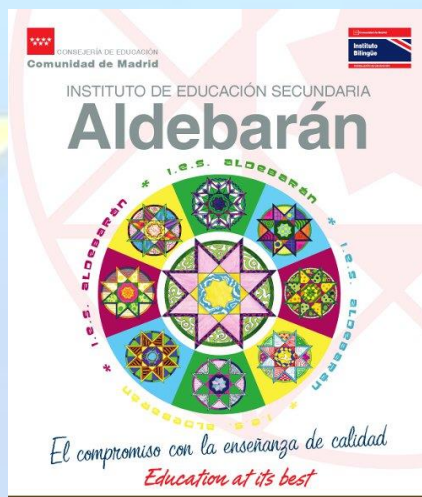




Erasmus+

CHANCE CULTURAL HERITAGE AWARENESS FOR NETIZEN COMMUNICATION IN EUROPE



THIRD PROJECT NEWSLETTER

The third mobility took place from 25th to 29th March 2019 in IES ALDEBARÁN, Alcobendas, Madrid, Spain.



At the Royal Palace.

The Secondary School IES Aldebaran hosted the students and teachers of the participant countries, Croatia, Italy, Hungary, Greece and Poland in the third and last mobility of the first year of our Project.

After all the meetings, planning and brainstorming sessions, in other words, all the work, which our team had excitedly arranged for the mobility, finally, the moment had come.

The school headmaster Pablo Ortega, and the Bilingual Coordinator likewise of the Project CHANCE, Pilar Darder gave a welcome speech which triggered all the activities to come.

Students practiced their speaking and writing skills through cross-curricular workshops, most of them based on CLIL techniques. Debate and drama skills were also developed. They learnt about one another's cultural heritage, all of it in a friendly and warm atmosphere.

Everything turned out to be a great success and a real pleasure for the Spanish team to host these wonderful teams.



BEFORE THE MOBILITY

As it was decided in the second mobility in Italy, students had to comment on literary excerpts of the other countries. Each country was assigned another country's text. These are two examples:

Croatian essay on the Italian author, Edmondo De Amicis

Edmondo De Amicis was an Italian novelist, journalist, poet and short-story writer. He was also a narrator, songwriter, traveller, teacher, officer, war journalist and a fighter for the liberation of the Italian territory from Austria. Born in the north-eastern part of Italy, he went to the Military Academy of Modena and became an officer in the Kingdom of Italy. His first work "Military life" was published in 1868 by the journal of the Ministry of Defense. In 1870 he became an associate of the Roman journal "La Nazione" and started writing travelogues: "Spain" (1873), "Monaco" (1876), "Constantinople" (1878).

His best-known book is "Heart", a children's novel published in 1886. The novel achieved 400 publications in the first two decades in Italy alone, and it soon became popular across Europe. It brought De Amicis world fame and was translated into all European languages, including Croatian in 1888. "Heart" describes one school year through the eyes of an 11-year-old student. It was inspired by De Amicis sons Furio and Ugo who had been schoolboys at the time. The novel does not have a real plot. It is a diary of a boy named Enrico, third year student at a boy's primary school in Turin. The novel could also be referred to as "The diary of one class" or "The chronicles of one school year". The school days are passing quickly, filled with children's laughter, reading, small arguments, friendships, surprises and happiness. The boys are just discovering the world around them and learning to live in that world.

"Separation" is the last chapter of the novel "Heart". This part tells the story about two boys separating at the end of the school year. Separation is very emotional, and the feelings between the boys are real and honest. They know there is a long summer ahead of them, they do not know what the future holds, and they wonder if they will ever see each other again. The end of the school year also separates them from their favourite teacher. It is very interesting that the teacher even asks the children for forgiveness in case he did or said something that could have hurt them. The sadness caused by the separation is almost palpable and one can really feel the strong bond between the children and the teacher while reading this part. It is safe to assume that they have experienced many adventures together.

The message of the book is clear. Hard work is the foundation of all human values, regardless of one's class or title and through most of this novel the writer glorifies hard work. Duty, responsibility, discipline, respect for authority, simplicity and modesty are virtues that are equally respected by the rich and the poor. The source of these virtues is neither misery nor abundance, but general understanding that spiritual goods are more valuable than material goods.

Today's readers might consider this book to be a bit too strict as there is no place for children's mischief. Even the slightest offense is gravely reprimanded. Today's kids might wonder how the children back then in 1881 could endure such harsh living conditions and survive living like a bird in a cage. However, despite the evident upbringing differences between today's teenagers and the 19th century ones, the reader, regardless of his age, enjoys the nostalgia of never returning old times.

ESSAY on The Beard -Janko Polić Kamov-(GREECE on CROATIA)

Recently we read a novel by a Croatian Writer and poet **Janko Polić Kamov**. **Kamov** was born in November 1886, in Rijeka. He was temperamental and undisciplined. Rebellious by nature, he was expelled from the high school in Rijeka and continued his studies in Senj, where he was also thrown out of the gymnasium. In 1902 he moved with his family to Zagreb where he finally ended his high school education. In 1903 he was in jail for several months for taking part in a demonstration against the Hungarian governor. He took his name Kamov from the biblical figure of the cursed Kam. He lived in a bohemian and adventurous way of life and he travelled a lot. His literary work was significant because he was an innovator on thematic and linguistic style writing often with negation of tradition. He contributed a lot to the avant-garde literature. Although he died at the early age of 24, he is considered one of the most important Croatian writers of all time.

The main character of the novel is a man with a beard. In the first part the man describes the reactions of his environment towards him, while he had the beard. The girls did not like him, as he seemed with the beard older like a 30 years old person, although he was only 20. The second part refers to the description of how the environment reacted when he shaved his beard. Everyone appreciated it. Then he decided to change his life. He found an apartment and fell in love with his landlady's daughters. The others liked him but he could not find inner peace. He spent all his money and stayed in his solitude. He decided to have his beard grow again. The story ended with the man wondering about his identity.

The narrator describes a small event of shaving his beard. What seems common to everyone, for the character of the novel is something more. It influenced the direction in which his life was moving. The problems of human identity and everything that affects it are dependent on external factors? What the writer concludes is that identity is changeable. However, the problem is "What do we do if we ourselves are not sure who we are?".

We have in Greek literature novels describing the influence of physical appearance to someone's life. The novel by Georgios Vizyinos, *Moscov Selim* talks about Selim's life when his mother, dressed him in feminine clothes and raised him as a girl. We found similarities in both novels such as the agony of a person to understand his/her true identity through its constant changes.

MORE WORK BEFORE AND DURING THE MOBILITY

They had to present highlighted literary figures of their own countries. They also read a short extract in their own language and created a game to check the audience understanding on the topic. Interviews to local authors were also carried out and then reported.

MOBILITY DAY BY DAY

MONDAY

At first we had a little presentation in the library and we met all the students of each country. Then we took a bus to the centre of Madrid and we had a tour, we saw the Cibeles, the Madrid Town Hall and many other interesting monuments. Then we went to The Prado Museum and we did a little game there that consisted of looking up data on the pictures and answering the questions they gave you, the team that respond first won a prize. Then we went back to school. It was a very funny day! After lunch, we had the rehearsals for the concert or the play we had on Wednesday.

TUESDAY

First, we had an English class about Romanticism in which we discovered if were romantic or classical. After this, some Spanish mates gave some presentations about the Guernica and other important pieces of art in Spain. When the short break finished, we started a really fun drama workshop in which we learnt how to make a fake fight look real and how important the expression of our faces to express feelings is. We learnt this through some games in which we had to represent a place only with gestures or to recreate a fake fight between Victor Frankenstein and his monster. The other group has a workshop on Charles Dickens' *A Christmas Carol*. Finally, at the end of the day, we started to prepare the debate although not all of us would participate. During this time we were given some questions and we had to choose the proposition or the opposition team and defend why you agree or disagree on a given topic. Some people had to stay neutral and then decide which team had the best arguments. At the same time the students of 1st Bachillerato with the Italian and Polish Teams worked on a Latin Workshop based on the School of Translators. After lunch, we had the rehearsals for the concert or for the play we had on Wednesday again.

WEDNESDAY

This day, at first hour we went to the library, as always, where we finished some presentations that were left and also we prepared for our super debate, because we had it on Thursday. After it, at the second period the people from 4th of ESO, we went to our regular classes, we had Biology, but the people from the other countries stayed at the library with 1st of Bachillerato students doing something related to creative writing, a literary contest.

When the first break ended, all the people from the Erasmus went to the Pablo Iglesias where we performed a dance from the medieval period and a concert.

After our performance the other half of the people made a short theatre, that it was great also! It was a good day but the worst thing was that we made that performance in front of all of 4th ESO!!!

But despite everything it was a fantastic day and we had a lot of fun.

THURSDAY

On Thursday, at first hour we shared our Mediterranean diet and the benefits of following it with our classmates of Scientific Culture. We were divided into groups by countries and we shared our timetables for each meal and the general contents of each one. Then we learned about the songs we have played and danced and after that we had a break.

After the break we went on foot to the Town Hall. There, the Major and his team received us and we were given a speech by him and our Headmaster too.

When we arrived at the high school we had a Maths workshop about Fibonacci, the other group had had it on Tuesday, and we played a game with beans. Just after that, the debate took place. They discussed between books and films, the debate was very frantic and finally the defenders of the books won. In the afternoon we had a party with the teachers and our parents, lots of prizes were given to the winners, we ate lots of things and we had a great time! Thursday was a very good day.

FRIDAY

When we arrived at school on Friday at 8:30 am, like the other days of the week, we met in the library and had a little introduction of what we were going to do. On Friday only the people of 4 of ESO visited El Escorial, we were organized in groups of 6, each group had a specific character related with El Escorial. The teachers gave us a questionnaire that we had to do it while we were doing the visit in El Escorial. There we visited many parts of El Escorial like the library and the gardens. If you answered all the questions of the questionnaire you would win, the group who won was given a official t-shirt of the Erasmus.

Then at 3:15 pm we went to have lunch to a Burger King and we had a very nice time. Later we arrived at our homes to have a little rest and at 6:00 pm we met all together in the telepizza and had very delicious pizzas for dinner. Finally we went to a park to celebrate the fantastic group that we had formed and also to dance and sing. I will always remember this week, all has been fantastic!

The 1st Bachillerato students went to Toledo and they also had a wonderful time! Afterwards they joined us for the rest of the plans mentioned above.

Written by the students' Spanish Team

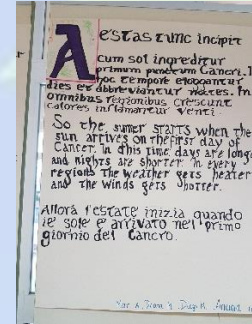
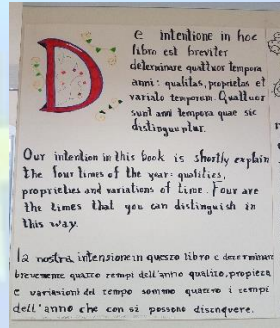
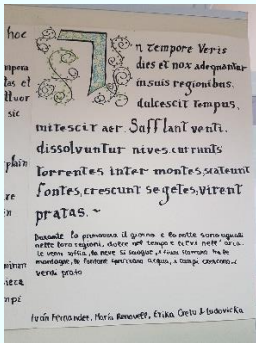


MONDAY Bus tour in Madrid.



TUESDAY Charles Dickens/ Mary Shelley Drama Workshops





Latin Workshop's results



WEDNESDAY Literary Contest. Literature presentations.



Concert and Dances



On stage, after the show.



Theatre Play.



Maths Workshop



THURSDAY Debate.



Debate.



Biology Workshop



At The Town Hall.



The Party.



FRIDAY El Escorial



Toledo

SPANISH PARENTS AND TEACHERS FEEDBACK

“This exchange allowed us an opportunity, not only for our son, but for all the family. We shared experiences, customs and love with Diego’s partner, Giuditta. She was a polite and grateful girl.

All the family spoke English all the week. We brought food to the High School party when teenagers for different countries gathered by The Erasmus Project. Our son will never forget. Thanks for this opportunity!” Written by Monika, Diego’s mother.

“We were delighted with the visit of Basia. Getting to know teenagers from other countries gives you the opportunity of knowing their habits and culture. It proved me that all teenagers are the same in every country, they have the same behaviour and concerns.

It was also a huge opportunity for me to brush up my English, which was a bit rusty.

And to finish I believe that going to another country and living with another family is really an unforgettable experience as, apart from having a lot of fun, it helps our sons and daughters to mature.” Written by Susana, Ivan’s mother.

“As a teacher involved in the CHANCE Project I would like to emphasize the quality of the activities carried out by teachers and students. These have been actors, dancers, detectives, tourists...taking part in every activity, learning different skills in the process and making all the effort worthwhile. We as teachers have also learnt and enjoyed the whole process as well. The collaboration with all the different countries has been very enriching” Isabel Blanco, Aldebarán English and Support Teacher.

“What can I say? It’s my first time in an international project and I am very impressed, especially by the students. It’s wonderful to see them talking about their countries and their culture with such enthusiasm.”

Written by María J. Sánchez, Spanish Language and Literature and Ancient Greek, Head of Studies and Director of our Drama Club.

REVIEWS OF THE WEEK

We had an amazing week in Spain. We never thought this experience would become this memorable for us. We were able to learn new things and visit beautiful places during the week, for example the El Escorial, Royal Palace of Spain or the Prado Museum. We had to perform a play with the other exchange students, which was very funny. Also, we had a debate about the films against books where I took part. We met with new people and made some lifetime friends as well. Our hosts organized very interesting programs and it was always very enjoyable. The lessons were really useful and the teachers were kind. I think our language skills improved a lot.

We are happy that we could be part of this project.

Cintia David and Tamas Kernacs from Hungary

El Escorial



Greek Review of the Mobility in Spain

On Sunday morning on the 24/3/2019 our group (students and teachers) arrived at the airport of Madrid where we were expected by the driver of a taxi to take us to our hotel and the families that would host the students.



Our students were eager to meet their new friends in Spain. As for us, the teachers, after having settled down in our hotel room, we took a walk to get to know the town of Alcobendas. We realized that it is nice area but a bit far from Madrid center. Later, the same evening, we met some of our new and old friends, and the teachers of the host school and had a wonderful dinner together.

The next morning a full week started with many activities. After the first visit to school, and some of the presentations of students, we started a tour in Madrid and visited at first The Royal Palace and Prado Museum. There was a

workshop which was very interesting, but if we had more time than one hour! It is a museum well known and famous.

The next Day, we attended lectures well organized and a very exciting drama workshop which was very nice! The organization of the activities was very well planned and helped us the teachers to be in touch with different approaches and teaching practices and the students to participate in debates and lessons different from their usual schedule.

Another thing to mention was the play. We think that doing the best out of children in such a limited time is a miracle! We admired the Spanish team for that!

But the most unforgettable visit was on the next day when we took a guided tour in Toledo and some of us in Escorial, in Toledo we saw the place that has become the symbol of the Domenico Theotokopoulos, El Greco.

Our Spanish hostesses always gave us a follow-up of the trips with very interesting and educational activities. We appreciated the walk in Madrid with the Spanish teachers and we took advantage of their enormous hospitality! The families were very kind with our students who were more than satisfied. The warmth of Spanish people was huge. We have to say that the Spanish food, we tasted was very good, and congratulations to the person in charge of your Canteen who is a treasure called Armando!

Unfortunately, the week ended and we had to fly back to our countries full of memories and new experiences.

To the whole the mobility was very instructive and we look forward to the next meeting of this very interesting programme, which will take place in Greece!

Members of the Greek team

POLISH REVIEW

Zosia:

Student exchange in Madrid within Erasmus + CHANCE was a great experience for me. First, waiting for a trip, then a little bit of stress at the airport and during the flight and finally a warm welcome given by Spanish students and their families. They were so hospitable and made me feel at home. We spent an unforgettable time working and having fun together - my favourite activities were drama classes and preparation for a live performance. Saying 'goodbye' to my host family was a very tough moment for me. I believe that memories and our friendship will last a lifetime.

Basia:

It was my first student exchange within an EU project and a great opportunity to meet new people and new culture while studying and practicing foreign language. Interesting workshops in the morning, then spending time with students from Spain and other partner countries. I gained lots of experience, improved my English and visited such beautiful places like Madrid and Toledo☺

Patrycja:

Student exchange in Madrid has changed my life - I've started to believe in myself and overcome my weaknesses. I have learnt, especially during drama classes and the debate, that everything is possible, that I can do better than I expected.

I also got to know new culture, food and music, visited amazing places and of course met new people. Laura and her parents treated me like family. I hope to keep in touch with many students from Greece, Spain, Hungary, Croatia and Italy. All the time we spent together is priceless.

Urszula Kilińska:

Wonderful and friendly people, beautiful places - Toledo on Friday made my day☺
New ideas for teaching, interesting and challenging workshops (drama class with Sky, Fibonacci sequence). Nice weather and delicious 'churros'. But the most important - engaged and creative students, working and spending their free time together.

Monika Maćkowiak:

I agree with the saying that you live and learn. I had a great chance to immerse myself in a new culture and unique Spanish habits, including 'mañana' which I didn't get at first☺
What else? Blue sky, sunshine, new tastes, specific lifestyle, open-minded and sociable people - I loved it from the very beginning. And one more thing I know for sure: I want to learn English☺



Toledo.



Drama workshop with Sky

CROATIAN REVIEW

On Sunday 24th of March we started our journey to Spain. We left at 11 am and by 10pm we were in Madrid, Spain. All of our lovely hosts were there waiting for us. We were all tired but excited at the same time. The hosts were extremely nice and offered us something to eat but I think we all just wanted to go straight to bed.

In the morning we all went to school and met a lot of students. We had a task to say to other students 3 same hobbies so we get to meet each other. That day we had a bus tour, visited Prado museum and lots of different places and by the end of the day we were all, again, exhausted. Throughout the week we practiced for the debate, theatre play and a concert. We had lunch at school after we listened to some English and Math classes. We also had a few free evenings which were really fun and all of us really got to know each other well. We then had a debate about movies replacing books which was really fun. The next day we had a party where the teachers were giving presents for the winning debate team, best speakers and so on. The last day some of us went to Toledo and some of us visited El Escorial and by the end of the day we were just getting more tired but we were so excited for our last evening together. We all met, went to have some pizza and then went to a park where we danced and just enjoyed those last moments together. Some of us went home in tears knowing this is the end but were so happy knowing we will meet each other again. In the morning we said bye to our hosts and took off. That one whole week went by in seconds. We all came home trying to remember what we were doing there but just could not remember, that is how much fun it was!

We are all so happy that we got this opportunity and cannot wait to see our hosts again. It really was a life changing experience.



The Croatian Team at Thursday's party

Review of the trip to Spain

24-30 March 2019- Alcobendas ,Madrid

First of all everyone- the School, the families and the students- welcomed us very friendly. In the morning we took part to different activities in the high school and they were all interesting. We learned new things about Spanish history, maths and biology and also about the culture of the other countries from Erasmus. The group that we created was united and it was hilarious learning words in different languages (and then teaching Italian words in return!)

The visits we did in Madrid were wonderful especially at the Prado Museum where we took part to a competition and at the park, El Retiro. There we danced all together and it was amazing.

We also had the pleasure to taste typical Spanish food like paella, tortillas de patatas and croquetas, all delicious!



On Friday we visited Toledo: a gorgeous city with lots of breathtaking views! There we saw the historical center and the synagogue as well as El Greco's museum.

We loved having a lot of free time because our Spanish host took us around Madrid and we also hang out all together in Alcobendas, where we had a fantastic time.

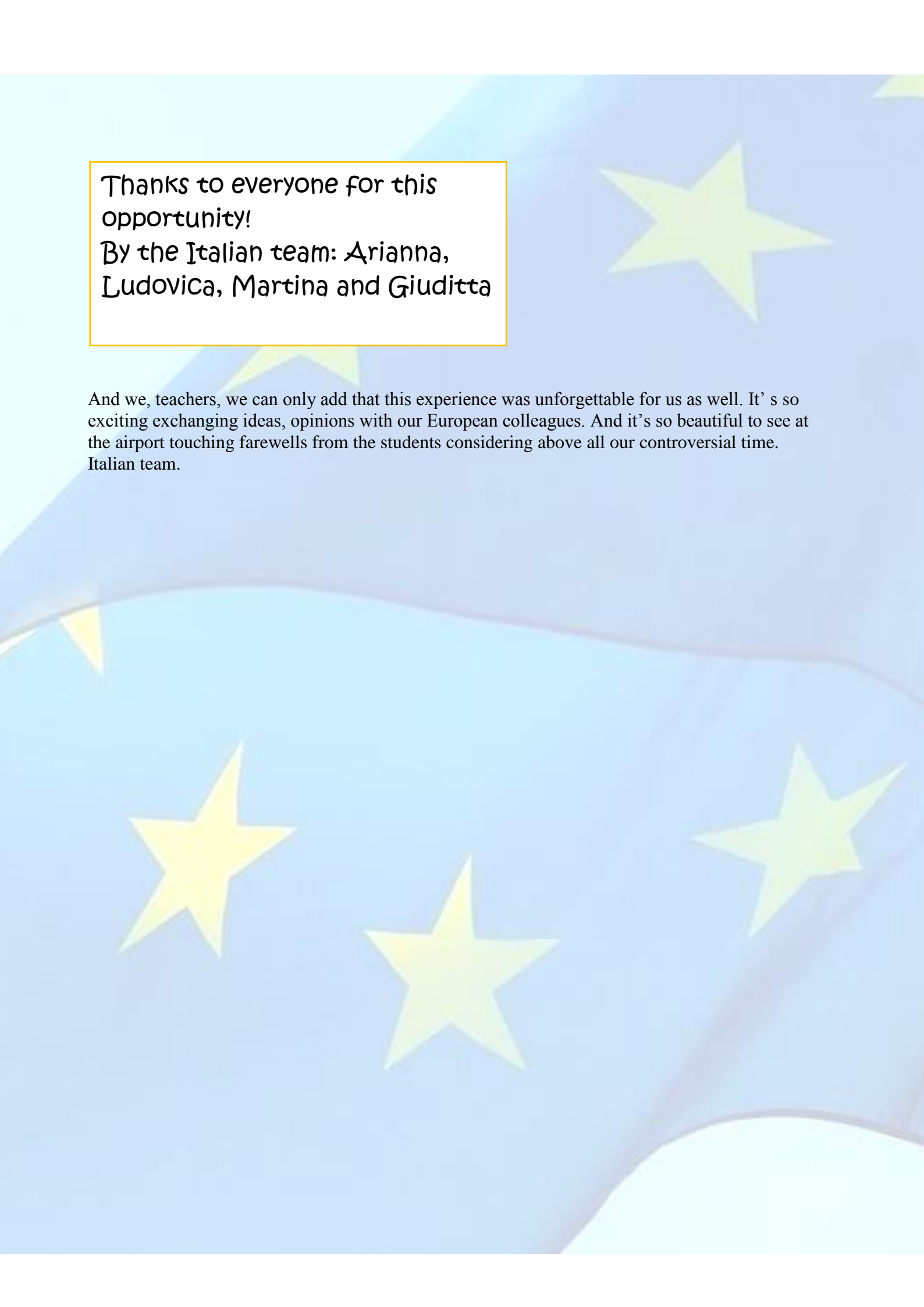
Then there was also the party at school: we received the prizes for the different activities of the week, which were some beautiful t-shirts designed by one of the Spanish girls, and we danced, again.

This experience was unforgettable for all of us: we had so much fun, we saw amazing places and we acquired some very useful knowledge.

And, of course, we made new friends from all over Europe!



THIS IS US IN EL RETIRO



Thanks to everyone for this opportunity!

By the Italian team: Arianna, Ludovica, Martina and Giuditta

And we, teachers, we can only add that this experience was unforgettable for us as well. It's so exciting exchanging ideas, opinions with our European colleagues. And it's so beautiful to see at the airport touching farewells from the students considering above all our controversial time. Italian team.

LITERATURE ARTICLES

POLAND

"All the News That's Fit to Print"

New Mateja Times

Late Edition
New York: Today, cloudy, rain, cool, high 49. Tonight, rain ends, windy, low 41. Tomorrow, very windy, partly cloudy, high 53. Yesterday, high 59, low 50. Weather map is on Page A20.

VOL. CLIV... No. 53, 2023

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SIEMIANOWICE THURSDAY 12 MAY 2019

ONE DOLLAR

Polish „Tolkien”? Will Polish writer be better than Tolkien?



Andrzej Sapkowski

Andrzej Sapkowski - Since 9 July 2008 (born 21 July, 1948) he has been an honorary resident of this town. His books were translated into many languages. In 2012 the minister of culture and national heritage Bogdan Zdrojewski awarded him silver medal Gloria Artis, granted to people who were especially distinguished to Polish culture. He was born in Łódź and he lives there now.

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Portrait Courtesy: The New York Times

His most famous literary achievement is The Witcher saga.

Awarded on the world level

- World Fantasy Award (2016) in "Life Achievement" category
- David Gemmell Award for Fantasy for "Blood of Elves" (2009)
- International Award - Eurocon Award - granted by the European Science Fiction Association (Best Author, 1996, Grand Master, 2010)
- Ignotus Award granted by the Spanish Asociación Española de Fantasía/Ciencia Ficción y Terror (two times - in 2003 and 2004)
- nomination to Science Fiction & Fantasy Translation Awards (2012)
- David Ben Gurion Award granted by the Israelite Klub of Fantasy Lovers "for fundamental contribution to fantasy" (Moscow 1997)

Updated new: nytimes.com
Tomorrow in The Times: Page D4

It's a book series about history of Geralt from Rivia. The main character is Geralt- the witcher, mutant, monsters killer, sword master using magic spells. The saga describes complicated fate of Geralt, who, by the right of surprise, related with destiny of Ciri- a mysterious kid, called "a cub from

Cintra". Their adventures and of characters they encountered take place in time of invasion of Nilfgaards Empire on North Kingdoms (Temeria, Redania, Aedirn, Kaedwen). Beyond hardships which he encounters on his way by being associated with a sorceress

Yennefer. Geralt takes part in an absolute game of military intelligence. Wanting to protect himself and his friends he tries to stay neutral in a raging world.

Continued on Page P6

IN MY HUMBLE OPINION...

Reading this saga is an incredible adventure. Sapkowski introduces us into an unprecedented fantasy world, where you can find magic, juicy ballads, unforgettable duels, pubs overcrowded with drunk awarls, ups and downs, and a certain dose of love story, not exaggerated in my humble opinion. And also the "Old Speech" deserves attention. It's a unique language, a complete masterpiece giving the series a special vibe. The novels are refined in every detail, extremely interesting, once you start reading, you just cannot put them down. Everyone who is considered to be a devotee of fantasy should read this series. I would highly recommend it. Absolutely necessary books for fantasy fans.

Based on Sapkowski's creativity were created:

- Comics "The Witcher" (released in 6 volumes in 1993-1995).
- Polish feature movie produced by CD Project RED - the most famous game is "The Witcher 3- Wild Hunt"
- card game named "Gwint" - (it's a game based on rules from "Baptism of Fire" book
- Netflix series (it will be released in the end of 2019, the main character is played by Henry Cavill known from "Man of steel" or "Batman vs Superman")

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Students from other countries in Poland PAGE A12

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Check the requirements PAGE D1

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Our students in Spain!
Let's check what they were doing PAGE C1

Test your english
Solve the test PAGE B1



ITALY

THE MAN BEHIND THE BOOKS

Alessandro D'Avenia is an Italian writer born in Palermo on 2 May 1977 he has two brothers and three sisters, his father is a dentist; he attended the classic High school and after he came in Rome to study at the Classic Literature University. After his degree he obtained an Ancient World Anthropology Ph.D at the University of Siena. After accomplishing a master, he started to write screenplays and he also won some prizes for this.

Then he started to teach at the high school. In 2010 his first book was published : *White as milk, red as blood*. That's a beautiful story told by a young dreamer, Leo, who is in love with an awesome girl and her shiny red hair, but he can't find the courage to admit his feelings. When eventually he does it, she will help him to understand what his heart is telling him and the difference between love and passion: both are red as her hair but they also have such different meanings.

“Quella dei sogni è una balla colossale. Lo sapevo. L'ho sempre saputo. Perché poi arriva il dolore e niente ha più senso. Perché tu costruisci, costruisci, costruisci e poi all'improvviso qualcuno o qualcosa spazza via tutto. Allora a che serve?”

“Stories about dreams are a colossal lie. I knew it. I've always known it. Because after it gets painful and everything turns into being meaningless. Well you build, build, build and after suddenly someone or something arrives and destroys everything. Then what's the point?”

This is a quote from his book that later has been the inspiration for a movie with the same title. Just two years ago his last book was published: *Every story is a love story*. In this book the reader meets women who have been the lovers of important men: they have been their muses, inspiration, lovers, but also enemies and listeners to their tragedies and problems. In this book Alessandro D'Avenia stretches the pile that connects all these love stories starting from the oldest one: the story between Orpheus and Eurydice.

“l'amore salva?”

“Does love save us?”

This is the question from where the writer starts this book. I don't know if you are readers or not, but something's sure: Alessandro D'Avenia's books will enchant you!

Martina Di Nunno, Arianna Mazzieri, Giuditta Greco, Ludovica Ioffredi



SPAIN

ANTONIO MACHADO



Antonio Machado Ruiz, (Seville, 1875-Collioure, 1939) was a poet, who led a great legacy in Spanish Modernism and was the youngest representative of the generation of 98, who are known for their criticism of the Spanish literary and educational establishments, which they saw as having characteristics of conformism, ignorance, and a lack of any true spirit. They maintained a strong intellectual unity, opposed the Restoration of the monarchy in Spain, revived Spanish literary myths, and broke with classical schemes of literary genres. They brought back traditional and lost words and always alluded to the old kingdom of Castile, with many supporting the idea of Spanish Regionalism

He was member of La RAE (Royal Spanish Academy). He was one of the distinguished students of the ILE.

His early work, modernist, evolved towards a symbolist intimacy with romantic features, which matured into poetry of human commitment, on one hand, and almost Taoist contemplation of existence, on the other; a synthesis that in the voice of Machado echoes the most ancestral popular wisdom. Said in the words of Gerardo Diego, "he spoke in verse and lived in poetry."

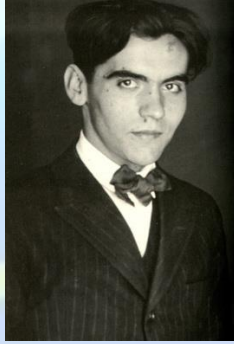
He died in exile in the agony of the Second Spanish Republic.

A small fragment of the poem called "Last night while sleeping" that belongs to "The solitude".

Anoche cuando dormía
Anoche cuando dormía
soñé, ¡bendita ilusión!,
que una fontana fluía
dentro de mi corazón.
Di, ¿por qué acequia escondida,
agua, vienes hasta mí,
manantial de nueva vida
de donde nunca bebí?

Last night while sleeping
Last night while sleeping
I dreamed, blessed illusion!,
that a fountain was flowing
inside my heart.
Say, from which hidden canal,
water, you come to me,
new life spring
from which I never drank?

FEDERICO GARCÍA LORCA



Federico García Lorca (1898, Granada- 1936, Granada). He is considered one of the Spanish greatest poets and playwrights. Lorca went to Madrid in 1919 where he entered the Residencia de Estudiantes. There he met many other artists from the generation of 27, to which he belongs; This generation is formed by a group of important and influential poets of the Spanish literature that were together between 1923 and 1927, just before the Spanish Civil War started. They used to work with avant-garde forms of art and poetry.

The works of Federico Garcia Lorca are quite systematic: poetry, drama and prose are all fed by obsessions such as love, lust and sterility. Lorca had quite a peculiar style, and he used a lot of symbols to convey the meaning of his works. Many of his symbols are related to Death, although the exact meaning can vary from text to text. The moon, water, blood, the horse, grasses or metals are the different symbols that Lorca uses to reflect the tragic feeling of life.

A small fragment of the poem called “The cry” that belongs to “Poet in New York”.

La elipse de un grito
va de monte
a monte.
Desde los olivos,
sera un arco iris negro
sobre la noche azul.
¡Ay!
Como un arco de viola
el grito ha hecho vibrar
largas cuerdas del viento

The Spanish team

The arc of a cry
curves from hill
to hill.
From the olive trees,
a black rainbow
over the blue night.
Ay!
Like a viola’s bow,
the cry has made the long
strings of the wind vibrate.

HUNGARY

Laura Leiner – a contemporary Hungarian writer we love

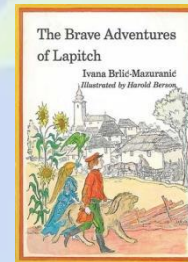
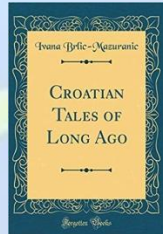
Laura Leiner is a Hungarian writer who made her publishing debut in 2005. She was born in 1985 in Buda and her birthday is on 22th April. She had gone to school in Budapest. She wanted to become a locksmith, but in the secondary school she had studied screenwriting. Her favourite writers are: Hunter S. Thompson, Douglas Adams, Rejtő Jenő, John Ronald Reuel Tolkien.

About her appearance, she has got shoulder-length brown hair and brown eyes. She's only 162 cm tall. Laura was only 18 years old when she wrote her first book in 2005, whose name is Remek. But she became famous in 2010 when the Szent Johanna Gimi book series appeared. After the series, two books came out, called Babel and Akkor szakítsunk. In 2014 a new book series had started, it was the Bexi-sorozat. She's a multiple Gold Book-award winner.

I want to talk about Szent Johanna Gimi in a few words. In my opinion, the best thing in this book is that its characters have similar qualities as we have, so we can easily imagine ourselves in the story. So, the story tells an average teenager girl's life in her highschool, called Szent Johanna. The books are written like the main character's, Reni's diary. Reni is a very shy and smart girl. She likes reading and she is always listening to old songs. But Reni makes friends easily. Her best friends are Virág and Artúr, but she gets on well with Ricsi (Virág's boyfriend), Zsolti (the boy who is always eating) and with most of her classmates. As every teenager girl has, Reni has a crush in the class. But he is totally contrary to her. He is popular, every girls' dream, he is skating, so he is the coolest person in the school. Also, Reni has a rival, Kinga. They are always fighting with each other, and each of them want to be the best. So in the story there are struggles, hugs, kisses, fights, friendships, anger, happiness, jealousy and love. I can recommend it to all teenager girls and boys, too.

By Gréta Gyetvai and Noémi Iváncsics





CROATIA

Ivana Brlić-Mažuranić was born on 18 April 1874 in Ogulin into a well-known Croatian family of Mažuranić.

Her father Vladimir Mažuranić was a writer, lawyer and historian who wrote Croatian dictionary for history and law. Her grandfather was the famous politician, the Croatian ban and poet Ivan Mažuranić, while her grandmother Aleksandra Mažuranić was the sister of Dimitrija Demeter. Ivana was largely home-schooled. With the family she moved first to Karlovac, then to Jastrebarsko, and ultimately to Zagreb.

After marriage to Vatroslav Brlić, a politician and a prominent lawyer, she moved to Slavonski Brod where she entered another known family and lived there. She became the mother of six children.

Ivana Brlić-Mažuranić started writing poetry, diaries and essays but her works weren't published until the beginning of the 20th century. In 1913 her book *The Brave Adventures of Lapitch* was published.

Her book *Croatian Tales of Long Ago* is the most popular today. In the book Mažuranić created a series of new fairy-tales, but using names and motifs from the Slavic mythology of Croats. She has more famous works such as *The Good and the Mischievous*, *School and Holidays* and *Gingerbread Heart*.

She was nominated for the Nobel Prize in Literature four times. In 1937 she became the first woman accepted as a Corresponding Member into the Yugoslav Academy of Sciences and Arts. Her books of novels and fairy tales for children have been translated into nearly all European languages. She obtained the title of Croatian Andersen. After a long battle with depression, she committed suicide on 21 September 1938 in Zagreb.



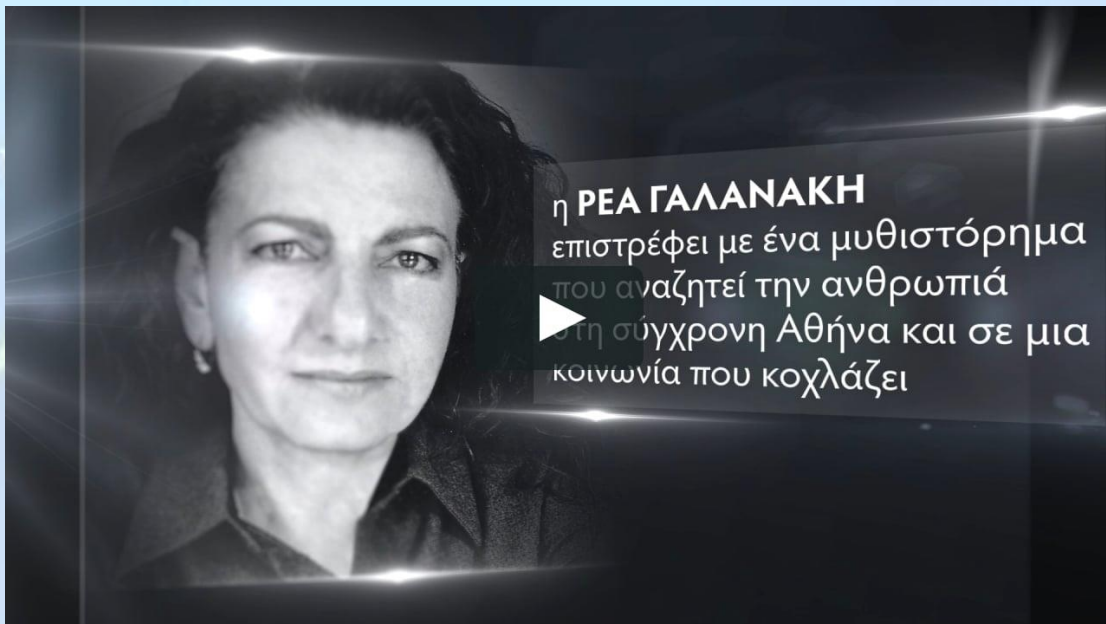
GREECE

Rea Galanaki Ρέα Γαλανάκη) is a Greek author who was born in Heraklion, Crete in 1947. She studied history and archaeology at the University of Athens. She has published novels, short stories, essays and poetry books.

One of the novels that she has recently released has received great acclaim from the public. It is called “The ultimate humiliation” (Η Άκρα Ταπείνωση). The novel focuses on the night that Athens got burned on Sunday the 12th of February in 2012.

The plot? A former teacher of Greek and a former painter live together in a hostel in the centre of Athens and they are always secretly going out on demonstrations. In their own way, not the usual kind, they get an insight into the invisible and symbolic side of the violent conflicts. They panic, get lost in their own city, driven to begging without losing their personal sense of affection. In this way they get closer to their impossible Ithaca. The characters of the book are the anarchist son of the teacher of Greek, the goldsmith who takes care of them, a young immigrant and her child, a doctor and a social worker, the ghosts of a dilapidated Athenian house and, of course, the homeless of Athens. All of them cross their paths in various ways either in Athens or a little later.

In this people-centered political novel, the outgoing generation of the Polytechnio (1970's in Greece) opens its difficult, albeit necessary, if not fatal, dialogue with today's riots as wells as with the great changes in life recently witnessed through the lens of memory and ultimate humiliation.



(picture retrieved from <https://vimeo.com/174354017>, Creative Commons rights).

ONLINE DEBATES REVIEWS

Rubik's Cube or Fortnite – the 1st online debate

The 1st online debate took place on 13th March 2019 with the participation of Croatia, Greece and Hungary. The meeting was chaired by Hungary and the topic was Rubik's Cube vs Fortnite. The Croatian team argued in favour of Rubik's Cube while the Greek team tried to prove that online games such as Fortnite are better than traditional board games.

Prior to the meeting students brainstormed ideas on the topic on a Twinspace forum. A week before the debate the teams were assigned their roles and had some more time to collect ideas and arguments.

Both teams were well-prepared and used a variety of ideas to support their opinion. The Croatian team that argued in favour of Rubik's Cube pointed out that traditional games such as Rubik's cube or Monopoly or even Chess have many advantages and they actually develop our brain, skills and memory. Also these kinds of games are quite simple, interesting and through them we learn a lot about team work which is amazing for children in young age.

The Greek team argued however, that young people need some time for recreation after doing their homework, and online games provide a great opportunity for this as they can communicate and play together with their friends online. Rubik's Cube is a visual game while Fortnite enhances team work as it can be played both individually and in a team, contributing to better communication skills. It also gives an opportunity for students to learn how to use various electrical devices contributing to the acquisition of digital competence.

On the other hand, Croatia pointed out that studies had shown that Fortnite and other video games have a negative effect on students' behaviour and excessively lowers the quality of children's performance at school. It is also an addictive game leading to anxiety and stress. In addition to this, online games can provide an opportunity for bullies to target victims. Also, children of the age 12 or 13 should not play video games since they cannot differentiate between virtual reality and

the actual world. Players often end up spending much money on the games as well.

The Greek team argued that if students spend a limited amount of time online addiction can be prevented. Fortnite is a game with which you can socialise with your friends as opposed to Rubik's Cube that is a solitary game.

All in all, both teams had prepared thoroughly for the debate and raised excellent points to support their ideas. Also, participants used a great variety of set phrases and reacted to their peers' ideas.

After a short consideration the Croatian team was announced as the winner of the debate, because they provided more arguments and were also more efficient with time management.

Written by the Hungarian team



PHOTOS FIRST ONLINE DEBATE 13TH MARCH 2019

C.H.A.N.C.E for online debates; more than an opportunity

The second online debate took place on the 23rd of May, between Croatia and Hungary and it truly was an experience that took us all a step further as to appreciating the potential of our project; the latter has surpassed our expectations concerning students' ongoing progress as well as our own development as teachers. I could be writing volumes as to the benefits teachers of our school have obtained through the air of change C.H.A.N.C.E. has brought along, but this is the topic of another article.

The Greek team were the moderators. The debate topic, "Should monuments be preserved in their natural environment or be exhibited in museums?" was suggested by Ms Smaro Zartaloudi, a teacher of the Greek group and it was expressed along the lines of the first online debate topic "Rubik's cube or fortnight?". The idea *per se* turned out to be truly engaging for both groups as well as for the Greek students who attended it.

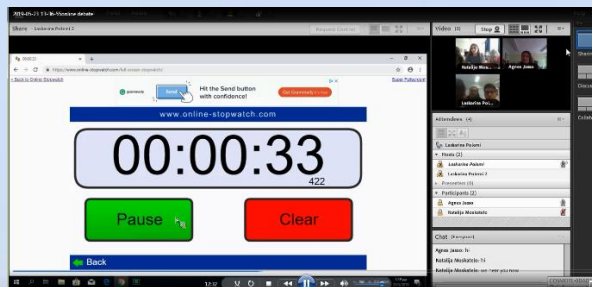
Hungary was assigned the task to advocate the position of monuments being preserved in their natural environment whereas Croatia had to convince the jurors that museums were a better choice as to monuments being exhibited and preserved there for the generations to come. The debate topic was announced a week before the actual event, and it was decided via electronic messaging that the winner would be announced on the day of the event, following the procedure of the first online debate.

Half an hour before the event started, we made sure we had logged on the eTwinning platform, so that the system was properly set up. Following Agnes's advice, we used two laptops to embed the stopwatch on our debate page, which was a prerequisite to facilitate the speakers who needed to have a clear idea as to the time left to defend their positions. Two and a half minutes were allotted for each argument; should a speaker finish before the time limit, their opponents were given the chance to pose questions.

All the participants exhibited great rhetorical skills, the latter being a sign of hard work both on the teachers' and the students' part. Sound arguments were put forward on both sides and that resulted in our wavering over who should the winner of the debate be. The final result had to do with the array of arguments the Hungarian team presented, who in our opinion, approached the topic in a more holistic way. That is not to say, however, that the Croatian team were ill prepared. Although the speakers were very young, they stood their ground and, what is more, they followed the procedure very closely. The "best speaker award" was given to Croatia's first speaker.

Overall, this debate helped our students exhibit higher order thinking skills; rote memorization of arguments had no place there. Analysis and revision of the arguments along with applying new knowledge when a speaker had to present a counterargument were at the heart of the event. A hearty congratulations on the great results is in order here!

Unfortunately, the sound of the video was corrupted during the saving process and our other partners will not be able to enjoy the recorded event. A word of caution is in order here; maybe, we should make sure that that we save the video on two devices for the next online debates, so that problems of the sort will be avoided in the future.



By L. Polemi

Our first project year

During the first year of our cooperation we have managed to form very strong bonds among project members both on professional and personal level. We have had four transnational meetings: one teacher training in Hungary and three short-term student exchanges: in Poland, Italy and Spain.

Our project officially started on 1 September 2019 and we have carried out a wide range of tasks since then we have:

- ❖ introduced our team members, schools, towns and countries
- ❖ designed the logo of our project
- ❖ created interactive quizzes about our cultural heritage and national festivals
- ❖ presented our nations' symbols, legends and folk tales
- ❖ introduced some of our local and national literary figures
- ❖ shared traditions and recipes related to Christmas
- ❖ sung 'Silent Night' together and have also presented some other festival songs of ours
- ❖ have published three project newsletters with articles related to Geography, History and Literature
- ❖ organised three live and two online debates
- ❖ created lots of teaching materials related to CLIL and the literary pieces we have shared with each

Other

Naturally, during the first year both students and teachers have made many new friends and we have learnt a lot about the culture of our partner countries. During the meetings we have visited places of great natural beauty and cultural interest and we have gained an insight into our partners' everyday practices.

We can confidently say that we have a successful first year behind us and we are eagerly anticipating the second half of the project which will hold many challenging and inspirational tasks for us.

Some of the feedback given by students and teachers in connection with our project:

That was one of the best experiences I've ever done

It was great and it was the best week in my life. I met a lot of people.

An Erasmus exchange I will never forget.

Amazing.

This trip widened my horizons and helped me making new friends

