置棺椁和随葬器物的地方，为秦始皇陵建筑群的核心，目前尚未发掘完成。据目前的考证，秦兵马俑坑位于秦始皇陵封土以东约955.5米处，普遍认为秦始皇兵马俑位于秦始皇陵的外围，有戍卫陵寝的含义，是秦始皇陵有机组成部分。

Los Guerreros de terracota son un conjunto de más de 8000 figuras de guerreros y caballos de terracota a tamaño real, que fueron enterrados cerca del autoproclamado primer emperador de China de la Dinastía Qin, Qin Shi Huang, en 210-209 A.C. Enterrando estas estatuas se creía que el Emperador seguiría teniendo tropas bajo su mano. El ejército de terracota fue enterrado en formación de batalla en tres fosos, un kilómetro y medio al este de la tumba del Emperador, que a su vez dista 33km al este de Xi An. Los tres fosos tienen entre 4 y 8 metros de profundidad. Han sido excavados y se ha construido un hangar en las ruinas, llamado Museo del Ejército de Guerreros. El año 1987 fueron considerados como Patrimonio de la Humanidad por la Unesco.



中国成语谚语los refranes

一石二鸟， 画蛇添足，老马识途，此地无银， 狐朋狗友， 滴水穿石

条条大路通罗马，早起的鸟儿有虫吃， 一分耕耘一分收获， 有其父必有其子

Xiao Jun Dou - Profesora colaboradora de chino

El deporte en Japón

El 7 de Septiembre del año pasado, el Comité olímpico internacional eligió Tokyo para ser, un año más, la anfitriona de los Juegos Olímpicos en el año 2020.

La anterior ocasión fue en 1964, y en aquel entonces entró por primera vez como deporte olímpico el judo, un arte marcial originario de Japón. Pero ¿qué otros deportes japoneses conoces? Hagamos un pequeño resumen

Sumô: Una suerte de lucha libre, con más de 1500 años de antigüedad, que bebe de las bases del sintoísmo y que destaca entre otras cosas por el tamaño y vestimenta de sus luchadores

Karate y Aikidô. Son junto con el judo, las artes marciales más conocidas internacionalmente. Los orígenes del karate se remontan al siglo XVI, como alternativa de lucha de los habitantes de Okinawa para enfrentarse a soldados con armadura. El Aikido, más actual, surgió en los años 30 del siglo pasado, cuyo valor más destacable es que busca formar a sus practicantes como promotores de la paz, derrotando al adversario sin dañarlo.

Kendô: Esgrima japonesa, con una vestimenta que destaca por sus protectores que recuerdan a una armadura clásica. Su origen se remonta a los propios entrenamientos de los soldados medievales japoneses, siendo hoy día uno de los deportes japoneses más practicados en todo el mundo.

Kyûdô: El arte japonés de la arquería. Su origen se remonta a hace más de 2.500 años. Se utilizan arcos de gran tamaño y es practicado como un arte que busca el desarrollo moral y espiritual del individuo. También existe una variante de tiro con arco a caballo conocida como **Yabusame**.



Sumo

日本の競技

昨年９月７日、２０２０年東京オリンピック開催が決まりました。１９６４年に続き２度目の開催です。この年、初めて日本の柔道が競技種目に加わりました。日本には他にどんな競技があるか、見てみましょう。

相撲　神道の神事として行われ、千数百年の歴史を誇る。こしにまわしをまわした裸の二人が土俵上で取り組みます。

空手　合気道　柔道　世界中に広まった日本の武道。空手は１６世紀の沖縄を発祥とし、武具をまとった兵士と戦うための武術でした。合気道は２０世紀に始まり、対戦相手を倒すことを目的とせず、「和合の精神」にあるといいます。

剣道　日本の中世に広まった剣術の武道。今は世界中で親しまれています。

弓道　２５００年以上も前に発祥した日本の弓術。心身の鍛錬を目的としています。馬から矢をいる「やぶざめ」という伝統儀式も有名です。

Aya Yasuno - Profesora colaboradora de japonés



Kyudo



Kendo

Anche viaggiando s'impara

Lo scorso anno mi sono lasciata convincere dalla simpatia di alcune studentesse e ho accettato di accompagnarle per un fine settimana in Italia. Devo ammettere che non ho un talento speciale per l'organizzazione, né esperienza come guida turistica, ma ho l'impressione che il viaggio sia stato un successo: non mi stupisce, con un pubblico così entusiasta! La mia unica funzione è stata quella di appoggio logistico, e per il resto mi sono limitata a godermi Milano, la mia città, attraverso lo sguardo sempre positivo e generoso di queste ragazze.

Così è come lo ricordano, e lo raccontano, loro.

Il nostro viaggio a Milano

Un anno fa è sorta l'idea di fare un viaggio di studio in Italia. A tutti è sembrato veramente stupendo, però non abbiamo parlato più di quello seriamente più o meno fino a aprile, quando il finale del corso si avvicinava e dovevamo scegliere la data, anche se dobbiamo confessare che il viaggio era presente in quasi tutte le nostre lezioni…

Alla fine eravamo un gruppo di sei compagne e la professoressa. Alcuni compagni non hanno potuto partecipare, che peccato!… Il fine settimana che avevamo scelto era dal 14 al 16 giugno, destinazione la Bella Italia, specificamente Milano! Era stupendo perché Valentina, la nostra professoressa, è di lì e poteva fare da perfetta guida. Il venerdì 14, presto alla mattina e molto felici, siamo partite da Tudela in due macchine verso l'aeroporto di Saragozza, dove ci aspettava Valentina. Abbiamo fatto la colazione tutte insieme e ci siamo imbarcate… Il viaggio è stato buono, pieno di entusiasmo e abbiamo approfittato il volo per organizzare gli orari e le visite perché non c'era tempo da perdere e molte cose da visitare.

Valentina ci ha consigliato un posto per dormire a Milano vicino al centro. Non è un albergo, perché gli alberghi di Milano sono piuttosto costosi - ma un ostello. La verità è che si trova perfettamente situato: a solo cinque isolati dal Duomo, punto chiave a Milano, dalla Galleria Vittorio Emanuele II, dal Teatro alla Scala, dalla chiesa di Santa Maria delle Grazie e dal Castello Sforzesco. Le camere sono situate nella parte superiore. All'ingresso c'e un bar-ristorante. È sufficiente consumare un drink per mangiare gratis dalle 19 alle 21. Al piano inferiore ci sono poltrone e un salotto ideale. L'atmosfera che respiriamo è molto buona. La camera che avevamo era composta da tre letti a castello, non c'è stato nessun problema per sistemarci, anche se tutte avremmo voluto dormire nel letto inferiore. La convivenza è stata ottima, non ci sono stati problemi per usare il bagno, per decidere di andare a dormire, per decidere a che ora alzarsi. Logicamente a qualcuna piaceva restare di più nel bar mentre altre preferivano andare a letto presto, ma non abbiamo avuto problemi, il rispetto verso l'altro era totale. I momenti di risate, i momenti di conversazione, le storie che abbiamo vissuto in quella stanza, dopo quasi un anno, ancora ci fanno ridere e anche piangere dalle risate.



Durante il nostro viaggio abbiamo visitato i luoghi più emblematici della città. Dopo aver lasciato i bagagli in albergo, abbiamo iniziato ad esplorare la città. Abbiamo visitato prima la Chiesa di Santa Maria delle Grazie per vedere l'Ultima Cena di Leonardo da Vinci. I biglietti sono stati acquistati in anticipo dalla nostra professoressa. Impressionante!!! Il giorno successivo abbiamo iniziato in piazza Duomo, attraversando la piazza e visitando la magnifica cattedrale gotica (consigliamo di salire fino alla terrazza da dove si può godere di una vista spettacolare). Situata nella stessa piazza, abbiamo visitato la galleria Vittorio Emanuele II, con i suoi negozi monomarca. Da Piazza Duomo siamo andate passeggiando per via Dante fino al Castello Sforzesco. La giornata era splendida. Ci siamo sedute a prendere un aperitivo (birra fredda e molto buona) in un luogo con tavoli all'aperto al Parco Sempione, facendo una pausa di relax durante il nostro giro. Quando era l'ora di pranzo, ci siamo dirette al famoso quartiere di Brera (esclusivo e altrettanto bohemien). Molto bello, dove abbiamo goduto di una raffinata cucina italiana in uno spazio all'aperto. Dopo una meritata pausa in albergo, abbiamo continuato il nostro giro della zona Navigli, luogo ideale per trascorrere il tardo pomeriggio godendo l'atmosfera attraverso i canali della città. Domenica mattina, poche ore prima del nostro ritorno a Saragozza, abbiamo visitato la basilica di Sant'Ambrogio e la Basilica di San Lorenzo, che si trova di fronte alle colonne di San Lorenzo (uno dei pochi resti romani rimasti in città).

Il sabato sera siamo andate a cenare ai Navigli, dei canali attraverso i quali anticamente si trasportava il legno dal nord e che attualmente è una zona di bar e ristoranti. Siamo state molto fortunate, c'erano negozi all'aperto e l'ambiente era vivace. Siamo entrate in una pizzeria col forno a legna e abbiamo mangiato delle ottime pizze. Uscite da lì siamo andate prendere un gelato, "si doveva provarlo". Dopo siamo andate verso le colonne di S. Lorenzo, luogo di vita notturna per eccellenza, sembrava il "Sanfermines".

Durante il fine settimana abbiamo avuto l'opportunità di praticare la lingua, d'altra parte era una gita scolastica... eh eh eh! Nell'ostello, per esempio, ci organizzavamo così: ciascuna apportava le parole che meglio sapeva e poi andavamo a fare le nostre richieste in lingua italiana, con le migliori intenzioni. Ma non dovevamo farlo così male, dato che alla fine ottenevamo sempre quello che volevamo. In generale, capivamo tutto quello che ci dicevano e por questo eravamo molto contente. Avevamo un po' di difficoltà a parlare però lo facevamo, e Milano



vale la pena: le persone sono gentili, molto amabili, e ci piacerebbe ritornare. Per questo siamo andate alla Galleria Vittorio Emanuele II, dove si trova il famoso toro in mosaico sotto la cupola: la tradizione dice che per tornare a Milano è necessario calpestare i testicoli del toro e girare tre volte senza sollevare i piedi da terra. Noi l'abbiamo fatto, quindi sicuro che ci torneremo, un giorno!!!!!!

Anabel Tambo, Arantxa Celaya, Cecilia Munárriz, Maite Mateo, Nieves Munárriz, Rita Iranzu - Alumnas módulo italiano 2

Il pezzetto di diario "a dodici mani" che avete letto è anche il prezzo che avevo imposto al gruppo per questa attività extra scolastica. Si trattava, logicamente, di conferire carattere didattico al viaggio e di concludere l'esperienza, quasi otto mesi dopo, in modo proficuo dal punto di vista dello studio dell'italiano. L'obiettivo era quello di stimolare le studentesse a lavorare come una squadra, e di dimostrare, agli altri ma soprattutto a loro stesse, quanto sanno e cosa sono capaci di ottenere, con impegno e sforzo.

Anche in questo caso il mio intervento è stato limitato alla coordinazione e alla segnalazione dei possibili miglioramenti, per cui il merito è, di nuovo, tutto loro. Complimenti, ragazze, sono molto orgogliosa di voi!

Valentina Mitscheunig - Profesora colaboradora de italiano





1NA TALKS FOR 2NB: THE PROTAGONISTS SHARING THEIR EXPERIENCES

Last year, I considered it a wonderful idea to let you know about an initiative that was pretty successful and brought me deep satisfaction: 1NA students giving talks to their 2NB partners. This time it is some of the true protagonists who have decided to go under the spotlight again to share their experiences with you. **Thanks to all my 1NA students for your commitment and hard work**. You are GR8!!! ☺

Irene Pagola – Profesora de Inglés

Why did you decide to get involved in the project?



It was the perfect opportunity to share some useful information about social networks' security. I am into this topic and I always try to raise awareness about its importance. If you love your subject matter as I did, your public will be delighted to listen to you and if it is something helpful or interesting, your audience will become hooked on your talk. What is more, this project was a great chance for me to brush up my oral skills and 2NB students could also practise their oral comprehension. They were a grateful public.

Social Nets: Friends or Foes? by **Ana Mª Martínez**



There are a lot of reasons why we took up the challenge. First of all, we wanted to improve our oral skills. The talk gave us the opportunity to speak about a topic chosen by us, which kept us comfortable. Furthermore, from our point of view, it was a great way to overcome stage fright; for this reason, we decided to display the work in pairs trying to minimise our "fear". To sum up, we believed that it would be a good practice in order to prepare us for the oral exam in front of an examining board, and, really, it was an unforgettable enriching experience.

Saint James' Way **by Yoana Romano & Ismael Moreno**

How did you prepare your presentation?



As far as I am concerned, the preparation was a challenge. Firstly, I searched information about the topic on the Internet. Secondly, I made an outline: an introduction, definitions, kinds of bilingualism, advantages and disadvantages of being a bilingual person and a conclusion. Afterwards, while I was writing my notes for the talk, I tried to include different grammar structures that I had studied during the year and I wanted to practise. Then, I prepared a Power Point presentation with the most relevant information. In this regard, pedagogues say: 'The clearer the information is presented, the more comprehensible it will be'. Last but not least, I rehearsed several times in front of my family and friends in order to overcome my stage fright.

Bilingual Education by **Javier Arellano**



We met at Miriam's house for several days. On the first day, we had a cup of coffee while we remembered half-forgotten anecdotes about our childhood. Miriam spoke about her life in the city and I told her about mine in a small village. After that, we chose and wrote down on a paper the stories we liked best. Then, each one recited her part to the other twice. We repeated this same process during the following four or five days. We really had a good time together sharing funny anecdotes about when we were naughty kids.

Living in a Village or in a City **by Ely Balbuena & Miriam Buisán**



What did you find most challenging about the initiative?

In the first place, I had to speak in front of a group of people who I did not know. That made me feel anxious but, at the end of the talk, I realised that the people who had been listening to me were very friendly and sympathetic. Secondly, I felt quite uncertain: What if I went blank? What if I were too nervous and I started to tremble? What if my pronunciation was so horrible that nobody could understand me? However, when everything finished, I became aware that I had been able to overcome my fears and I had achieved it by myself. I am positive speaking in English in front of an audience is going to be easier next time.

A Born Survivor **by Sole García**



From our experience, difficulties can be divided into three different stages. First, we had to come up with an interesting topic in which people would become involved easily. Of course, we needed to know it inside out. During the preparation, we had to work really hard in order to be accurate to the content and make the most of the resources that we intended to use. Undoubtedly, the most challenging aspect of all was delivering the speech in front of the audience. In the beginning, we had mixed emotions: nerves, insecurity, the wish to better ourselves, etc. We were under the spotlight! But little by little we felt more comfortable and amazed to see how people enjoyed the talk.

Fashion & Eating Disorders **by Mónica Jiménez & Itziar Martínez**

How did you feel after the talk?



One of the most difficult things for us is to improve our oral skills, because we have not got the opportunity to talk in English every day and we are not used to speaking in public. That is why we decided to take part in this project. After the talk our feelings were mixed. On the one hand, we felt disappointed because we believed we could have done it better; on the other hand, this experience helped us to cope with our fear to speak in front of people. It made us feel very happy and highly proud of ourselves. To sum up, it was worth it!

Trip to Ireland: An Experience **by Rita & Cristina**

Would you recommend the experience to other students?



I would totally recommend this activity because, from my point of view, one of the most important things to learn a language is to overcome the fear of speaking in public, the so-called stage fright. Most of us are self-conscious about our speaking skills because of pronunciation, grammar, vocabulary, etc. and, in this respect, it is quite common to feel embarrassed. However, we have to take into consideration that people who we are going to speak to are students like us. Besides, daring to speak is key if we want to be fluent. For these reasons, I encourage everybody to give the talks.

Astronomy: The Essentials **by Emilio Miranda**



We would really recommend this experience because if you participate in the talks, you will be able to put into practice what you are learning in the school. It could be a good way to handle the stage fright that any student is used to suffering from when they are speaking in front of an audience. It is truly entertaining when you are preparing what you want to explain and what you want to show in your presentation, and if you have the chance to do it in pairs, do not hesitate and go for it! You will find the support in your partner and you will learn more working hand in glove.

Fast Food versus Slow Food **by Pilar Escolán & Myriam Mayayo**

Réflexion

“J`étudie le français par plaisir”

Cette simple phrase répétée chaque année par mes élèves, est, sans doute, ma phrase préférée...elle est la plus fréquente réponse a l`une de mes premieres questions:

“Quelle est votre motivation, pourquoi étudiez vous le français, pourquoi assitez vous aux classes de l`école?”

Deux minutes pour laisser penser ... Silence ...Concentration.

Puis je sens que la phrase plait, et que chaque mouvement de bouche suit et rèpète en silence la mélodie de la phrase...“J`étudie le français par plaisir”

Je flaire alors cet impérieux besoin chez l’ autre de parler, d `exprimer , de reprendre la phrase, le son, la musicalité, le besoin de faire désormais partie d`un écho commun ,comme en un coeur de voix... Curieux comme les langues adorent la musique! Puis on répète tous la phrase, comme un mantra, car on adore répéter les phrases à l`infini dans cette douce mélodie...

J`observe le mouvements des bouches qui prononcent, timides parfois, toujours naives, avec des moues devenues soudainement enfantines en essayant de reproduire une langue aimée et pourtant mystérieuse... Je me surpends toujours sur ces bouches et ces moues si enfantines et volontaires à la fois, sur ces gestes, cet esprit ,cette volonté pour aprendre.

La langue française est une langue aimée par ceux qui l`étudient, car c’est une langue faite sur mesure pour les plaisirs des sens. Il nous suffit d’ en faire rapidement le tour...

En tant que Reine de la Haute-Cuisine c’est elle qui nomme toutes les senteurs et odeurs de la gastronomie, étant l’unique capable de nous parler des bouquets du vin.

C’est elle, aussi, la langue de la Mode et de la Haute Couture, celle qui écrit et décrit les Parfums et celle qui voyage pour flatter les gouts des plus délicats.



C`est elle qui réunit l’ élégance et la canaille à Paris, celle qui voyage en bateau mouche et vous grise les sens aux premiers rayons de soleil sur les rives de la Seine...

Qui d’entre nous n’a pas fermé les yeux et rêvé en ces mots, évoquant tout un monde de beauté, de douce sensualité… Paris, la Seine, Rive gauche, Le Louvre, Jardins du Luxembourg... Paris est la ville de l`Amour, car son esprit et sa langue s`enfourrent aisément dans le gant blanc des émotions.

Dans sa très intime façon de s`exprimer, la langue française a l`art de vous faire sentir la poésie dans toutes ses couleurs et nuances. Elle fut Maîtresse éternelle des poètes maudits, des artistes et de tous ceux qui l’aiment.

La réussite c´est pouvoir jouir de toutes ces choses que vous ouvre une langue qui n`est pas la vôtre. Alors, quand vous me dites -“moi, j`étudie le français par plaisir. “Laissez moi vous répondre, -et bien, moi, je vous en remercie, ... de tout coeur.

Angèle Abizcuri
Profesora colaboradora de francés

Sommaire de deux langues

Il était une fois un roi qui se faisait accompagner d’un interprète car il était incapable de comprendre la langue de son peuple ...

Cela est arrivé à Guillaume le Conquérant, Duc de Normandie gui avait dressé une armée pour conquérir l’Angleterre. Dès lors qu’il est couronné roi d’Angleterre à l’Abbaye de Westminster en 1066, la langue de Molière et celle de Shakespeare ont croisé leurs parcours aussi bien qu’elles se sont fortement influencées mutuellement.

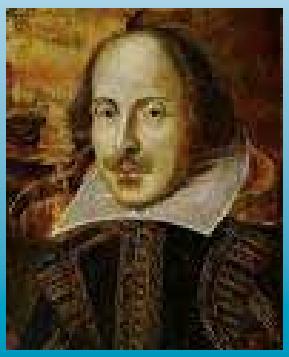
Ainsi donc, la Cour d’Angleterre s’exprimait exclusivement en français tandis que l’anglais était la langue de la population rurale illettrée.

Au fil des années, le binôme a profité de cette relation enrichissante pour agrandir leur potentiel lexique. Néanmoins, leur bagage culturel a forgé deux sociétés orgueilleuses de leurs racines mais complètement différentes. ‘’Ne soit pas si naïf” or “Don’t be so naïve!” On dirait même que la ressemblance de ces expressions est particulièrement frappante malgré les “nuances” de sens.

Aujourd’hui, on prend le thé au lait dans un café à Londres ou à Paris avant de jouir d’une soirée au “ballet” pendant qu’on reçoit des “e-mails” sur notre “smartphone” lequel on a “boosté” en installant des “applications”. Il s’agit autant d’une véritable histoire d’amour que de pouvoir, n’est-ce pas?

Samantha Betts – Alumna francés 2NA





Les clichés français



Il y a longtemps que j'ai un rêve: aller en France. En février le rêve deviendra réalité. J'ai fait une réservation pour un voyage organisé avec deux amis: «connaître la France en huit jours»

Paris, Caen, Rennes, Poitiers…. Je suis tombé amoureux de ce pays quand j'avais huit ans et ma mère écoutait toujours de la musique française. Musique d'accordéon: «Sous le Ciel de Paris», «Amour de Valse», «Perles de Musette»… et ma mère me racontait des histoires des gens qui vivaient dans le pays où on écoutait cette musique. Elle me disait qu'il y avait des femmes très élégantes avec des parfums merveilleux, et des hommes qui portaient des rayures, un foulard rouge et un béret.

Quand j'avais dix ans, ma sœur aînée est partie à Paris pour connaître ce pays fabuleux, et j'ai su que les histoires de ma mère étaient vraies, parce que ma sœur a décidé de rester dans ce pays-là, mais elle me disait dans ses lettres, qu'elle cherchait des hommes avec un béret et elle n'a pas trouvé de messieurs comme ça.

Ma mère a changé sa façon de cuisiner, et dans la cuisine tu pouvais trouver des livres de Paul Bocuse, et si tu venais manger chez moi, tu pouvais déguster une Quiche Lorraine, un Confit de Canard, des crêpes bien sûr, et surtout des fromages: Camembert, Roquefort ou Brie. De toute façon, quand je pouvais parler avec ma sœur et je lui posais des questions sur le repas qu'elle avait fait, la réponse étais toujours la même: des pâtes ou de riz avec de la viande.

Je ne voulais pas demander si elle était de cheval ou non.

J'espère découvrir en février ces choses incroyables que ma mère partageait avec moi.

Fernando Rolán
Alumno francés 2NA



République d´Haïti

Haïti est un pays situé dans les Antilles, dans la partie ouest de l´île "La Española". Connu dans le monde entier pour les catastrophes écologiques qui s'y sont produites ces derniers temps, Haïti a écrit d´autres événements très importants dans l´histoire du monde.

D´abord, après sa découverte le 5 décembre 1492, Haïti a éte espagnol pendant deux cents ans, période où certaines zones inhabitées ont été occupées par des français consacrés au tabac. Par conséquent, en 1697, Haïti est devenu français. Le tabac et le sucre étaient les cultures les plus importantes. En effet, le système esclavagiste était très cruel avec un ratio libre/esclave très excessif, 1/25.

Le mouvement révolutionnaire qui a éclaté dans la métropole se propage rapidement et la rupture du pacte colonial premièrement et l´abolition de l´esclavage áprès, sont tous deux réclamés et finalement, obtenues.

Le 1 janvier 1804, Haïti proclame son indépendance, étant le premier pays dans le continent latino-américain et le deuxième dans les Amériques.

Les blancs sont exterminés, l'île souffre une période d´isolement total favorisé par les nations européennes et l'économie de plantation est remplacé par une économie de subsistance à l'africaine.

Les pays développés ont des rythmes différents: en 1848, le Royaume-Uni envoie le dernier bateau plein de prisonniers pour coloniser l'Australie. Pendant cette période du peuplement , plus de 1.000.000 aborigènes disparaissent à cause des infections et meurtres.

En 1863, Abraham Lincoln annonce la libération de tous les esclaves dans les États confédérés d'Amérique.

En 1994, les citoyens autochtones d´Afrique du Sud votent pour la première fois.

Félix Calvo - Alumno de francés 1NA



Joven paseando por Puerto Príncipe, foto de Cristóbal Manuel Sánchez, premio Ortega y Gasset de Periodismo 2011.

On egin!

Kaixo denoi: menu osasuntsua egin nahi baduzue, hemen dauzkazue errezetak.

LEHENENGO PLATERA:
ORBURUAK URDAIAZPIKOAREKIN



Osagaiak
(4 lagunentzat)
- 24 orburu
- 400 gr urdaiazpiko
- Oliba olioa
- Gatza
- Ogi xigortua

Nola egin
Berotu ura ontzi batean. Bitartean, garbitu orburuak, zuritu, txikitu lau zatitan eta bota ur berotara. Segidan, txikitu urdaiazpikoa. Egosi orburuak 8 minutuz eta gero atera uretatik. Bota oliba olioa zartagin batean eta berotu. Gero, gehitu urdaiazpikoa eta orburuak gorritu arte. Bukatzeko, atera platerera eta gehitu Maldon gatza. Xigortu ogia eta bota orburuen gainean.

BIGARREN PLATERA:
LEGATZA ORIOKO ERARA



Osagaiak
(4 lagunentzat)
- Legatza (kilo bat, gutxi gorabehera)
- Gatza
- 6 baratxuri
- Oliba olioa
- Ozpina

Nola egin
Legatza garbitu eta bi zatitan moztu. Berotu labea 160 ºC-tan 10 minutuz. Jarri legatza ontzi batean eta gehitu gatz pixka bat eta zurrusta bat oliba olio. Jarraian, sartu labean eta eduki 22 minutuz, gutxi gorabehera. Legatza egin bitartean, zuritu eta xerratu baratxuriak. Segidan, berotu olioa ondo zartaginean eta gorritu baratxuriak. Ozpina gehitu baino lehen, itzali sua. Ondoren, atera legatza labetik, eta bota gainetik olioa, ozpina eta baratxuriak. Bukatzeko, atera platerera.

POSTREA:
JOGURT-BIZKOTXOA



Osagaiak
- Jogurt bat
- Edalontzi bat oliba olio birjin
- Bi edalontzi azukre
- Hiru edalontzi irin
- Hiru arrautza
- Legami poltsatxo bat

Nola egin
Hasteko, irabiatu arrautzak katilu batean eta gero gehitu azukrea. Ondoren, bota jogurta eta olioa eta irabiatu dena. Ondoren, gehitu irina eta legamia eta nahasi berriz. Jarraian, berotu labea 180°C-tan. Berotu bitartean, jarri orea molde batean. Sartu labean eta eduki 30 minutuz. Azkenik, atera labetik eta jarri plater batean. Dekoratu jogurt-bizkotxoa eta zerbitzatzeko prest dago!
Eta gainera, laguntzeko, edan ardo ona.

Badakizue: bapo bazkaldu ondoren, lo kuluxka ederra egin behar duzue. On egin eta ondo lo egin!

Alumnos de euskera 1NB

Zuk euskaraz, nik zergatik ez?

Nire abentura 2011n hasi zen, ordenagailuaren aurrean. A zer saltsa! Izena, deiturak, NAN... zenbat hitz berri eta nik ez nuen ezer ulertzen! Jaioteguna, telefono zenbakia, herria... herria, herria, herria... Zer egiten du Buñuelgo mutil batek euskara ikasten?

Eta zergatik ez? Niri erronkak gustatzen zaizkit... Hiru Erregeen Mahaia, Perdido, Midi, Infernuak... Zergatik ez saiatu euskararen tontorrarekin?

Uharten hasi nintzen, Zubiarten, eta bi urte pasa eta gero, hemen nago... Tuterako Hizkuntza Eskolan, izerditan blai eta agujetekin, baina pozik, ilusioz eta zoriontsu. Gainera, espedizio-talde bikaina daukat: gidaria, Imanol; sherpak, Enrike eta Aleceia; eta mendizaleak, Iñaki, Roberto, Verónica, Arantzazu, Ana Carmen, Adrián, Silvia eta ni.

Bidean, euskaraz gain, euskal kultura ere ezagutu dut: Harkaitz Cano, Bernardo Atxaga, Benito Lertxundi... Pentsa, orain nire autoan Sabinarekin batera Eñaut Elorrietak abesten du, eta nik koroak egiten ditut!

Eta horixe, bidea ez da erraza, baina... gustuko tokian, aldaparik ez!



Luis Lavilla – Alumno de euskera 2NB

Hizkuntzak munduan

Gaur egun munduan gailentzen diren hizkuntzak txinera (848 milioi hiztun), gaztelera (406 milioi hiztun) eta ingelesa (335 milioi hiztun) dira. Asko dira ingelesa irakasten duten eskolak munduko hainbat herrialdetan. Hori mundu anglosaxoiak antzinatik izan duen botere politiko eta ekonomikoaren ondorioa da. Aldi berean, baina botere ekonomiko gutxiagoko eremuan, txinera gailentzen da bere hiztun kopuru handiagatik. Baina, zergatik daude munduan nagusitzen diren hizkuntzak? Galdera honen aurrean, esan behar da gobernu eta ekonomia sendoa duten estatu boteretsuek beste herrialdeetako hizkuntzetan eragiten dutela.

Estatu boteretsu horietako hizkuntzek munduan duten eragina hain da handia non gainontzeko hizkuntzei garrantzia eta indarra kentzen dieten. Eraso hori gehien jasaten dutenak hizkuntza gutxituak dira. Espainiako kasuan, katalana, galegoa eta euskara dira hizkuntza gutxitu nagusiak. Afrikan, berriz, suahilia, hausa, laala, shaboa… Hau da, mundu osoan zehar badira hizkuntza eta herri gutxituak, hizkuntza ofizialez gain. Hizkuntza gutxitu horiek, laguntza eta babes faltagatik, erasoak jasaten dituzte, eta egunez egun ikusten dute nola beren hiztun kopurua murriztuz doan.

Mundu guztiak hizkuntza bat komunean izatea oso positiboa da, bai gizarte, bai ezagutza mailan. Ildo horretatik, hizkuntza asko ikasi dituen pertsona batek, bidaiatzera ateratzen den guztietan, komunikatzeko gaitasun bikaina du. Hizkuntza asko jakiteak industria eta komertzio arloan ere laguntzen du, eta hori da herrialdeari aberastasuna ematen diona.

Bestalde, ez dugu ahaztu behar gainontzeko hizkuntzek ez luketela garrantzirik ez hiztunik galdu beharko, irabazi baizik, hau da, ezin dira beste hizkuntzak erauzi edo desagertzen utzi. Hizkuntza horien atzean, kultura eta ospakizun ezberdinak daude, baita tradizioz beteriko sustraiak ere. Hori dela eta, hainbat mendez hitz egindakoak babestu eta lagundu beharko lirateke. Gai honi buruz hitz egiten dudanean, euskara, galegoa eta katalanaren egoera Espainian jartzen dut adibide gisa.

Hemen, Nafarroan, ez zaio behar beste laguntzen euskarari. Zoritxarrez, pertsona batzuek, hizkuntzak gai ideologikoekin zein politikoekin nahasten dutenez, ez dute ikusten euskara Nafarroako aberastasuna dela. Euskararen iraupena bermatzeko eta hizkuntza ez galtzeko aldarrikapena arazoak eta liskarrak sortzen dituen gaia izaten da beti. Australian edota Ipar Poloan, berriz, bertako kultur minoritarioak ez galtzeko hainbat ekimen eramaten dituzte aurrera. Kanpaina solidarioak eta elkarte bereziak antolatzen dituzte belaunaldi bakoitzeko txikiak jatorrizko kulturan hezi eta hizkuntza ikas dezaten. Inuit eta maorien tribuak dauden herrialdeek edozein gauza egiten dute bertako sustraiak eta antzinako lehen giza taldeen aztarnak ezabatu edo desager ez daitezen.

Bukatzeko, aipatu nahi dut euskara munduan zehar ezagutarazi dela. Euskara da euskaldun egiten gaituena, beraz, kopuru txikian baina mundu osoan zehar, euskararen eta euskaldunen aztarna ikus dezakegu. Horren adibide argia dugu XVI. mendean Ternuara balea eta bakailaoaren arrantzara joaten ziren euskal arrantzaleena. Geroago, garraiobideen sorrera eta zabalkundearekin, antzinako Euskal Herriko artzainak izan ziren, XIX. mendetik aurrera Ameriketara eta Idahorantz abiatu zirenak lan eta etorkizun bila.

Euskal Herriko Etxepare Institutuak kanpaina solidarioa antolatu du euskara munduan zehar ezagutarazi eta zabaldu nahian. Proiektu honen helburua Euskal Herriko kultura, jatorria eta historia ezagutarazi eta jakinaraztea da; euskaldunei eta euskara babestu nahi duten pertsonei esker aurrera eramaten hasi da. Milagros Rubiok (Izquierda/Ezkerrako zinegotzia Tuteran) Nafarroa Oinez festan esandako esaldian, artikulu honetan azaldu nahi izan dudan ideia nagusia adierazi zuen: “Desberdinen arteko bizikidetasuna aberastasuntzat har dezagun eta ez dadila bazterkeria gisa ulertu, baizik eta berdintasun gisa guztion arteko bizikidetasunean”.



Maite Del Alamo
Alumna de Euskera C1

Ongi etorri chauchau-ra

1.- Ongi etorri (1964)

Haurrak, langilearen hanketan jarrita, makinaren dardararekin dar-dar egiten zuen palankak mugitzen zituen bitartean, eta lurrez kargatzen zuen osaba Joseren kamioia.

Etxebizitza berriak eraikiko zituzten Alcobendasen eta, une horretan, osaba Josek egiten ari ziren lurerauzketetan lan egiten zuen. Egun hartan bere lau urteko iloba eraman zuen berekin eta hondeamakinan utzi zuen langileburuarekin hitz egiten zuen bitartean.

Haurra jaso zuenean, honek dar-dar egiteari utzi zion; ez zen hondeamakina hori handia ikaratzen zuena, ezta gidaria ere, bere osaba han ez egoteak baizik. Ricoteko aldapa aitarekin Guzzian jaisten zuenean bezalako urdaileko sentsazioa zuen.

Hondakindegira joan ziren eta, kamioia deskargatu ondoren, karga berriaren bila itzuli ziren. Eta horrela lanaldia amaitu arte: zortzi, hamar, hamabi orduz... gorputzak eta kamioiak jasan ahal zutena. Kamioia bortxatzea ez zen komeni, lana galduko litzateke-eta matxura gertatzen bazen.

Hondakindegiko bidean, San Sebastián de los Reyesko gasolindegian, Frantziako errepidearen eskuinaldean, gelditu ziren. Handik, Jarama ibaiaren haranaren bila sigi-saga egiten zuen, gero La Cabreran zehar Somosierrako mendateraino igotzeko. Mendatea gainditu ondoren, Gaztela Zaharreko ordoki amaigabeetarantz jaisten zen eta, Ebro ibaia gurutzatu ondoren, Euskal Herrian sartzen zen, eta hortik Frantziara.

Gasolindegian “ONGI ETORRI” jartzen zuen kartel itzela zegoen eta, adin txikikoa zen arren, irakurtzen bazekien haurrak zera galdetu zion osabari:

—Osabatxo, zer esaten du hortxe? Ez dut ulertzen.

—Ez duzu ikusten, gizona. Euskara da eta gasolindegia izango da, uste dut –erantzun zuen osabak nekez, arretarik jarri gabe.

Aita eta osaba jaio ziren garaian, ikasketak aberatsen gauza ziren eta nahiko zuten irakurtzen, idazten eta kontuak pixka bat jakitearekin gidabaimena ateratzeko. Bere asmoa zen gurasoak eta aitona-amonak baino hobeto bizitzea eta, honela, seme-alabei bizitza hobea eskaintzea.

Egun hartatik aurrera, “ongi etorri” beti izan zen gasolindegia haur harentzat.

2.- Chauchau-a (1972)

Laino itxiak dena estaltzen zuen mutilak begiak ireki zituenean, eta furgonetako leihotik begiratu zuen. Motorraren zaratagatik izan ezik, kotoi-hodei neurrigabe baten barruan geldi zeudela zirudien. Aitak gau osoan gidatu zuen eta Aretxabaleta deitutako leku



batera zihoazen. Mutilaren amonaren anaia han bizi zen, beste hainbeste emigratzaile extremadurar bezala, Euskal Herrian lana aurkitu zuen-eta.

Aitak, gauean, Madrilgo Udalean lan egiten zuen, eta goizetan garraioan; beraz, eta bidaia luzeagatik ez zuen nekerik nabaritzen. Arratsaldeetan bakarrik lo egiten zuen.

—Aitatxo, non gaude? Asko geratzen da? –galdetu zuen.

—Duela tarte on bat Ebro ibaia gurutzatu dugu eta laster Gasteizera iritsiko gara. Lehengusuak, Conce eta Domingo, Mendizorrotzan bizi dira; haiekin gosalduko dugu eta gero osaba-izeba Benito eta Catalinaren etxeraino jarraituko dugu, Aretxabaletara.

—Mendizorrotza. Hau izentxoa, nahiz eta bestea ere ez den erraza –pentsatu zuen.

Aretxabaletara iritsi zirenean, eta osaba Benito eta izeba Catalina, bere emaztea, ezagutu ondoren; herrian bueltatxo bat ematera joan ziren lehengusu Miguelekin. Miguel aitaren lehengusua zen, baina mutila baino urte bat zaharragoa besterik ez zen.

—Aizu Miguel, jendeak oso arraro hitz egiten du hemen, ezta? –esan zion lehengusuari.

—Bai. Euskara da eta ikasiko duen amaren semerik ez dago, oso zaila delako.

Osaba Benito eta aita taberna batean zeuden eta, etxera igo baino lehen, han sartu ziren. Osaba Benitok galdetu zion:

—Beno, iloba, zer iruditzen zaizu jende honen hizkuntza? Egia esan, jende bikaina da, baina, nik diodan bezala, "chauchau-arekin" hasten direnean, ez dute ezta haien artean ere elkar ulertzen.

Etxera iristean, erabat ustekabean harrapatuta geratu zen. Haren aurrean, lanpasean idatzita, "ongi etorri" hitzak zeuden.

—Aizu, osaba, zergatik esaten du gasolindegia lanpasean? –galdetu zuen.

Osaba Benito barre egiten hasi zen eta esan zuen:

—Ez gizona. Euskara da eta ongi etorria esan nahi du. Nola bururatu zaizu gasolindegia esan nahi duela pentsatzea? A zer nolako irudimena daukaten umetxo hauek!

Umetxoa! Hamabi urte zituen jada eta hura, bere akatsaren lotsari elkartuta, kolpe ikaragarria izan zen bere nerabe buru-estimurako.

3.- Tutera (2011)

Zuela bost urte buruz burukoa izan zuela "Andre Zaharrarekin" (heriotzarekin) eta jardueraren bat hasi nahi zuen, denbora asko zeukalako azterketa medikoen artean. Emaztearekin abiatu zen Tuterarantz; bizitzaren zirkunstantziek ekarri zuten honaino aurreko urtean. Autoko irratiaren aurre-sintonien bat sakatu zuen eta, une horretan berean, airea soinu arraro eta guturalez betetzen hasi zen: "chau, chau, irratia, eta, chau... ". Jada heldua zen eta hura euskara zela ezin hobeto zekien; eta, bat batean, bere haurtzaroko oroipen haiek memoriara etorri zitzaizkion, "ongi etorri" gasolindegia eta osaba Benitoren "chauchau"-a. Une hartan berean erabaki zuen hasiko zuen zeregina.

Eta hemen nago, lehengusu Miguel, Tuterako Hizkuntza Eskolan euskara ikasten; eta esan nahi dizut, nahiz eta zaila den, hizkuntza hau ikasten duten lagunak badaudela. Hemen gutxi gara, egia da, eta ia familia bat gara zeinean, guztietan bezala eta arrazoi desberdinengatik, partaide batzuk joan diren eta beste berri batzuk etorri diren, baina ez ahaztu esentzia flasko txikietan gordetzen dela beti.

Oztopoz betetako bidean murgilduta gaude, baina pixkanaka eta irakasleen laguntzarekin gaindituko dugu eta, gainera, "chauchau" hori ulergarria egiten ari da eta bere musikaltasuna gure belarriak laztantzen ari da.

Bide horren amaieran ate bat dago eta haren aurrean lanpas batean "Ongi etorri" esaten du. Lanpas horren azpian atea irekiko digun giltza ezkutatzen da. Behin irekita, euskal kulturarako eta tradizioetarako sarbidea ahalbidetuko digu, lehen eskutik eta bitartekaririk gabe.

Euskaldun berriak bihurtuko gara eta gure ahaleginarekin zerbait barkaezina saihesten lagunduko dugu: Erribera eskualdeko euskararen desagerpena.

Anima zaitezte! Ahalegina handia da, baina saria are eta handiagoa izango da.

Kontakizun hau ez litzateke posible izango Imanolen laguntzarik gabe. Eskerrik asko, bihotzez.

Jesús Cáceres – Alumno de euskera NI



A check the queen or Les aventures et les mésaventures d'Elisabeth II en la France révolutionnaire



It is widely considered that dreams are a simple reflection of our own subconscious, but this dream remains so vividly in my mind, that I still don´t know if I am awake or this dreadful nightmare keeps on living.

It was a nice spring morning; clouds, wind and rain were my only companions in Balmoral. I felt like having a tea with the delicious "M&Ms" that my grandson Harry had left last Saturday night. They tasted funny; but anyway, I gulped them down.

Afterwards, I decided to go for a walk through my garden with Monty, my favorite dog. Suddenly, a peculiar fog surrounded me and out of the blue I was abducted to find myself in a bizarre place where everybody spoke a strange but pleasant language.

I observed those people were dressed in horrendous rags, holding wooden sticks and pushing me with them towards a magnificent fortress. Considering the situation, I wisely decided to take off my crown.

- LIBERTÉ POUR LA FRANCE!!! MORT POUR LA ROYAUTÉ – They yelled.

One of them stared at me with a hateful look.

- QUI ÊTES VOUS? QU'EST-CE QUE VOUS FAITES ICI?

- Excuse me, could you be so kind to repeat your question to me, please? I'm afraid I am not able to understand your kind words - I replied politely.



- QUI ÊTES VOUS? QUEL EST VOTRE NOM? - A brusque lady shouted at me in a menacing way.

- ELLE EST UNE D'EUX !!! - Screamed a little boy.

I was rudely grabbed by one of them and pushed to a peculiar place. Never had I thought that I would be led to such a dark, smelly and crowded place.

- Bonjour, Madame. Je suis Louis XIV et Marie Antoinette c'est ma femme - A gentleman in a sweet and friendly voice said.

Surprisingly, I could understand and communicate with him.

- Je suis Elisabeth II, la reine du Royaume-Uni. Je ne sais pas qu'est que je fais ici. - J'ai de mauvaises nouvelles- he told me - Ils détestent la monarchie! Nous allons tous mourir!

- That is impossible, my dear colleague! My people love me- I insisted.

- Je suis aussi beaucoup aimé par mon peuple mais maintenant les gens nous veulent tous morts...

In that very moment, a group of vulgar people forced all of us towards a crowded square where a dark wooden structure seemed to wait for us.

I felt briefly relieved as this entire mob cheered us up shouting:

- MORE FOR MONARCHY!!! MORE FOR MONARCHY!!!

But a lovely man with a black hood on tapped on my shoulder whispering:

- Excuse-moi, ils dissent "MORT POUR LA ROYAUTÉ".

- Oh my God, Je suis désolée. J'ai mal à la tête.

- Ne vous inquiétez pas, J'ai un remède infaillible. Baisse la tête ici…

- Granny, granny… wake up… you are sweating. Are you ok? You look a bit uneasy. Have you seen my chocolate sweets?

- Oh my God, Harry, I´m so glad to see you!!! I had such an awful nightmare… I ate your chocolates. Are you sure they weren´t expired?

- Ummm... I'm not aware… I really don´t know what you are talking about, dear granny…

- Oh Harry, I'd rather have my own daughter in court than suffer this nightmare again!!

Moral: Never ever take your grandson´s "sweets"

Queens

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Spine-chilling experience !!!



We suggest a "day job" as a mechanic. If you like Harley-Davidsons, you'll have a great time among so many of them and you could customize your own.

What makes this stay with Jax Teller so engrossing are the rival gangs and allies that SAMCRO has.

You will be in touch with all kinds of people with many different accents. The Mayans, the wetbacks, whose main business is the heroin trade. The One-Niners, the African Americans, a street gang who buy their weapons from the Sons of Anarchy and the Russian Mafia. And the international connection is True IRA. They not only supply guns, they also engage in the trafficking of babies.



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Work hand-in-hand cooking meth with the great Walter White. You should not take your eyes off his alter ego, Heisenberg.

You will lend a hand to Skyler, Mr. White´s wife, with her laundry... her money laundering.

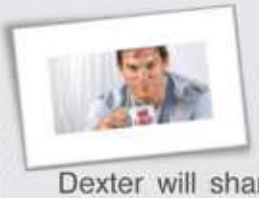
Join up with Hank, Mr. White´s brother-in-law, and his fellow DEA agents and dismantle a clandestine meth lab. Eventually it could happen to you

And if you find yourself in trouble, better call Saul.

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Carmen Casas y Ester Doiz
Alumnas de inglés 2NA

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Meeting Jane Goodall

Last 2013 the Museum of Human Evolution in Burgos was honoured by the presence of the British primatologist Jane Goodall. I was very fortunate to go into the auditorium, as 300 people had no option but to watch her lecture on TV.

As soon as she started talking, she apologized for not speaking Spanish. Nevertheless, she greeted us with a pant-hoot, the way in which chimps say hello.

Her passion for animals began when she was a child. At the age of eleven, she read the book Tarzan of the Apes and she fell in love with the protagonist. However, Tarzan chose the wrong Jane and



Goodall became extremely jealous.

During her stay in Burgos, Goodall visited the museum and the archeological site of Atapuerca. That visit made her have a flashback to the years when she was working with the prestigious archeologist Louis Leakey, who was studying the human evolutionary development in Africa.

Leaky was interested in the study of primates´ behaviour because that could help us to understand the behaviour of our ancestors. Thus, he sent three young women, the so-called "Leakey's Angels", to work with three different species of primates:

Jane Goodall.....Chimpanzees
Dian Fossey .....Gorillas
Biruté Galdikas .....Orangutans

While Jane Goodall was living together with chimpanzees, she could do important researches. First, she discovered how chimpanzees could make different kinds of tools although humans were the only species that had been considered to have that ability at that moment. For example, chimpanzees used straws to fish termites from underground. Second, she could observe how the different gestures and postures of their non-verbal communication were like ours.

For instance, hugging, kissing or patting one another on the back.

Nowadays, she is an activist who tries to improve the world by means of different programs:

- TACARE: It tries to save the environment cooperating with villagers to supply basic needs such as clean water, health care or education.

- Roots & Shoots: Different children groups want to foster respect for people, animals and the environment around the world.

- Mobile phone recycling campaign: Society can contribute to reduce the demand for coltan. This is a mineral which is used in mobile phones and its extraction has terrible consequences for environment.

I should also like to point out that she has received prestigious awards such as Dame Commander of the Order of the British Empire, Messenger of Peace from United Nations and Prince of Asturias.

At the end of her lecture, despite the fact that she is a celebrity, she was very modest and signed a lot of autographs for spectators.

Roberto Alfaro – Alumno inglés 2NA

EOI wildlife II: The perpetuation of the species

Following the overwhelming success of our last year's article, we have been asked to continue analyzing the EOI Wildlife. If you happen not to be a certificate hunter, a bored teenager, a mature socializer, an involuntary leisured, a domestic artist, a couple of modern parents, or a simple culture vulture, you may find yourself in the new group called Love Hunters. How to identify one of these members?



This is their strategy:

Step one: The first week they usually sit down in the last row of the classroom, keeping an eagle eye on their prey to-be.

Step two: The third week our rascally hunter will always be the first to turn up to make sure they will sit next to their target. At this moment, the courting starts.

Step three: Depending on the victim's skills, the love hunter will take the role of intellectually handicap or language rock star.

Step four: From then on, the chaser and their prey will go home together, later they'll go out to have a drink in different pubs and finally they will have a date to prepare minisagas, talks, writings and so on. If the thing jells, the mating dance ritual begins.

Two students share their personal experiences at school:

• "The soldier of love" tells us what happened when he was a French student at the EOI in Tudela.

"I assume I am not a culture vulture, but just a vulture. I can't help losing my mind every time I see a woman. When I focus my attention on a girl, I do not hesitate to deploy my entire seduction arsenal. I set a goal and I have to shoot my love bullet. It's my duty. That's why I call myself the soldier of love. And I've never missed the target. Until last year I'd have never thought this could ever happen to me, but I fell for my French teacher. I had urge to bring her some chocolates with a love note, and so did I. Unfortunately, I was turned down. But the chocolates were not brought me back".

• Leti explains her happy ending:



"As I was not admitted at English lessons, I decided to practice English with Paul. Meanwhile, I started to learn German at the EOI. There, I met an old classmate from high school. I really was not a love-seeking soul, but it could be said that love found me. We got back in touch and resumed our friendship. Little by little, beer after beer, our friendship turned into love. Nowadays, we are happily married and we have two children. I got my Prince Charming. No doubt the school is part of my life."

Because contrary to what it is commonly believed, Cupid does not speak either French or Italian. It is said that in Tudela's EOI, German is the most fruitful language for love.

Félix Escribano y
Javier Lainez
Alumnos de inglés C1

Approaching musictherapy

Music is creativity itself. It is a tool that allows cohesion between different human beings and, at the same time, it offers a personal space to each one of us for personal development. Music is a universal language, understood by everyone, and it arrives directly at the heart, touching us deep inside. Undoubtedly music belongs to humans since their roots and it accompanies them until the end.

The use of music in therapeutic terms is called Musictherapy. The therapeutic treatment is a process established between therapist and client. That is, it is not possible to talk about Musictherapy if it takes only one session. A therapeutic bond must be built between therapist and client, firstly with a light contact and afterwards trusting each other and the musical activities. That's why it is so important that a qualified musictherapist leads the process. Playing with music or simply listening to it can't ever be Musictherapy.

What can Musictherapy be useful for? It helps to create personal spaces where you can look through your conscious or unconscious emotions, allowing us to find the right tools to recover and to improve our way to overcome difficulties, facing life as it comes to us. Musictherapy aims to discover our strength and restores our functions so that we can reach the emotional balance.

Besides, Musictherapy is used to treat some physical diseases or disorders.

All in all, I would like to encourage you to search for more information in this link: http://www.agruparte.com/instituto-map.html

"Music expresses that which cannot be put into words and that which cannot remain silent" - Victor Hugo.

Mar Celaya – Alumna de inglés - grupo docentes B2



Unfair laws

Are laws always fair? Obviously, they are not. It seems to me that it is really difficult to find an agreement in many questions. All of us attach importance to different things and we defend contrary opinions in many cases. Taking this into account, how can a law satisfy everybody?

Undoubtedly, there are topics in which understanding is totally impossible. One of these is abortion and this controversy is currently in our streets. We can see a lot of people, mainly women, who are expressing their whole opposition to the government's plan to change our current legislation about abortion. They believe this is a step back in the past. And, honestly, I share this opinion.

After a great cost, we got our current abortion law. The free interruption of pregnancy has been controversial during decades. The laws have been changed several times for years and women have suffered because of this situation. We have realised that restrictive laws have not avoided abortions, in fact, unfair laws have resulted in worse conditions when practising them and trips to other countries where regulations are more permissive than in Spain. Our parents and grandparents were used to this kind of situations during Franco´s dictatorship.

Do we want to repeat this part of our history? In my opinion, this is not fair. Women's decision must neither depend on the amount of money they have and, of course, nor on their health.

All things considered, I have the impression that if our government decides to continue with its targets, we will be living unfair situations every day. What is more, it seems to me that no woman chooses to abort without a reason. It is a very hard election and, frankly, perhaps someone that today is taking the decision of banning abortion, one day finds that it is the only way to solve an awkward situation he/she is involved in.

Ana Jordán – Alumna de inglés 2NA



eTwinning: a good way to practise English

I'm a teacher of primary education who is learning and improving his English in this EOI. I don´t teach English, but I usually use this language with eTwinning. And you will be wondering… "What's eTwinning?"

According to the official site of eTwinning (http://www.etwinning.net) "eTwinning is the community for schools in Europe. eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe.

The eTwinning action promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services for schools".

As a teacher, I develop every school year an eTwinning project with other colleagues of different countries of Europe (Poland, U.K., Italy, France, Portugal…) where our pupils have the opportunity to share activities and to work together with ITC tools using English. I can practise my English through emails or videoconferencing with my partners of project. Moreover, I have been in some international meetings where most people speak English or French. I know I have to improve my English so I will understand everything better than I do now.

As an eTwinning ambassador, I have to disseminate the eTwinning action in my educational environment and this is a good opportunity to do it. If you are a teacher, you can register in the platform of eTwinning and read all information about it. There is a National Support (http://www.etwinning.es) to help you in every question you have. If you are a student, you can ask your teachers to research about eTwinning and what they are able to do with it. Then, you will find a good way to practise English (or other European languages).

Juan F. Peñas – Alumno de inglés grupo docente B2

Rekindling reading



From time to time people have wondered why reading is important, so we will see some essential reasons for starting reading or not if you are an usual consumer of this kind of pleasure that is reading.

After having been informed through thousands of words about "reading", we dare to say that wisdom is weighed by the quantity of reading and understanding inside each person. - The more you read, the more knowledge you acquired.

Reading is the way to discover new fields and horizons. This ability connects us with the world, what is more, by reading we build a more solid bridge between us and our language. It is one of the most important ways we use every day to communicate with each other. Furthermore, it is essential for the apprenticeship just like indispensable for the development and improvement in a language. Good reading skills improve spelling. It helps us to expand the vocabulary. By reading new words, we keep them in our mind for further use. This magic skill teaches, amuses and offers us a bit of freedom. As St. Teresa de Jesus said "If you read, you will manage your own life but if you do not read, you will be lead by others". Ideas written down have changed the destiny of people and nations. Words, spoken and written, are the building blocks of life. There is an old saying: "the pen is mightier than the sword".

Researches confirm that motivation is an important key in succesful reading. Currently we have several new reasons in order to keep in touch with reading but, undoubtely we have taken into account that reading trends have fluctuated over the ages, hence nowadays we can choose between diferents ways of reading: magazines, papers, books, internet, ebooks ... a lot of a funny ways for delighting ourselves. But ... where can we find the path for our motivation?

"Without libraries we have neither a past nor a future" (Ray Bradbury). Libraries play a very important role in society and they boost our reading motivation and our knowledge. Libraries also provide people with free opportunities for learning, travelling beyond the future, drawing back to the past or moving to the other side of the word through books, magazines and newspapers.

To sum up, reading is a must for all of us. Undoubtely, we have the tools and decision is in our hand. Reading, reading, reading … learning and dreaming.

Marian Elias y Pili Osta
Alumnas de inglés 2NA

My town: Corella

I live in a beautiful town called Corella, located in the south of Navarra in the north of Spain. It is near the rivers Alhama and Ebro. The most important town near Corella is Tudela, the capital of the Ribera. Corella has about eight thousand inhabitants.

The climate is hot and dry in summer and cold in winter, although it never snows. It sometimes rains in spring and autum. We have two artifical lakes: Estanca and Estanquilla where we keep water for the fields.

There is a museum of Arte Sacro, a cinema, two sports centres and four churches. The most beautiful one is the church of Saint Michael, patron saint of Corella. But Corella is very famous for its barroque palace houses.



These palaces are beautiful but some of them are neglected. There is also a big park in the city centre where children play games on the grass. There are benches where old people sunbathe.

You can also eat or drink something in a lot of bars and restaurants. The typical food is white asparagus and red cardo with the best wine. For dessert, you can eat red cherries, a buñuelo with some sweet wine, moscatel, from Camilo Castilla wine cellars.

A popular event is the religious parade of Easter, where five hundred people participate. It is amazing!

I like my town because I was born here and my family and friends live here, but when I become an old man I would like to live in a big town near the beach although I will visit Corella once a year to see the Virgen del Villar and eat calderillo.

Javier Ciordia – Alumno inglés 2NB

The two buckets

I went to India last summer. It is a beautiful country. People are very friendly and little by little I got to know their cultures.

One night after dinner, we were sitting ouside. The night temperature was mild. There was an old man next to us, dressed in an old T-shirt and his dhoti, and he was curious about us. He sat near us and began to talk in Telugu, his mother tongue. We couldn't understand a word, but fortunately, we had a friend who spoke both languages, Telugu and English. Before all this, we were talking about Hindu people and their lifestyles. I realized that they believe in fate and what is allocated to them in life. They neither complain about their poverty nor to the social castes in which they are born. They do not imagine any improvement for themselves. Anyway, this old man, Pramud started a conversation and told us a tale that I had never heard before. Obviously, my friend Satya translated.

"In his hometown, a water carrier man had two large buckets hanging from each end of a long stick, which he carried on his shoulders.

One of the buckets had several cracks in it, while the other was perfect. By the end of the long walk, the perfect bucket still held all of its water, but the broken bucket had only half its water left.

For two years the water carrier did this daily. The perfect bucket was, of course, proud of its accomplishments –it fulfilled its purpose perfectly. The poor cracked bucket, however, was very ashamed of its imperfections and miserable because it could only do half of everything it was supposed to do.



After two years, the broken bucket spoke to the water carrier mansaying, "I am ashamed, and I want to apologize to you because I can only deliver half of my load because of my cracks and you only get half of the value you should receive".

The water carrier man said compassionately, "On our journey back home I want you to notice the beautiful flowers that grow along the way".

The flowers were indeed beautiful, but he was embarrassed because at the end of the way, the water bucket was only half-full.

The water carrier then said, "Did you notice that the flowers only grow on your side of the road? I have always known that your bucket had cracks and I wanted to see the positive side of it. So, I sowed flower seeds along the path and every day you watered them. For two years I have been picking up these flowers to decorate the altar of our God. If you weren't exactly as you are, it wouldn't have been posible to create this beauty."

There are many ways to encourage people. He who has ears to hear, let him hear.

Rafael Pérez – Alumno de inglés 2NA

Meeting point: EOI Tudela



I used to read the magazine of Tudela´s school and I sometimes wondered about contributing to it. But, how?, because writing in an official magazine is a daunting task!!! Official Schools of Languages are known to teach different languages to their students. This is the main objective. However, in my opinion, this kind of schools have another extrinsic objective: social relationships.

The Official School of Languages of Tudela can be considered a melting pot. Students of different ages, towns, countries, cultures, etc, coexist here. Even more, teachers must deal with opposed ideas, feelings and thoughts in many cases. And this is the point I´m going to write about. I´ll try to cut it to the chase in order not to bother you much!!

As I said before, teachers have to use the diversity of their classes. To my mind, it´ll be the recipe to success. I´m used to hearing my teacher saying: 'mingle, mingle!' or 'Change of classmates, make my day!'. She is mainly trying two things. Firstly, the socialization among her students and secondly, that these understand and debate the topics that she suggests. In other words, using the language, in this case English, is a means of making classmates know each other.

To be honest, this strategy can take the best of us. If it isn´t broken, don´t fix it!! The more experiences we share, the more we learn about each other. Anyway, I have to admit that this point is like banging our head against a brick wall because the human being is a creature of habits and we always sit in the same seat.

As for the relationships among students, I´m convinced that they are caring enough. If the atmosphere in class is suitable, the relationships will be friendly. Otherwise, if you´re off-colour with your mates, you´ll try to avoid debates and activities in groups. That is, relationships among students and the atmosphere of classrooms go hand in hand.

By the way, the kind of activities suggested by the teacher are essential. Way back, teachers used to teach by means of theoretical methods, explaining grammar and memorizing never-ending lists of vocabulary. Fortunately, today´s modern methods of teaching have appeared placing oral skills on top. So, the number of hours that students are in contact with speech is higher than in the past.

In a nutshell, not only should the language school focus on languages, but it has to achieve the extrinsic objective too. It is a new sense of learning, where different matters or ideas can strengthen the idea of true multiculturalism. It is high time Spanish schools of Languages pulled their socks up and they got adjusted to the new ages. I reckon that Tudela´s school is taking the bull by the horns on this matter.

Javier Arellano – Alumno inglés 2NA

C1 reading group



A book club, also called reading group, is a group of people who meet regularly to discuss books they have read and express their opinion. They may meet in private homes, libraries, online forums and in pubs or cafes.

In order to learn about the origins of these nowadays popularized reading groups, we must look back to the 18th century. Although book discussions are as old as books themselves, the first book clubs were created in that epoch. Some of these groups were formed by upper class men as a means to socialize, but others were created by less wealthy but also literate groups of people who collected money in order to buy books, as they were expensive.

According to some sources, the earliest book discussion club was created in the late 19th century, around 1877. Its members where elitist old ladies from a small town in Illinois (the club still exists today). Other reading groups were founded later in the 1900s, firstly for men, but also for women and even school book clubs for children.

Our C1 reading group started last December. We were eight students the first time we met - all of us women - to discuss "The reluctant fundamentalist" by Mohsin Hamid. After that, at the end of January, we met to talk about the famous novel by George Orwell "1984". Our aim is to meet at least once every two months. The next book to be read is chosen at the end of the session by mutual agreement.



We meet at the school cafeteria, and the meeting lasts for about an hour and a half. We bring drinks, usually tea or coffee and some biscuits, as well as homemade cakes.

As we have had a really good experience in the reading group, I encourage everyone to attend one or even to form a new club. It can help you to understand the books you read, to have another point of view and to realize how many details you had missed when you first read it. As Charles William Eliot said "Books are the quietest and most constant friends; they are the most accessible and wisest of counsellors, and the most patient of teachers".

Diana Catalán – Alumna inglés C1

¿Qué cambiarías de la EOI Tudela?
What would you change at the EOI Tudela?
Que changeriez-vous à l' EOI Tudela?
Was würden Sie an der EOI Tudela ändern?

Se dice que la distancia es el olvido, y por suerte muchas veces lo es. Sin embargo, la distancia es también la ocasión para liberarse de la presión que suponen los odiosos exámenes y los ansiados certificados, la oportunidad para despojarse de prejuicios y visiones parciales.

Por ello, la opinión de los antiguos alumnos no puede caer en el olvido y debe convertirse en un valioso instrumento para renovarse y quizás, por qué no, para ejercer el sano ejercicio de la auto-crítica.

JULIO MAZARICO
Ex alumno de inglés



I would not change anything, anyway I would add cultural activities, courses, lectures, concerts, films, so that EOI would become an active cultural agent of Tudela, beyond their academic importance.

Yo no cambiaría nada, de todos modos añadiría actividades culturales, cursos, conferencias, conciertos, películas para que la EOI pasara a ser un activo agente cultural de Tudela, más allá de su importancia académica.

SONIA RUPÉREZ
Ex alumna de francés



Je souhaitterai qu'il existe la possibilité de classes semi-présentiels (mixtes) pour faciliter l'accès á l'école de langue officielle pour ceux qui travaillent ou bien pour cause personnelle ne peuvent pas assister au horaires établis.

Me gustaría que existiera la posibilidad de clases semi-presenciales para facilitar el acceso a todos aquellos que, por circunstancias laborales o personales no pueden acudir a clase en los horarios establecidos.

FERNANDO LUNA
Ex alumno de inglés



Bearing in mind that EOI formation is accepted currently as one of the best offers in Spain, in my opinion, required level to pupils should be higher than it is.

Teniendo en cuenta que la formación de la EOI se entiende como una de las mejores ofertas actualmente en España, en mi opinión, el nivel exigido a los alumnos debería ser superior al que es.

MARTA ARIAS
Ex alumna de alemán



Ich würde gerne wieder zur Sprachschule gehen, zum Auffrischen und Erweitern meiner Sprachkenntnisse. Deshalb wäre es sehr gut, wenn die ehemaligen Deutschlerner als Gasthörer wieder am Unterricht teilnehmen könnten (nicht nur an den Konversationskursen), obwohl sie schon bestanden haben. Ich möchte auch, dass die Sprachschule das Niveau C1 Deutsch anbietet.

Me gustaría poder volver a la EOI para refrescar y ampliar mis conocimientos. Por eso estaría bien que los antiguos alumnos de alemán pudieran participar como oyentes en las clases (no solo en los cursos de conversación), aunque ya hayan aprobado. Me gustaría también que la EOI ofertara C1 de alemán.

HORACIO TELLO
Ex alumno de inglés y francés



Je pense que l'école dévrait prendre nouveaux défis, tels que l'expansion de la gamme de langues (japonais, chinois, italien, russe) , et aumenter le nombre d'activités (théâtres, conférences) et de films par rapport au ciné-club Muskaria

Creo que la escuela debe asumir nuevos retos, como la ampliación de la gama de idiomas (japonés, chino, italiano, ruso) y aumentar el número de actividades (teatro, conferencias) y las películas con respecto al cine Club Muskaria "

ANONIMOUS
Ex alumno de inglés



I was a humble English student and the pressure of certificate hunters was unbearable. There should exist the option to learn a language without the overwhelming tension of exams, learning just for pleasure.

Yo era un humilde estudiante de inglés y la presión de los "cazadores de títulos" era insoportable. Debería existir la opción de aprender un idioma sin la abrumadora tensión de los exámenes, aprender simplemente por placer.

Queens

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