

# CASTILDELENGUAS

REVISTA DE LA ESCUELA OFICIAL DE IDIOMAS DE TUDELA

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IDIOMAS DE TUDELA**



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## Elecciones al Consejo Escolar



Este curso se llevaron a cabo las elecciones para elegir a los nuevos representantes de los distintos sectores del Consejo Escolar. En el sector del alumnado los representantes son Virginia Coscolín (1NB de alemán) y los reseñados en la foto. De izquierda a derecha, José Luis Sanz (2NA de inglés), Anabel Lumbreras (1NA de inglés), Carlos Tayar (1NA de francés) y Miryam Buisán (1NA de inglés y 2NB de francés).



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Los artículos del alumnado podrán contener errores.

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tudela  
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## DUBLIN

My name is Patricia Sola and thanks to the School of languages in Tudela I received a grant to go abroad and improve my English, so I would like to share my experience with all of you.

My destiny was Dublin and I spent there four weeks in a host family. I definitely chose a family to live with to talk in English at home and make good use of my time there, but it wasn't what I expected. They didn't pay too much attention to me so the interaction with them was almost non-existent.

However, during my time there, I also attended an English course in "Delfin School" and I must say the school as well as the teachers were wonderful. Lessons were really dynamic and enjoyable. Teachers tried to make lessons pleasant.

They got it through simulations and competitive games, constant interaction among the classmates, conversations about real life, teamwork... so that time flew. I would have never imagined that in just one month I could have learned so much. The staff in general was really friendly and very close to students. Besides, the school itself organised different social activities every afternoon and trips on Saturdays. I could visit Belfast, the Giant's Causeway, Galway, Cliffs of Moher, etc.

In my spare time, I made the most of my time there. So one day I booked a tour guide to visit Dublin to get to know its history. Other days some friends and I went to some pubs which organised language exchanges, where you could meet people from Ireland who wanted to learn your native language, Spanish in my case. Thus, we spent half the time speaking English and the other half speaking Spanish. When I finished

my lessons in Delfin School I usually met some friends from the academy to go to a pub to drink local beer. Most of them were from other countries so you were constantly speaking English and your learning process there was much faster.

What I liked most was to get to know lovely people from Italy, Korea, Brazil, France... and share with all of them a little but intense part of my life. And what I really hope is, to keep in touch with them and carry on improving my English step by step.

I feel very excited to have lived this experience because it has woken up inside me a strong feeling of curiosity, a personal challenge to improve my English more and more.

**Patricia Sola**  
Alumna de inglés 2NA

## AUFSATZ HAMBURG

Hamburg ist als Stadtstaat ein Land der Bundesrepublik Deutschland. Mit circa 1,75 Millionen Einwohnern ist Hamburg die zweitgrößte Stadt Deutschlands und die drittgrößte deutschsprachige Stadt hinter Berlin und Wien. Der Hafen von Hamburg ist der größte Seehafen Deutschlands und einer der wichtigsten weltweit. Und Ende August bin ich dorthin gegangen, um einen Deutschkurs zu belegen.

Bei einer deutschen Gastfamilie schlafte ich. Ingrid, die einen arabischen Stoffladen hat, ist der Name der Mutter und der Vater heißt Gerd, der bei einer Buchdruckerei arbeitet. Sie hat eine Tochter, die an der Universität studiert und in einem Studentenwohnheim lebt. Die Wohnung der Familie war sehr groß, 240 Quadratmeter, und hatte viele Zimmer mit hohen Decken. Mein Zimmer war nicht sehr groß, aber sehr gemütlich.

Sie waren sehr nett und freundlich, deshalb sprachen wir jeden Tag über den Kurs, die Arbeit, die Weltnachrichten und viele andere Themen.

Die Sprachschule liegt in der Sternschanze, einem Stadtteil von Hamburg, und man konnte von der Wohnung zu Fuß gehen. Die Mitschüler kamen aus verschiedenen Ländern: Italien, Belgien, Frankreich und

auch Spanien. Um 10 Uhr begannen wir den Unterricht und er wurde mittags beendet, insgesamt 20 Stunden pro Woche. Ich wurde in die Oberstufe eingestuft, bei der Lehrerin Mona, eine blonde junge deutsche Frau, aber mit umfangreicher Erfahrung in der Lehre. Die Grammatik wurde schon gelernt, deshalb machten wir fast immer Hörverstehen und Sprechübungen. Jede Stufe machte am letzten Tag ein lustiges Spiel und wir bekamen ein Zertifikat.

Das Kulturprogramm war auch sehr interessant. Einen Tag machten wir einen Ausflug in die nahegelegene Stadt Lübeck, wo Backsteingebäude im gotischen Stil hervorstechen und deren mittelalterliche Stadt 1987 von der Unesco zum Weltkulturerbe erklärt wurde.

Gegenüber vom Buddenbrockhaus, wo die Familie Mann wohnte, hielt drei Mitschüler eine kurze Präsentation über Thomas Mann, der 1929, hauptsächlich für seinen Roman Buddenbrooks, den Nobelpreis für Literatur erhielt. Danach konnten wir das Haus, das ein literarisches Museum zu den Werken der Brüder Mann enthält, besichtigen genauso wie andere Sehenswürdigkeiten von Lübeck.

Vom 28. bis 31. August 2014 fand ein Sommerfest rund um die Binnenalster statt.

Das Alstervergnügen bot in sommerlicher Atmosphäre ein spannendes und facettenreiches Programm zu Wasser und zu Lande.

Rund um die Binnenalster konnte man genießen, schlendern, staunen und mit dem Riesenrad fahren. Abends gab es Konzerte und, zum Schluss, ein imposantes Feuerwerk.

Eine Woche in Hamburg war eine sehr positive Erfahrung, die mir geholfen hat sowohl die Sprache zu üben, als auch die deutsche Kultur zu kennenzulernen.

**Jorge Visus**  
Alumno de alemán 1NA





# MARATÓN DE LECTURA

El alumnado de la Escuela celebró el día del libro, 23 de abril, con la lectura de fragmentos literarios. Este curso se leyeron discursos históricos. Abrió el acto el Sr. Teniente de Alcalde de Tudela, Joaquín Torrents,

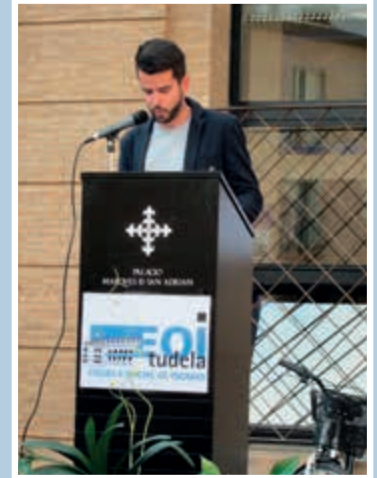
con un discurso de Winston Churchill en inglés. El alumnado del Conservatorio de Música "Fernando Remacha" colaboró en este acto con varias piezas musicales.



*Merche San Pedro*



*Alumnado Conservatorio*



*Joaquín Torrents*



*Alumnado inglés*



*Alumnado euskera*



*Alumnado inglés*



*Alumnado alemán*



*Alumnado francés*



## HUTSUN eta txalapartaren historia didaktikoa

Aurten, Tuterako Hizkuntza Eskola Ofizialaren 25. urteurrena ospatzen ari gara. Urte garrantzitsua, beraz, eskola osatzen dugun guztiontzat. Horren kariatara hizkuntza desberdinetan antolatutako kultur-jardueren artean, Euskara sailak Hutsun txalaparta taldearen emanaldia prestatu zuen. Martxoaren 6an eskaini ziguten emanaldian, txalaparta-saio hutsaz harago, musika-tresna honen bilakaeraren berri eman ziguten, tradiziozko joaldien ezaugarriak aletzetik abiatu eta gauregungo eskaintza garaikideetara arteko ibilbide aberatsa eginez. Erritmo tradizionalak non, noiz, nola eta zergatik sortu ziren azaltzeaz gainera, bilakaera noiz, nola eta noren eskutik eman den azaldu ziguten, beti ere aldaketa horiek beren joaldietan modu didaktikoan erakutsiz. Saio gogoangarria bertan izan ginen guztiontzat, zalantzarik gabe.

**Esther Korres**  
Jefe del departamento de euskera



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# ENGLISH DEPARTMENT BUMPER 25th ANNIVERSARY ... 2 DAYS PACKED with EVENTS

## COOKING SCONES WORKSHOP

Organised by Arantxa Pérez

It appealed to lots of students and consisted of preparing, baking and tasting this British speciality. The workshop was conducted in English and proved to be very enjoyable, particularly the last part – eating it all! Thanks Arantxa! A hands-on approach to learning!



## SPELLING BEE GRAND FINALE

Organised by Nadine Azlor

Collaborating Puri Mariño & Irene Pagola

Reaching the Grand Finale has been a long journey involving cultural and rationale explanations, pronunciation practice, training in Spelling Bee procedures, rehearsals and lastly the semifinals. As you can guess expectation levels were high on the big day and the contest didn't disappoint us. It proved to be a nail-biter from the very first word! So much passion and excitement. 1st and 2nd level students at their best! Congrats to the three teachers organising it, the finalists and to the outright winner: MIKEL SÁNCHEZ.

## DESSERTS COMPETITION (and TEA!)

Claudia Bustos & Puri Mariño in charge

What could be a better way to spend an afternoon than having tea and cakes? The competition entries provided us with a variety of desserts particular to English-speaking countries to be washed down with a cuppa! No fewer than 20 students brought their own speciality together with the recipe and a short description of the origin of the dessert. As you can imagine, places on the tasting panel were very much sought after! The panel was treated to all kinds of delicacies making judging so hard!! But there had to be 3 winners: **1st** ANA M<sup>a</sup> MARTÍNEZ C1 [Apple pie] **2nd** MARIVÍ VEGA 1NB [Carrot cake] **3rd** SILVIA SEBASTIÁN 1NB [Brownie]. Congrats to you three and thanks to all the participants!



## CUTI VERICAD TRIO

CUTI VERICAD

Best Solo Singer at the last *Premios de la Música Aragonesa*.

Quality cover versions of songs in English. We were looking forward to hearing this popular group and enjoying well-known songs by household names – their performance went beyond expectations! Thanks Claudia for taking them to us! Everybody had a great time ... including the performers with the lead singer's tongue-in-cheek jokes! So lucky to have them with us! Some sitting, others dancing ... Encore!



## "IRELAND: FOLKLORE, FAIRIES AND FIDDLES"

TALK by Anne Fitzpatrick

Who knows Ireland better than the Irish? Who's more Irish than our Anne! Her boundless enthusiasm towards the subject was passed on to the audience. With so much work and passion the talk could have been nothing other than a complete success! Thank you Anne. You took us on a memorable journey to the land of folklore, fairies and fiddles.



## FOUR SKETCHES by the EOI Theatre Group

Collaborating Nadine Azlor



Director: Raquel Ochoa Actresses: Natalia Álvarez, Anaís Andrés, Ana Espiño, Alicia Baigorri, Marian Elías, Cristina Illera, Alicia López, Eva Muro, Raquel Ochoa and Cristina Villafranca.

When Raquel volunteered to direct the EOI Tudela Theatre Group little did she know she'd be preparing a performance for the Cultural Week. When she found out, she was thrilled and threw herself into it. Her enthusiasm was passed on to her group and through hard work, determination and sheer effort the final performance was Oscar level! The 4 sketches were an outstanding success and were met with enthusiastic rounds of applause. Thanks Raquel and her team: You made us proud.

## 3, 2, 1 ... Quiz Show

Organised by Marta Ávila and Irene Pagola  
Collaborating Pilar Iglesias

An updated version of this popular 70s show saw 16 pairs of students from all levels competing against each other. These were whittled down to 3 for the grand finale, which had a nerve racking and nail biting finish! The audience simply loved it and the emotions, tension and excitement which were felt in the whole auditorium had never been seen before! Thank you to Marta, Irene and everyone involved for providing us with an unforgettable evening! Finalists: **1st** ALECEIA BERMEJO & ÁLVARO ANDÉREZ [1NB] **2nd** ROSALÍA SASO & SAMUEL ARNEDO [1NB] **3rd** JUAN LUIS CHUECA & GONZALO ONCO [2NA] ... You are the best!



THANX TO EVERYONE WHO  
TOOK PART IN OUR CELEBRATION!

YOU ALL MADE IT POSSIBLE!

Hey! We had a whale of a time!

Elvira Notivol  
Jefe del departamento de inglés

## Activités du “Bistrot” et récital de chansons avec une dégustation de spécialités françaises, suivies de la conférence «La BD, tu connais?» par Mme. Angeles Abizcuri dans le cadre du 25ème anniversaire de l'École de Langues.

Coïncidant avec le 25ème anniversaire de l'EOIT, le jeudi mars 2015, la conférence qu'a animé Mme. Angeles Abizcuri, «La BD, tu connais?», nous a mis en contact avec un personnage quasiment légendaire. Cela nous a permis de comprendre pourquoi Hergé est considéré comme le représentant de la BD francophone.

La conférence a établi qu'Hergé, le créateur de Tintin était un artiste avec une âme de scout qui dut lutter tout au long de sa vie contre les nombreuses étiquettes avec lesquelles ses contemporains ne se privaient guère de l'assaillir. Catholique et facho, réac et anti-communiste, raciste et pro-maoïste, collaborationniste et Résistant. Malgré la lutte continue contre les préjugés qu'il dut soutenir, Hervé sortira victorieux de toutes ses aventures tout en se maintenant fidèle à ses principes.

Les aventures de Tintin ont été vendues à plus de 230 millions d'exemplaires qui ont été traduites en quatre-vingts langues et dialectes différents.

Face à l'héros américain aux pouvoirs immenses et impressionnants, Tintin n'est qu'un petit Belge, bien jeunot. Par contre il incarnera les paradigmes universels appréciés par tous: l'amitié, l'honnêteté, l'innocence et la fidélité à soi-même.

Si nous pensons aux temps révolus où la télévision n'existait pas, ni les magazines avec de grands reportages comme National Geographic, les pèlerinages du petit reporter ont ouvert pour le jeune public



émerveillé des fenêtres sur des paysages et phénomènes naturels spectaculaires d'une planète encore mal connue. Cette exploration allant du Sahara aux glaciers himalayens, en passant par les forêts amazoniennes et les landes écossaises. Les vignettes colorées d'Hergé foisonnent de détails, présentent une planète piégée de surprises et d'embûches. Donc un monde passionnant !

Ces aventures montrent une grande qualité d'écriture portant une multitude de référents culturels.

Comment Hergé voit-il son personnage? Voici ses propres mots: «Tintin, c'est moi quand j'aimerais être héroïque, parfait... ». Tintin c'est moi... Ce sont mes yeux, mes sens, mes poumons, mes tripes!... Je crois que je suis seul à pouvoir l'animer, dans le sens de donner une âme». (Hergé)

La conférence fut précédée d'un récital de chansons sélectionnées car porteuses d'un message intemporel. Lues par quelques élèves de l'EOIT il fut possible de déguster en même temps certaines fameuses spécialités de l'Hexagone.

Un très bon moment donc, partagé avec les assistants, qui ne manquèrent pas à une rencontre culturelle avec l'extraordinaire mythe de la BD francophone.

**M<sup>a</sup> Victoria Ripa**  
Jefe del departamento de francés







## Iniciación a la caligrafía japonesa

D. José Iribas, Consejero de Educación, D. Luis Casado, Alcalde de Tudela, D. Alberto Catalán, Presidente del Parlamento de Navarra, y D. Pedro González, Presidente del Consejo Escolar de Navarra, asistieron a la actividad de "Iniciación a la caligrafía japonesa" con motivo del 25.º aniversario de la Escuela.

## Sakura

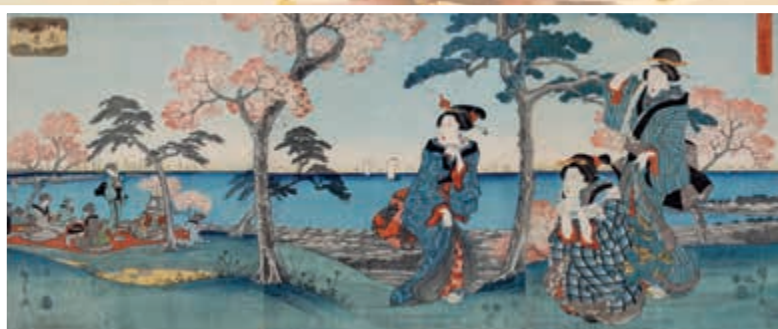
Desde hace muchísimo tiempo, cuando un japonés dice la palabra "flor", se refiere a la flor del cerezo, "Sakura". Cuando se acerca la primavera, hasta las noticias dan cuenta del pronóstico del florecimiento de los cerezos en Japón, pues tan grande es el interés que despierta en la gente. El cerezo más popular de Japón se llama "Someiyoshino" y su capullo es de color rosa pálido, que poco a poco va tornándose blanco. Contemplando la plenitud de su florecimiento, la gente se queda sin palabras. Desde la Edad Antigua hasta hoy se realizan fiestas bajo de las flores de cerezo. La gente intenta disfrutar de los cerezos en flor al máximo durante esta época. Hasta las obras de teatro tradicional "Nō" se realizan con Sakura de fondo. En los poemas tradicionales, -los "Waka" y los "Haiku"-, siempre se utiliza el cerezo como símbolo de la primavera, y también ha sido utilizado muchísimas veces como tema central de la literatura y la música japonesa. También se emplea Sakura como regalo a las ciudades hermanadas de Europa, América y Asia como símbolo de paz.



### 桜 さくら

昔から花といえば桜を指すほど、桜は日本人に愛されてきました。春が近づくと、全国の桜の開花予想日がニュースで発表されます。それほどに、桜の開花は人々の関心をよびます。日本の桜の代表はソメイヨシノで、そのつぼみは淡紅色で、次第に白色にかかります。その花が咲き乱れる様子は壮麗です。日本では古代から、桜の木で、花を愛でる宴「花見」が開かれてきました。今も、その壮麗な桜の花々を背景に日本の伝統芸能「能」が催されたり、人々は日本の春を桜を通して満喫します。桜は春の象徴、花の代名詞として和歌や俳句をはじめ文学全般に使われ、多くの音楽、文化作品のテーマになっています。また桜は姉妹都市交流の証としてヨーロッパ、アメリカ、アジア国々に贈られています。

Aya Yasuno  
Profesora colaboradora de japonés



# Descriptive writing: an engaging classroom experience

No matter how much Krashen's Affective Filter Hypothesis has been called into question (1992), it is a fact that a class atmosphere free from anxiety is key so that students feel both more motivated and self-confident while learning a second language.

In this regard, when 1NB students of English attend our school for the first time, most of them are **EXCITED** but a little scared too. Many are adults, true beginners and self-conscious about starting to learn a new language at a later than expected age. Others have some previous knowledge of English but need to get used to task-oriented lessons, which, contrary to past language teaching methodologies, make them protagonists and responsible for **using** rather than memorising the target language for communication (Littlewood 1992). This undertaking is challenging for all students regardless of their profile and although teachers must be facilitators of learning, what is vital is peer acceptance. A support group makes its members empowered and protected as well as cooperative and efficient (Vandebos 2006).

Taking the benefits of cohesion in class into account, I considered it a good idea that my students took part in an activity that allowed them to get to know each other better. In terms of language learning, improving their writing skills would become the main aim to be achieved. Therefore, students were made to write a description of a secret partner. Although the popular game *Guess Who?* might be regarded as my source of inspiration at first sight, it was not. The procedure and course of action were as follows:

- Warm-up: Through various reading, listening and speaking tasks, students were provided with certain grammatical and lexical tools associated with description at this level, namely *have got*, *to be*, *present simple*, *present continuous*, *adjectives referring to physical appearance and personality*, *vocabulary of clothes and order of some adjectives in attributive position*.

- Draw and instructions: Students chose the name of the partner they were to describe by randomly drawing their name from a bag. After that, they were given the points they had to cover in their assignment: - attractive title, - physical appearance, - personality and - feature[s] that made their classmate special, particular, different, etc. As the identity of their secret partners could not be revealed, students had to describe them as accurately as possible in order that the group was able to know who they were. That playful side of the task made writing more appealing to students, which is essential when approaching the practice of this arduous and undervalued skill.

- Ranked ballot: In order to engage students both intellectually and emotionally, they were explained that their descriptions were going to be made available for the whole group to read and vote for the three best ones



according to different criteria, mainly language, precision, creativity and wit. Their votes had to be backed up with powerful arguments. As a result, students understood their work involved serious commitment and was going to have a significant effect on readers in many respects. That encouraged them to do their best and focus not only on content but also on form (Doughty 1998).

After discussing the whole experience with my students, I reached the following conclusions:

- Emotional support: Most participants tried hard to find out new information about their corresponding partners and saw something good in all of them, thus reinforcing common affection as well as making every student feel essential part of the group. As above stated, integration and respect in the class foster happiness and relaxation, which is key in the learning process.

- Feedback and assessment: The students who, besides contributing their descriptions, participated in the ballot got involved in peer review too. Not only did they openly write about and share their perception of their classmates on a personal note but they also judged them as English users and writers. However, although they were critical of their partners' performance, they were far more of their own. Self-awareness made them realise that writing is a process [planning, drafting, editing and final draft] and no stage can be skipped if a satisfactory final text is aimed at. The most curious and demanding students also became aware they could improve their English by adopting some structures and vocabulary their classmates had used. As a consequence, apart from being less authoritarian than teacher assessment, peer review was enlightening and encouraged collaborative work. As for me, I played different roles. I was the audience, the assistant, the resource, the evaluator and the editor (Harmer 2004), in brief, a true facilitator of learning.

- Other: Students had fun!!!! ☺ Despite hard work, most students did not consider the task an obligation. They invested time and effort in writing and reading willingly



both for their classmates and their own progress. In addition, creativity and humour became two essential ingredients in the activity, which brought a breath of fresh air to daily classroom routine.

**WELL DONE, my students!**

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#### GUESS WHO?

Read the winning descriptions below and try to match them to the corresponding portraits.

##### THE GIRL WITH A CUTE ACCENT by Yosune Roncal

It is wonderful! I like the girl that I must describe: she is a pretty woman and a nice person too. I think that she is in her thirties, but I cannot exactly guess her age because she normally wears sports clothes and I believe that she looks younger than she is. Physically, she is fair, medium-height and well-built. Besides, she has got long, fair, straight hair. Her face is pretty: she has got hazel eyes and a beautiful smile, although she is often quiet and very formal. She is well-behaved, and I think she is like this because she is a teacher in a school. She is confident, friendly, kind and polite. In our English class, she usually sits opposite the blackboard near the English teacher. She rarely speaks or answers anything in class, but she is talkative in informal contexts. Besides, I know that she is not from Navarra and she has a funny accent which is enjoyable and hilarious.

##### THE MYSTERIOUS GIRL by Ale Bermejo

This is a description of one of my classmates whose name is Mamen. She is in her mid-thirties, although she looks younger. She is short and well-built because she goes to the gym very often. She is dark, but she has got long blond straight hair and I think that she always lets her hair down. She has got a very modern hairstyle because the right half of her head is almost shaved. On her nape she has got a very small tattoo and she always has the nails varnished in different bright colours. She usually wears quite modern tight clothes and a red Pepe Jeans bag. She is quiet, she does not speak very much with her classmates and she goes out quickly at the end of the class.

##### AND SHE IS... by Sandra Lezcano

She is one of my classmates. She is a young, tall, slim girl, she can wear leggings! Her eyes are dark and her lips are thick. She has got long, dark, a bit wavy hair which is close-cropped on the left side of her head. She

looks like an alternative girl. And... What is she like? I have not known her for a long time, but I think that she is friendly, kind and a cheerful person because she has a lot of energy. Oh yes! When we are in class and she has a doubt..., she does not worry! It is no problem for her! She asks everything! Well done, brave, that is the spirit!



**GUESS WHO?**



##### WHO IS HE? FIND IT OUT! by Virginia Hernández

My secret classmate is a man. He is good-looking and well-built. He is tall. He is in his mid twenties. He has got short dark hair and brown eyes. He hardly ever grows a beard or moustache. He does not wear glasses. He often wears sports clothes. He is friendly and polite with the other classmates but he is a little quiet. He is nice too. Then, he is a good classmate. Every Monday and Wednesday, before the English class, he spends time with his girlfriend in the entrance hall of the school. He used crutches to walk for some time because he had a pain in his knee. He is well now.

##### THE INVISIBLE MAN by Raquel Muñoz

He is a man. He is in his late thirties, however, he is very slim and good-looking. Ha, that is incredible! Most men usually have a beer belly at this age... ☺ He is fairly tall and he has got short dark hair. I think he has got brown eyes but I am not sure. He also has got a nice deep voice. He usually wears jeans, sports shoes and quite tight t-shirts. About his personality, I have to confess I do not know him very much. In class, he is sociable and a bit talkative. He always raises his hand and asks our teacher many questions. He seems nice to me in general.

##### ALWAYS RUNNING by Esther Coloma

Rebeca is very good-looking. She is young, I think that she is in her early thirties. She is fair, medium-height and quite slim. She has got long, dark, wavy hair and beautiful blue eyes. She is a bit quiet but she is pretty kind, friendly and polite. I also think that she is an independent and open-minded woman and she is not conceited at all. She can learn English, but I believe that she is very stressed because "she is always running". She looks after her child every day and she works different shifts. She often does exercise too... Rebeca is fairly hard-working!

**Irene Pagola**  
Profesora de inglés

# HOMMAGE AUX ÉLÈVES DE LA EOI DE TUDELA

## Datosfoto

Olivier. «J'aime pas l'école»

École Marie Curie de Lormont

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C'est le 25<sup>e</sup> anniversaire, mmmouais ok. Paco, «faut» que tu écrives un article pour le magazine de l'école et en plus tu fais partie du conseil de rédaction. Obligé, non, mais,... Voyons, voyons que je cherche.... Parler de mon expérience, bof, je crois que j'en ai déjà parlé dans un numéro antérieur. Parler de tous les profs qui sont passés par là, des équipes de direction, une réflexion sur la langue même. Mmmm, trop emmerd..., pardon ennuyeux et ringard.

Nom d'un chien l'inspiration, où a-t-elle fichu le camp? Tiens elle m'a entendu, elle est revenue. Voyons, qui a contribué à ce que cette école soit encore là après 25 ans? Et bien n'oublions pas, entre autres, les élèves!

Définissons un ou une élève qui s'inscrit dans notre EOI. Il ou elle vient pour apprendre une ou plusieurs langues, pour des raisons professionnelles, culturelles, bon c'est logique. Mais d'où vient, lui ou elle?

Premièrement, une très grande partie vient des alentours et doit prendre sa voiture pour se rendre à Tudela et le

pire, trouver une place pour se garer. Deuxièmement, une fois en classe tous et toutes doivent être attentifs et attentives aux explications du prof ou de la prof pendant 2 heures 15 minutes, deux jours par semaine et certains vendredis. Pratiquement tous et toutes viennent de passer une moyenne de 8 heures au boulot ou dans leur bahut.

La plupart de ceux qui viennent à 16h45 ont à peine fait la digestion et la première partie de la classe c'est une vraie bataille contre l'envie de faire la sieste.

Pour la plupart de ceux qui viennent à 19h, ce n'est pas la sieste, c'est l'épuisement qui se présente à partir de 20h15, 20h30 et l'estomac qui commence à sentir l'heure du dîner s'approcher.

Je profite pour suggérer à Mme la directrice de placer les pendules de classe face aux élèves et non derrière, comme elles se trouvent actuellement, car tous et toutes les élèves qui sont dans les cas cités plus haut vont finir par avoir des problèmes de cervicales à force d'essayer de regarder l'heure. Ils et elles ne le font pas par impolitesse,

ils sont crevés, elles sont crevées.

Là ne se termine pas l'apprentissage. On leur rabâche qu'il faut étudier à la maison et faire les devoirs. Attention aux épreuves, aux examens! «C'est pas ma faute si vous avez une vie privée, dit l'école. Les langues à la EOI, c'est ça! Fallait pas vous inscrire!»

Bon c'est vrai, trêve de plaisanterie, il faut étudier, les écoles de langues ont ces exigences, mais nos élèves, en général, terminent avec un niveau de langue enviable.

Chers et chères élèves, vous êtes mes héros et mes héroïnes!

C'est pour toutes ces raisons que cet article est, comme les émissions de l'humoriste Franck Dubosc «Pour toi public!», «POUR VOUS ÉLÈVES»

Merci à tous et toutes

PS: J'ai essayé de respecter le masculin-homme et le féminin-fille, mais j'avoue que parfois c'est pénible pour l'écriture et la lecture.

**Francisco Fernández**  
Profesor de francés

## BRINGING THE REAL WORLD INTO THE CLASSROOM

One of the most challenging tasks I have ever found as a teacher is deciding on what to do in class that really works and above all that yields a satisfactory outcome. Not being this my only train of thought, it is easy to find me musing on what to pick up or select that is not only authentic but at the same time engages my students actively in the learning process. And this is tough work!!

I must admit that these past years I have been immersed in an ongoing search of real task-based materials to use in my daily lessons, and the result has turned out to be not just successful academically speaking, but gratifying and constructive in

personal terms.

Needless to say, my students' gratitude is one of the biggest satisfactions that I can get in return as a teacher.

Another hobby I enjoy during my scarce free time is seeking out the right sources which really reflect that authenticity I am looking for in my classes. Some of my faves ever are: Ellen Degeneres Show, David Letterman Show, or The Graham Norton Show. All of them offer real, spontaneous, provocative and hilarious interviews that can really boost your English level. Plus, they are amazingly good for high levels.

By the same token, another important aspect is to hit upon the right material and accommodate it to the wide-ranging needs of my students.

I am not really a textbook person, but it doesn't mean I don't like course books or use them; besides, I'm cognizant that some of them can fit our needs. I always say to my students that books should be taken as another tool used at the teacher's convenience and not as the core of a language course. I believe that the right combination of both textbooks and real stuff can make the perfect lesson!

**Sonia Morillas**  
Profesora de Inglés



## Lydie Salvayre prix Goncourt 2014 pour son roman «Pas pleurer»

### Biographie:

Lydie Arjona, alias Lydie Salvayre, est née en 1948 dans le sud de la France, d'un couple de républicains espagnols en exil, mère catalane, père andalou. Et, avant de devenir romancière elle a été psychiatre à Marseille. Les lois de la mémoire traumatisée, de l'amnésie sélective, mais aussi de la résilience (oubli des traumatismes a travers la créativité) sont le fond du roman,

Une clef du succès: Le nouveau langage frañol?

Elle écrit en mémoire de sa mère, morte d'Alzheimer, Montse parle de ses quinze ans à Barcelone, en 1936. Dans ce roman, elle se souvient, avec ce langage typique des émigrants, exilés, et réfugiés espagnols, de sa révolte devant sa condition de pauvre, de l'engagement de son frère, de l'inquiétude de sa propre mère, de la joie de quitter son village et des rencontres faites à la ville. Elle fait entendre la voix de sa mère nonagénaire, Montse, qui s'exprime dans un formidable (parfois hilarant) non-savoir parler franco-espagnol pour raconter son été 36. Elle avait 15 ans. Elle appartenait à ceux que le clergé franquiste appelait «les mauvais pauvres», ceux qui «ouvrent leur gueule».



Régis Debray, écrivain et membre de l'Académie Goncourt. «Je suis très content. C'est un livre qui mêle l'histoire et la psychologie, qui invente une langue.

Autre clef du succès? Le thème plait au public: la pensée libertaire en Espagne.

Autre clef de réussite pour le Goncourt? La mention de Bernanos, les parallélismes entre Montse et Bernanos.

Quand éclata, en juillet 1936, la guerre civile espagnole, Georges Bernanos, écrivain connu, passionnément français, catholique et monarchiste, proche à l'extrême droite et qui appuie en un premier moment le soulèvement des troupes franquistes, réside alors à Mallorca. Malgré son fervent catholicisme, il fut choqué par la violence barbare et les rafles aveugles de l'armée franquiste,

et, révolté par la complicité de l'Eglise avec les militaires et la justification pieuse de la répression sanglante. Il écrit alors:

Extrait du roman «Les Grands Cimetières sous la lune»: «J'ai été frappé par cette impossibilité qu'ont les pauvres gens de comprendre le jeu affreux où leur vie est engagée. [...] Et puis, je ne saurais dire quelle admiration m'ont inspirée le courage, la dignité avec laquelle j'ai vu ces malheureux mourir.»

Lydie Salvayre après la mort de sa mère, se met à lecture des «Grands cimetières sous la Lune», qui bouleversent sa mémoire et l'inspirent pour mettre en scène deux voix parallèles; celle de Montse, sa mère, et celle de Bernanos.

«L'été radieux de ma mère, l'année lugubre de Bernanos: deux scènes d'une même histoire», que Lydie Salvayre, entrelaçant ces deux voix lyriques, orchestre avec maestria. Et une fidélité filiale gorgée d'émotion.

Lydie Salvayre a par ailleurs confié «Je n'ai pas voulu insister sur l'actualité de mon livre mais j'espère qu'il résonnera pour certains avec notre présent. C'est un livre qui parle du fanatisme religieux et qui dénonce la réaffirmation despires nationalismes.»

Angèle Abuzcuri  
Profesora colaboradora de francés

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FRANÇAIS LANGUE ÉTRANGÈRE

SGEL  
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# THE STORY BEHIND THE PICTURE

Students of 2NB explain the story behind their favourite photos. These are the three winners.

## A Spring Outing by Izaskun Muro

One of my favorite photos is this one. My best friend took the photo in the winter of 2012 when I was on holiday with all my friends in London.

In this photo I was between The Tower of London and Tower Bridge, in front of me was the river Thames, the longest river in England. I was looking about and I was enjoying the exceptional scenery.

When my best friend took the photo she thought I was sad because it was our last day, but in fact I was very happy because I was having the best holiday in my life.

This photo is important for me because it reminds me of the last holiday I spent with all my friends and I love this photo because I like the place.

I have the photo on my computer with other photos of London and in a frame in my living-room.



## My Sister by Izarchu Hualde



This black and white photograph was my first assignment when I was in my second year at the university in Venezuela. I was studying journalism and we had to take a photo and then develop it. We had to go through the whole process.

This is a photo of my sister when she was only seven years old and she was happy to be a model for my homework. We were living in our flat in Caracas and I usually helped her with her schoolwork, but this time she did me a huge favor.

The photo is special for me for many different reasons. I like it because I have a very special relationship with my sister: We travel together, we go

out for dinner and we often watch TV series on the couch.

Her expression in this photo is quite amazing because it's very natural and it shows how beautiful she was (she's still beautiful now too).

I took this photo with a special camera that belonged to my grandfather and I keep it in my living room until today. Obviously, it isn't a digital camera.

Also this photo brings me good memories about being young and the happy moments spent at university. Besides I got an excellent mark in my assessment.

Maybe this photo is a good Christmas present for my sister this year.



## Childhood memories by Ricardo Sola

This photo was taken in Santa Quiteria in 1993 by my aunt. Although it's difficult to see, it was taken during a solar eclipse. The building is the old bar of my aunt. Today the bar doesn't exist and only photos like this and my memories remain.

This photo brings me good memories. I was raised there. Every afternoon after class I went there to play with my friends. Sometimes we had a barbecue for lunch or dinner and we spent the day until late.

One of the things that brings me best memories in this photo is when the night fell and it grew dark. Everything became more mysterious and terrifying, like when we sat around a campfire to tell horror stories. When it was night I went deep into the forest to play hide and seek in the dark and I felt lost and scared as in a horror film. Although it isn't intended, the photograph represents it very well.





# L'IMPORTANCE DES LANGUES ÉTRANGÈRES

Il y a quelques jours je suis allé faire du jogging et j'ai été témoin d'une situation étonnante pour moi qui m'a fait réfléchir sur la signification d'apprentissage en général et d'apprentissage des langues particulièrement.

Pendant mon parcours j'ai eu l'occasion de contempler l'arc-en-ciel d'un bout à l'autre, comme une démesurée porte devant moi qui représentait l'entrée dans un nouveau monde où les valeurs fondamentales étaient l'indépendance et la liberté.

Ces valeurs sont associées avec le savoir, qui comprend plusieurs disciplines, comme l'enseignement des langues, dont l'importance est de plus en plus grande à cause de la globalisation.

C'est à dire, les sociétés, spécialement dans les pays développés, tendent à adopter des styles de vie, de comportement, de gestion, d'éducation et de travail semblables, de sorte qu'ils favorisent la conception et la réalisation de programmes d'échange entre des étudiants au lycée, les programmes universitaires Erasmus et la mobilité dans le milieu de l'entreprise.

Cette tendance implique le besoin de la communication et de trouver un domaine approprié de plusieurs langues étrangères, qui est essentiel pour l'établissement de relations personnelles et professionnelles entre des personnes provenant de pays différents.

À fin de réussir à la formation intégrale des étudiants, les écoles officielles de langues jouent un rôle fondamental parce qu'elles présentent une offre approfondie d'études linguistiques qui essaie de répondre aux diverses circonstances des étudiants, qui demandent une formation adaptée à leurs situations dans le travail et par rapport à la famille.

C'est pourquoi les écoles de langues ont deux modalités d'enseignement: présentielle et à distance. Elles offrent aussi des cours le matin et le soir. Le principal but est le développement des quatre habiletés d'apprentissage des langues, qui sont la compréhension et l'expression à l'oral et à l'écrit.

En plus, ces écoles essaient de poursuivre la connaissance des aspects socioculturels et extralinguistiques à fin que les étudiants comprennent l'histoire et l'évolution des sociétés qui se communiquent en utilisant des langues différentes.

Outre l'enseignement de type officiel, les écoles de langues présentent une modalité non officielle, des cours de formation complémentaire, des modules de conversation et une vaste variété d'activités culturelles, comme des discours et des séances de cinéma.

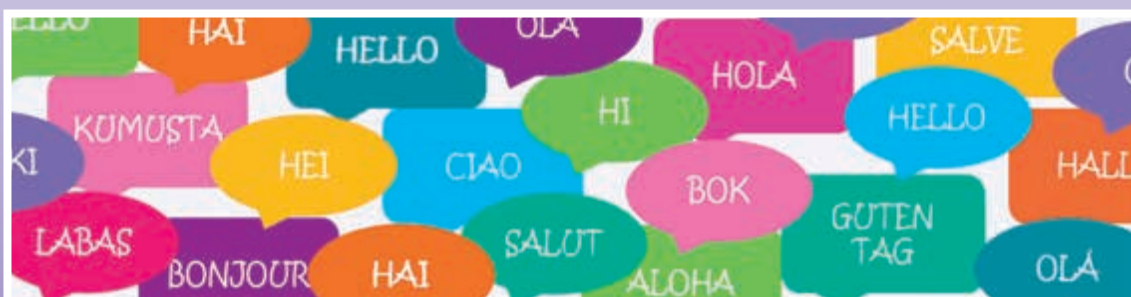
Depuis sa création en 1989, l'école de langues à Tudela a contribué à enrichir la culture locale grâce à une diverse offre formative où ce type de programmes est inclus. L'évolution de cette institution a été vraiment rapide et s'est transformée en un point de repère en ce qui concerne à l'enseignement des langues à Navarre, grâce à la collaboration et à l'intérêt de tous les membres du syndicat de l'éducation.

En raison de ce fait et à l'occasion du 25<sup>ème</sup> anniversaire, ses membres ont planifié plusieurs activités qui essaient de montrer le rôle joué par l'école dans ce processus.

À travers ces lignes, j'aimerais contribuer à cet anniversaire et mettre l'accent sur l'indépendance et la liberté que l'enseignement d'autres langues apporte aux étudiants, puisque ces valeurs lui permettent de voyager et communiquer avec des gens provenant d'autres pays et cultures sans l'aide externe. Cette interaction favorise la connaissance d'autres styles de vie et de pensée, et par conséquent, une plus grande richesse culturelle par rapport aux idées et valeurs.

Pour conclure, je voudrais remercier l'apport de toutes les personnes qui participent dans ce processus d'apprentissage, c'est à dire, les professeurs, les étudiants et le personnel administratif, et j'espère que l'école de langues à Tudela continue à former les personnes dans l'enseignement des langues pendant beaucoup de temps.

**Carlos Tayar**  
Alumno de francés 1NA



## INTERVIEW WITH CARLOS CONDE, FORMER MEMBER OF THE EOI SCHOOL COUNCIL

**“I encourage every student to use the SQR forms and submit the complaints they consider appropriate”**



During his two years as a student representative, he tried to do his best and take responsibility for his position. Deeply committed and enthusiastic, he recalls the experience as highly recommended.

### **What exactly is the school council?**

It is the committee that decides how the school works. Not only does it discuss suggestions or complaints from students, but it also examines discipline problems and regulates how the school is managed.

### **Do you consider it useful or is it just something to get by?**

Yes, I do think it is helpful. Regarding all the legislation imposed by government, there is little to do but obey. However, the School Council also defines all the steps to follow in many cases. For example, parents calling because they want to know if their children have attended class or demanding to see the exams of their offspring. These were real cases debated when I was a member.

### **What is the strength of students within this committee?**

As simple as the power of your vote, that is all. Everything that reaches the council is heard, discussed and voted. I can assure you that I have never found arrogance or lack of

solidarity from teachers. On the contrary, they are happy to hear what we, as students, have to say.

### **And is it not be a bit underused?**

Maybe a little, although it depends on the people. The rules exist and they are well known but sadly, hardly implemented. For instance, I saw a case of some students dissatisfied with a particular teacher because they felt they were not being taught properly. I asked them for a signed written complaint but they never sent it. I guess it was easier to talk in small groups and criticize. However, for me that was not the right way to act and finally, the council was not able to do anything about this matter without an official complaint.

### **Why?**

Fear I suppose...

### **Fear of being failed... Fear is free...**

Of course, but if I feel really bad about something I would fill in a complaint form. A teacher will be very careful to take revenge on a student that has complained officially. On the contrary, the problem will be analyzed and will be solved somehow between all people involved. Sometimes I ask myself, am I a good student? ... And I expect teachers also have their own personal commitment with their duties. Therefore, I encourage all students to use the school forms and submit the complaints they consider appropriate. After all, it is a matter of personality and responsibility from both students and teachers.

### **But SQR forms may be unknown by students?**

We are told every year about general rules, discipline, absences, delegate elections, hence lack of information

is not the problem. Actually, what we witness here is a reflection of our society, many complaints and little responsibilities. I am not against the students, do not get me wrong, but what I want to make clear is that we must not be afraid. There are no cops here. But if you do not act according to the official channels, nothing can be done.

### **Why did you join it?**

It was Nadine, my teacher at that time. She referred to the responsibility of students with the school, with other students and also with ourselves and those words appealed to me...

### **And the balance is?**

I have tried to do my best and I do not regret anything. It is something that someone has to do and it is important. For me it has been a very positive experience.

### **And considering the school in general, what is your opinion?**

It is a very important teaching institution to launch people into working life, especially nowadays, when languages are vital. Therefore, the work of this school in Tudela and its surroundings is remarkably important. And there are also other activities such as the cinema and the talks, always crowded... It is really a joy.

### **Listening to you, this EOI seems to be “a panacea”**

Not at all. In fact there are things affecting me in a very negative way, as I cannot be a school student due to unjustified absences. In my humble opinion, I dislike the current regulation about that, and also the way to enroll the school by drawing lots. However, I understand that it has to be regulated somehow.





Generally speaking, the school is well run. Everything has, certainly, room for improvement, but I think it is well managed. The most important needs are always the same: Money and Space. We all have the feeling that the facilities are insufficient for the real demand, but the budget is cut year after year...

**And what about the relationship with local authorities?**

I think there is a local government representative that is member of the School council but the fact is I have never met him or her...

## INTERVIEW MYRIAM BUISÁN AGUIRRE, MEMBRE ACTUEL DU CONSEIL D'ÉTABLISSEMENT

### “J’espère être une aide et transmettre ce que les élèves pensent”



**Est-ce que c’est la première fois que vous êtes dans le conseil d’établissement comme représentante des étudiants?**

Oui, Depuis décembre dernier, je fais partie du conseil scolaire.

**Pourquoi est-ce que vous vous êtes présentée au conseil d’établissement?**

Parce que je considère que c’est une occasion exceptionnelle très bonne. Le conseil d’établissement me donne l’occasion de faire activement partie de l’école de langues de Tudela. Après tout, l’école fait partie de ma vie. C’est comme ma famille.

**Qu’est-ce que vous pensez pouvoir apporter au conseil d’établissement?**

J’espère être une aide et transmettre ce que les élèves pensent.

**Qu’est-ce que vous avez fait dans le conseil jusqu’à présent?**

Nous nous sommes déjà réunis à plusieurs reprises. Concrètement nous avons eu trois sessions. Le thème de la première session était pour que les cinq étudiants

membres du conseil fassent connaissance. Au cours de la deuxième session nous avons approuvé le compte rendu précédent et nous avons approuvé aussi toutes les activités pour cette année scolaire (le cinéma, la semaine culturelle...). La dernière session était pour approuver quelques questions économiques, la réglementation, l’achat d’une nouvelle copieuse...

**Après toutes les réunions que vous avez eues, pensez-vous que cela a valu la peine?**

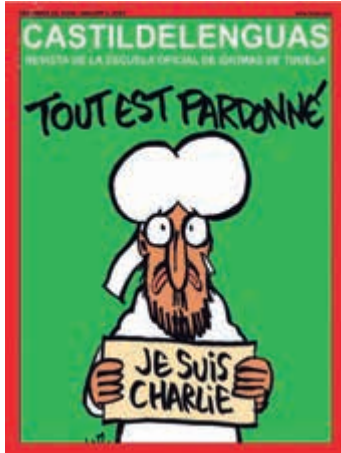
Selon moi, je considère que c’est très intéressant parce que on peut connaître le fonctionnement interne du centre scolaire, comment l’école fait les choses et comment tu es une partie active d’elle. Je pense aussi, que c’est une bonne option en plus d’étudier.

**Quelque chose à ajouter?**

Seulement, que le conseil est nécessaire pour résoudre les possibles problèmes ou pour transmettre les opinions des étudiants.

**A. Tello, J. Lainez y F. Escribano  
Alumnos de francés 2NB y exalumnos de inglés**

# PERSON OF THE YEAR – PERSON DES JAHRES – URTEAREN PERTSONA – PERSONNALITÉ DE L'ANNÉE



Les événements tragiques à Paris, sont devenus un des leitmotives de l'année. "JE SUIS CHARLIE" est un appel au respect, à la tolérance et à la liberté d'expression. Cependant, il a également généré des voix acclamant: "Je ne suis pas Charlie"



Aski izan dira bitartekaritza jainkotiarrezko bi urte 50 urteko blokeoak lortu ez zuena erdiesteko. Miamiako zorroak eskuak igurzten hasi dira kapitalismorik basatiena uhartean zabaltzea pentsatze hutsarekin. Castroren ideal sozialista amaitutzat eman liteke oso denbora gutxian.



Die Panik ausgelöst durch die schrecklichen Virus Ebola bezahlte er einen armen Hund namens Excalibur. Schließlich ist die Krise endete mit einer einzigen Person infiziert und eine Änderung der Minister. Inzwischen, nach wie vor sterben Menschen in Afrika, aber niemand erinnert sich an sie.



King Juan Carlos' abdication was the trigger for a headlong rush of the Royal Institution. Gone are elephants, brothers in law, mansions, trips to Switzerland, illegitimate children and visits to judge Castro.... Shall we know Eleanor I? Or shall she enjoy a golden exile?



Omniprésent comme Dieu, il est devenu le persil de toutes les sauces. Il est présent dans tous les événements politico-sociale de glamour. Avec un bon carnet d'adresses et un peu de gel de cheveux, il a réussi à ouvrir toutes les bureaux de la rue Génova à Madrid.



The discontent, the tiredness and the general anger have made that this political party becomes the key to a possible political and social change. Adored and hated in equal parts, only time will tell if this tendency is not just a flash.



# Un patron, deux villes: Saint-Sernin de Toulouse / San Saturnino de Pamplona

Comme vous le savez, le véritable patron de Pampelune n'est pas Saint Fermin, c'est Saint Sernin (San Saturnino), mais est-ce que vous connaissez les origines de sa légende? Comment Saint Sernin devient-il patron de Pampelune? Vous-savez qu'il est mort à Toulouse au troisième siècle entraîné par un taureau? Pourquoi a-t-il été choisi patron de Pampelune? Est-ce qu'il y a un trait d'union entre Saint Sernin et Saint Fermin?

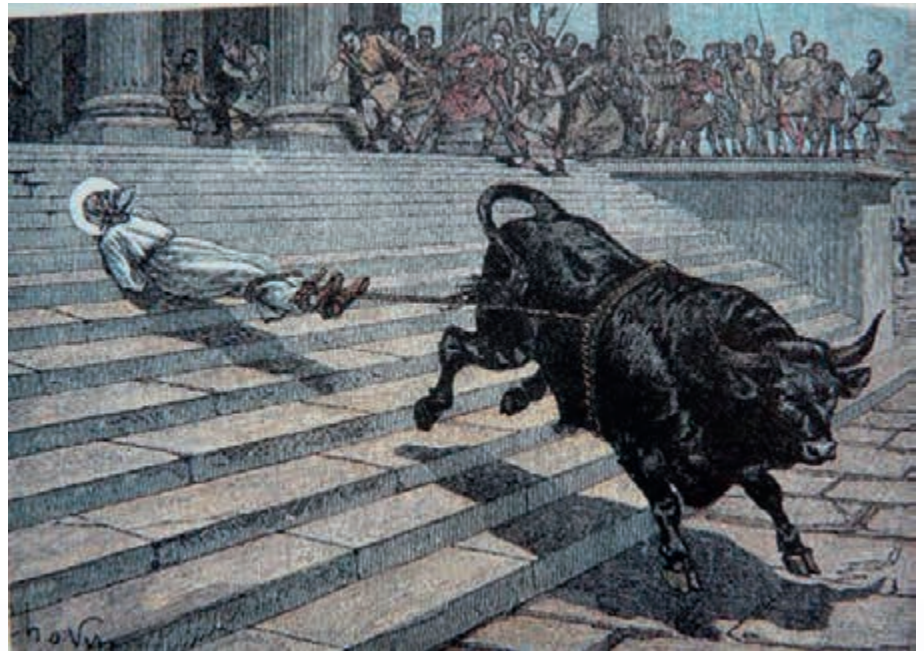
J' ai découvert, ça ne fait pas longtemps pendant un séjour à Toulouse, qui a été vraiment Saint Sernin et comment il s'est fait tuer.

Faute d'une base historique solide et lié aux croyances religieuses et aux traditions populaires, voilà la légende de Saint Sernin, le patron de Pampelune.

On ne connaît pas son origine mais le prénom 'Saturninus' en latin et 'Sernin' en français, assez répandu dans le monde romain, provient du dieu romain Saturno. Il n'y a presque pas d'information sur la vie de Saint Sernin avant son étape à Toulouse, par contre sa mort tragique est bien connue par tous.

Sernin, un homme catholique du troisième siècle, dont on ne connaît pas ses racines ni le lieu d'où il provient, fut envoyé prêcher le christianisme à Pampelune où il baptisa beaucoup de gens. Entre eux, le sénateur romain appelé Firmo, son épouse et leur enfant; Fermin, qui plus tard deviendra Saint Fermin. Cet événement historique, on ne sait pas si réel o imaginaire, est considéré le trait d'union entre les deux saints les plus populaires en Navarre.

Un peu plus tard, Sernin apparut dans l'histoire de Toulouse en 250, l'année de son martyre. Il fut le premier évêque de la petite



communauté chrétienne qu'il y avait à Toulouse. À ce moment-là, l'évêque passait tous les jours devant le temple païen consacré à Jupiter. Les prêtres décidèrent d'attribuer le silence des oracles à ses passages fréquents devant le temple du Capitole et ils lui demandèrent de sacrifier à leurs dieux un taureau qui était là pour être immolé en sacrifice. Sernin refusa d'offrir le sacrifice et affirma ne connaître qu'un Dieu unique et véritable. Sous prétexte qu'il rejetait leur proposition, les prêtres entourèrent son corps d'une grosse corde au bout de laquelle ils attachèrent Sernin par les pieds. Puis ils passèrent autour du taureau la corde et lâchèrent et frappèrent l'animal. La légende raconte que le taureau, pris d'une rage folle, descendit à toute allure les marches du Capitole, traînant derrière lui l'évêque. La bête poursuivit sa course à travers les rues jusqu'à ce qu'enfin la corde se brisa et la victime resta étendue sans vie.

Le corps fut recueilli par les saintes pucelles, deux jeunes femmes qui l'inhumèrent à l'endroit exact où son corps fut trouvé. Aujourd'hui

à Toulouse, à cet endroit s'élève l'église qui, en souvenir, porte le nom de Notre Dame du Taur.

Mais, comment devient Saint Sernin le patron de Pampelune? Les témoignages historiques fiables du culte de Saint Sernin à Pampelune se remontent au dixième siècle. Ces jours-là, beaucoup de gens d'origine française se sont installés dans la ville et y ont construit une église sous le patronage réglé de Saint Sernin. Ils y ont emporté aussi une partie de ses reliques. Autour de l'église a été formé le district appelé 'Burgo de San Cernin', l'un des trois plus importants quartiers de la ville.

En face de la porte de l'église il y a une plaque de bronze qui recouvre un puits. On dit que San Sernin a baptisé avec l'eau de ce puits les premiers Pamplonais chrétiens, y compris Saint Fermin... Probable ou improbable, qu'est-ce que vous-pensez?

**Marian Orta**  
Alumna de francés 2NA

# IDATZIZ

## “Denbora betetzeko modurik onena hura gastatzea da” (Marguerite Duras)

Toti Martínez de Lezearen arabera, bere Heriotza Prioretxean liburuan idazketak ez du inongo misteriorik. Lagun batzuk beste batzuk baino trebeagoak dira, baina hura jakiteko bi gauza besterik ez dira behar: zerbait kontatzea eta hartan hastea.

Idazteko orduan, garrantzitsua da, sintaxia onaz gainera, orrialdeak eta orrialdeak betetzeko irudimen nahikoa izatea. Estiloa eta gramatika ikasi egiten dira; irudimena, jaiotzetik izaten den edo ez den dohaina da.

Irudimena idazle bikain guztien ohiko faktorea da eta ziur nago beren trikimailu txikiak izango dituztela hura estimulatzeko, legezko baliabide osasungarriak, bai, jakina.

Toti idazle bikaina da eta idazten nik baino askoz gehiago daki, zalantzarik gabe, baina, hala ere, ez nago batere ados bere irudimenari buruzko iritziarekin.

Irudimena une horretan ikusten ez ditugun gauzak, errealak edo irrealak, geure buruan irudikatze ahalmena da. Eta uste dut guztiok dugula irudimena, baita sormena ere, azken hau aplikatutako irudimena delako, besterik ez, imajinatu dugunarekin zerbait sortzeko ahalmena.

Irudimentsuagoak izateko bi gauza egin ditzakegu. Lehena, gure irudimenari oztoporik gabe hegan egiten uztea, eta, bigarrena, zenbat eta gauza gehiago ezagutu, orduan eta hobeto; zenbat eta informazio gehiago eman geure garunari, orduan eta aukera gehiago izango ditu gauza berri eta originalak imajinatzeko.

Jakin-mina funtsezkoa da, sormenaren eta jakin-minaren arteko zuzeneko erlazioa dagoenez gero. Formula sinplea da: jakin-minak irudimena martxan jartzen du eta irudimenak sormena abiarazten du. Eta berri ona da biak, sormena eta jakin-mina, entrena daitezkeela.

Kontuan har ezazue aholku pare hau: alde batetik, begira ezazue, entzun ezazue, ikas ezazue, senti ezazue... baina, batez ere, ez ezazue erratzearen beldurrik izan. Bestetik, manten ezazue jarrera osasuntsu eta positiboa, sormenaren etsairik txarrenak tristura, umore txarra, nekea eta gehiegikeriak dira-eta.

Beno, eta hau guztia zertara datorren esango duzue. Erraza da. Lau hizkuntza trebetasunen artean idazmenean jarri behar dugu arreta handiena, idazten dugunak iraun egiten du-eta.

Aspektu teknikoaren irakaskuntzaz, hau da, gramatikaz, sintaxiaz, estiloaz eta abar jada arduratzen dira gure irakasleak bidaltzen dizkiguten irakurgai eta, nola ez, idazlan kontaezinen bitartez. Hori bai, hizkuntza berria

ikasten ari gara eta, beraz, esaten diguten gaira mugatu behar dugu.

Hala ere, halako mendeku txiki bezala, urtero dugu espazioa eragozpenik gabe nahi duguna adierazteko gure Castildelenguas aldizkarian. Eta gurea badiot, bai aldizkaria bai Eskola izateko arrazoia gu, ikasleak, garelako da.

Tuterako Hizkuntza Eskolako ikasleak gara, beti dugu kontatzeko zerbait eta, gainera, ikasten ari garen hizkuntzan egiteko gai gara. Hau kristorena da; hortaz, guztiok idatz dezagun.

Hau nire bigarren kolaborazioa da gure aldizkarian eta ziurta diezazueket aurreko zenbakian nire artikulua argitaratuta ikusi nuenean neure buruari musu emateko gogoia izan nuela, baina ez nintzen iristen. Idatz ezazue, mesedez; harro sentituko zarete zeuen buruaz eta zuen hondar-ale txikia euskarari emateaz. Euskara da gure hizkuntza eta ezin diegu gainerako hizkuntzei irabazten utzi, eta are gutxiago gol-festagatik.

Bukatzeko, eskerrak eman nahi dizkiot aurtengo irakasleari, Agurtzaneri, bere aholku eta zuzenketengatik, eta zuei artikulua hau irakurtzeagatik. Izan ere, Samuel Johnstonek esan zuen bezala, idazleak liburua, artikulua kasu honetan, hasi egiten du soilik; irakurleak amaitzen du.

Mila esker denoi!

**Jesús Cáceres**  
Alumno de euskera 1NA





## 35 YEARS WITHOUT FÉLIX

When in 14<sup>th</sup> March 1980 a plane crashed in Shaktoolik (Alaska), it not only took the life of Félix Rodríguez de La Fuente but also a part of Spaniards' hearts. Félix had dreamt to travel to Alaska since he was a child and had read Jack London's books. He was filming a documentary about a trail sled dog race called Iditarod at the moment of his death.

That travel was again performed by his daughter Odile, 30 years later. She acted as matron of honour of the race. This way, she could take contact with dogs, mushers, volunteers, veterinarians, etc. and find out personally what is a day to day in Alaska like. She visited the plaque in memory of Félix (naturalist), Teodoro Roa, Alberto Mariano Huéscar (cameraman) and Warren Dodson (pilot) who died in the crash. She even had the opportunity to meet Warren Dodson's widow and son.

Everybody remembers Félix as a brilliant broadcaster with a charismatic voice in radio ("La Aventura de La Vida") or in television ("Planeta Azul" or "El Hombre y la Tierra"). Without forgetting his great best-sellers "El arte de la cetrería" or "Fauna Ibérica".

Even today, there are still a lot of images captured in the viewers' retina: like the set of them that was the introduction of the documentary "El hombre y La Tierra". Also, the stimulating soundtrack that Antón García Abad composed still resounds on our ears.

Félix had an important role in changing the mentality of the time, when there were a lot of animals that were considered as a vermin (wolves or bears) and little by little he tried to teach the society that they were on the brink of extinction and should be protected.

This year is the 35<sup>th</sup> anniversary of the death of Félix Rodríguez de la Fuente. For this reason, the best option is to visit the foundation in his name accompanied by his daughter, Odile.

She remembers fondly how subaquatic images (Pyrenean Desman, European Otter or kingfisher) or inside of the burrow of a Garden Dormouse, captivated her. That is why, she wanted to follow her father's footsteps since she was a child.

To me, the images of the documentary titled "el buitre sabio" were the ones more impacted me. A young Egyptian Vulture was bred in captivity without contact with other adults of its species; however it was able to break ostrich eggs, throwing stones with the help of its peak. Thus, Félix could prove that Egyptian Vultures had an innate skill. It also helped to solve the doubt that Hugo Van Lawick had. In cooperation with Jane Goodall they had already discovered in 1966 that Egyptian Vultures had the capacity to use tools.

When Odile finished her highschool studies she travelled to the University of Southern California in Los Angeles where she studied a bachelor in Biological Sciences and Cinema Production. She bethinks how when she went to give an exam, an assistant professor, who read her surname, told her that due to her father's documentaries he had studied that degree. Later she was working for the TV Department of National Geographic in Washington DC for 5 years. After returning to Spain, she wanted to preserve her father's legacy and she decided to organise a private foundation.

Nowadays, the foundation is working at three important levels:



1- The legacy of Félix Rodríguez de la Fuente: Trying to keep the message that he conveyed in his books, documentaries, broadcasting, etc. Staff are working hard to remaster the material and adapt it to new technologies.

2- Man and Earth: Stressing the important connexion between man and Earth. Thus, human beings can contribute to maintain the biodiversity, agriculture, farming and rural populations; with new habits such as buy local products or autochthonous breeds.

3- Raising awareness: In the future the planet will be taken care of by the youth of today. This way, the best option is inculcate these values through activities like summer camps or Forest School.

At the present time, Odile intends to broadcast her documentaries where she wants discuss issues as ethnography, culture and nature, because everything is interconnected.

She is encouraging people to remind her father today. For this reason, she hopes everybody will make some environmental activities in honor of Félix to celebrate this anniversary.

**Roberto Alfaro**  
Alumno de inglés 2NA

## WAS EINSTEIN RIGHT?



The following quote attributed to Albert Einstein: *"I fear the day when technology overlaps with our humanity. The world will only have a generation of idiots"* illustrates the deep concern of this great genius about the growing trend of human beings to the excessive use of technology

Some days ago I overheard an interview to a university professor and researcher in artificial intelligence on the radio saying his group is working in developing machines that can help us with those tasks we find annoying or even unhealthy and dangerous. According to his words, the current robotic challenge is to design robots and machines which can learn from their previous experience and consequently be able to make their own decisions. This expert concluded that computer intelligence will never equal human one. However, it can be stated that the more advanced society becomes technologically, the more people begin to depend on computers and other devices for everyday existence.

In any case, I wish to refer to a specific technological device that sometimes seems to be stuck to our skin. An item we cannot do without anymore - the mobile phone. I wonder if Einstein's quotation is about to come true. After the high tech boom of recent years, the way in which people consume,

get informed, interact with friends, do business and so on has changed drastically transforming our social behaviour patterns, in my opinion, not always in a positive manner.

Nowadays it is not rare to see situations such as the following

- a person who prefers to attend to an incoming phone call rather than to his interlocutor and forgets about them for a long while
- someone in a meeting who is more worried of his WhatsApps than of people surrounding them
- someone who rushes towards the mobile like a zombie when he listens to his text message tone, leaving their kids in risky situations
- couples having dinner out and speaking very little to each other because they are both more interested in their gadgets
- youngsters using the smart phone for several hours each day –even at night– which might cause sleep disorders

Let's make a test: Would you be able to leave your mobile when you leave home in the morning? I bet you would not. Recently, psychologists have realized that technology can become addictive. An addiction is a strong desire to do or have something regularly, without being able to stop on your

own. Some scientists have pointed out that people can be addicted to behaviours too. Studies have proved that some cell phone users show the same symptoms that drug addicts might. For instance, certain people get anxious when the phone is not in sight or its battery is flat, others are unable to give them up.

Among other problems, this kind of dependency on technology puts people at a distinct disadvantage, because they become less self-reliant. They get troubled if their smartphone is not close to them.

Turning to the beginning of my essay, has technology replaced human interaction and has the day that Einstein feared finally arrived? Are we becoming idiots or even worse, mentally ill? I hope not although it is a well-known fact that certain individuals need to control their habits.

What I mean is that we should all bear in mind the idea of emergency and review our priorities and etiquette rules as well. I happen to think that machines and mankind can live together. Technology is not good or bad, it depends on how we use it. In fact, it is a powerful ally, the secret is to use it for our benefit.

In brief, I do not believe it is necessary for us to cut down on our mobiles, tablets, iPhones, etc. However, we should not overuse technology and its applications (Facebook, WhatsApp, Instagram, Twitter, on line games, internet, etc). I heartily recommend everybody to maintain their social relationships not only virtually but also in the real world. Taking everything into account, I suggest that we show more respect to our face-to-face interaction. Let's be clever enough not to cause conflicts.



# MULTICULTURALISM

Migratory flow is growing permanently which means that our society is becoming more heterogeneous and diverse day after day.

As a result, schools are composed by pupils from different cultural and geographic origins. This implies a challenge: How can we integrate these pupils successfully avoiding discrimination? It is necessary to implement a policy about integration, because it is proved that students from ethnic minorities have higher school failure percentage and drop out of school earlier than the rest.

There are different explanatory models for multicultural education:

## **Educating to equality: cultural assimilation.**

Children from different cultures suffer learning disadvantages at schools where the predominant values prevail. Educational programs try to change the children, their languages and even the upbringing patterns. The aim is integrating the child who is different in the predominant culture so that he is not different anymore.

## **Cultural understanding: the knowledge of the difference.**

Pupils should appreciate the different cultures, showing more sensitivity. School must foster the cultural improvement. This perspective involves learning about the different ethnicities recognizing and identifying the similarities.

## **Cultural pluralism: preserving and spreading out the pluralism.**

Cultural diversity exists in society. Interaction exists inside the same group and between different groups. Groups that coexist have to share the same policies, economics and educational chances. It is considered an antidote against racism. Teachers must raise awareness that all social groups do not necessarily have the same wishes and aspirations, and get used to children seeing their values reflected in the classroom.

## **The competition between two cultures.**

Minority groups reject the assimilation. Preserving the native culture and using the predominant culture as the second culture. Children from minorities must have the same social and economic opportunities than the majority. The aim of multicultural education would be to obtain people capable of getting on successfully in both cultures.

## **Antiracist education.**

The main objective is that racism does not arise, does not try to understand why this behaviour appears. Banks (1986) <<racism is the main cause of educational problems in minority ethnic groups (not white people), and school can and must play an important role in the elimination of personal and institutional racism>>.

**Lourdes Delgado**  
Alumna de inglés 1NA



## Immigrer

Un seul mot, un beau titre, car, bien sûr, maintenant beaucoup de gens en savent bien trop sur ce mot maudit, mais il y a 12 ans, quand je pris cette décision, à cette époque, peu de gens en comprenaient le sens, ou plutôt, beaucoup l'avaient oublié... Lieu inconnu, travail, nouvelles personnes à rencontrer et la langue, qui n'est pas un problème pour moi, parce que je parle le castillan. Quelles erreurs j'avais en tête! Il a été très difficile de s'adapter aux coutumes... Et surtout, je m'ennuyais de répondre à l'éternelle question: «Quel bel accent, d'où êtes-vous? Peu à peu, l'habitude s'est installée dans ma vie, et moi, je n'y étais pas habituée. L'agitation a secoué mon esprit endormi quand j'ai "découvert" l'EOL. Pouvoir enfin terminer mon français béni, l'un de ces nombreux échecs qui me cuisaient encore...

Doucement, je m'intégrais donc dans cet autre monde, pour moi familier et convivial, où je pouvais parler au bibliothécaire sur les films que j'aimais, c'est à dire les films avec des fins tristes "comme la vie même".

À la fin, je passe beaucoup de temps à l'école, et j'apprécie chaque moment.

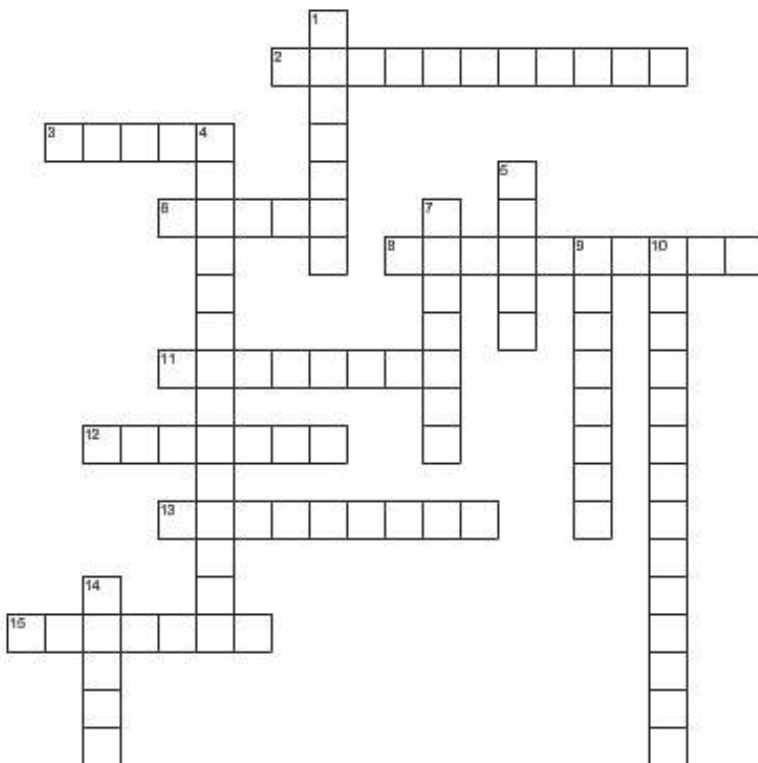
Ici, je peux nourrir mon désir d'accroître mes connaissances et de surmonter mon ignorance. Bien que mon apprentissage est lent, j'essaie de profiter de ces choses que j'y trouve de surcroit: la camaraderie, la patience, le désir d'appréhender d'autres langues, qui, à certains âges sont un peu difficiles à maîtriser...

Mais je sais que tôt ou tard je réussirai, quoiqu'il m'en coûte...

Merci à tous ceux qui contribuent à la culture et à l'existence d'une école de langues à Tudela!

**Laura Abaigar**  
Alumna de francés 2NA

## MOTS CROISÉS

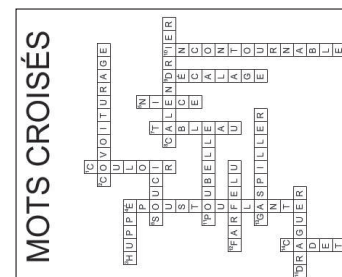


### Horizontal

2. Association de personnes pour accomplir un trajet commun dans un même véhicule afin de réduire les frais
3. Adjectif, riche, de haut rang
6. Préoccupation
8. Table des jours d'année
11. Récipient pour les ordures ménagères
12. Adjectif, bizarre, fantasque, un peu fou
13. Verbe, langage soutenu dépenser, dilapider, perdre sans profit
15. Familièrement essayer de séduire, rechercher une aventure amoureuse

### Vertical

1. Passage dans une maison sur lequel s'ouvrent les portes des chambres et des autres pièces
4. Familièrement étonnant, extraordinaire.
5. Fille du frère ou de la soeur, du beau-frère ou de la belle-soeur
7. Panneau mural sur lequel on écrit
9. Déplacement dans le temps ou dans l'espace entre des événements, des personnes ou des objets.
10. Qu'on ne peut pas éviter, dont il faut tenir compte.
14. personne moins âgée des frères et soeurs



**Fernando Márquina**  
Alumno de francés 1NA



## FORGOTTEN MEMORIES

*“And then you came to take my most precious possession: my **memory**.*

*What you did not know is that love is stronger than your lethal claws”*

Dear Mum,

I've finally decided to write this letter to you after two years. As you know, it's very difficult for me but I needed to do it.

A damned disease made your brain forget all your memories. In the last year of your life you only remembered my name though I'm sure you didn't forget my feelings towards you as love, gratitude, admiration, etc. And you may wonder how I know that. Maybe because we were connected and there was mutual respect. We understood each other without words. Because your eyes shone whenever I kissed you and I gave you my hand. Because you asked me to hold your hand, you squeezed it and you smiled at me whenever you forgot

the words. A naughty smile compensated for all your forgetfulness. Thanks because you never forgot I was with you.



However, I must confess to you that during these two years I've had my ups and downs. On the one hand, anger and impotence because you weren't with me. And, on the other hand, happiness every time I thought of you. Actually, this happiness has made me smile as you always did.

I'd like to say many things but, in a nutshell, I love you, mum!

PS: After this letter, I probably won't delay writing to you again.

**M<sup>a</sup> Pilar Salvatierra**  
**Alumna de inglés 1NA**

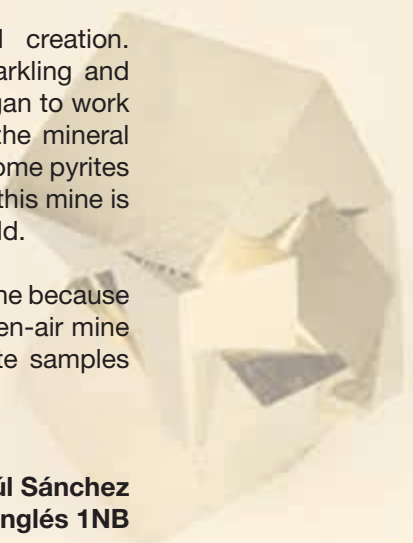
## THE MOST IMPORTANT CUBIC PYRITE MINE IN THE WORLD

Pyrite is a mineral and its essential components are sulphur and iron (FeS<sub>2</sub>). It grows naturally in cubic forms. This mineral is exploited by hand in the mine "Ampliación a Victoria" near Navajún, La Rioja.

Pyrites were formed 120 million years ago at the beginning of the Cretaceous period. Sulphur resulting from the organic sediments left by rivers in the delta, iron, pressure and temperature were the

ingredients for cubic crystal creation. These cubes are very big, sparkling and perfectly formed. The mine began to work in 1970 and the main use of the mineral collection. All collectors have some pyrites from Navajún. For that reason, this mine is the best cubic pyrite in the world.

I recommend you to visit the mine because it is very interesting. It is an open-air mine and you can collect your pyrite samples near Tudela.



**Raúl Sánchez**  
**Alumno de inglés 1NB**

## MY LIFE WITH A CAT

I live with a cat. Her name is Nena, because she is the most beautiful and adorable cat in the Universe. I love her very much and she knows it. And she uses it. When I get up, I cannot have breakfast. No! Nena is in the first place! It seems she has not eaten in a million years! But... She has food in her plate... My cat is putting on very much of an act.



Nena loves looking at the world from the window of our sitting room. This window is on the ground floor and

she can see the cars, other cats, dogs and people and people can see her. She is very beautiful, adorable and

manipulative. Nena pretends to be a cute cat, and people fall in love with her. But, when I come back home she ignores me! She does not look at me! I do not exist for her! I cut my wrists!!!

While the ambulance drives me to the hospital, she pretends to be a cute cat for the people and looks at me. And I sing: "What is love? Baby don't hurt me, don't hurt me, no more!"  
**CATS!!!**

**Sandra Lezcano**  
**Alumna de inglés 1NB**

## ZORATUTA NAGO

Zoratuta egon bai, baina pozez zoratzen nago.

Egia esan, jende askok esaten dit: «Zertarako ari zara euskara ikasten?», edo «Aurrez erretiratuta zaude eta bizitza gozatu behar duzu!».

Alde batetik, ez zaie arrazoirik falta, baina burugogor samarra naizela onartzen dut. Eta, gainera, euskara neure bizitzaren atal bat da.

1984an, bost familiak Tuterako ikastola sortu genuen (Erriberako ikastola) eta, gaur egun, 30 urteren ondoren, 150 familia baino gehiago dira ikastolan.

Lorea, Nekane eta Irati alabak euskaldun zaharrak dira. Ziur aski, Erriberako 500 familia pasatuko ziren ikastolatik eta gaur egun gazteak euskaldun zaharrak dira.

2015eko urtarrilaren 11n, aldizkari



batean irakurri nuen Nafarroako merindade guztietan, baita Erriberan ere, jakina, euskara aurrera doala.

Eta nik pentsatzen dut... hor dago nire hondar-ale txikia!

Batez ere, garbi eduki behar dugulako euskara dela gure hizkuntza.

Nik gaztetan ezin izan nuen euskara ikasi. AEKn saiakera bat egin nuen, baina lanagatik utzi behar izan nuen. Orain, Tuterako Hizkuntza Eskolan eta laugarren mailan nabil.

58 urte ditut eta asko kostatzen zait. Ez dut titulua nahi ezertarako. Neure burua ez dago istorio asko sartzeko, zaharra da, baina, hori bai, gure hizkuntza ikasteko nire ahaleginak mereziko du. Ziur nago.

Horregatik, zoratu samar bai, baina pozez zoratzen nago.

**Fontso Jiménez**  
Alumno de euskera 1NA



## BILBOTIK NOVALLASERA

Joan den hilabetean, zazpi mutil, gure lehengusua lagunekin, oinez joan ziren Novallastik Bilbora.

Bidaia hau, pasa den mendearen erdian Novallastik Bilbora lan egitera joan zen jende gazte guztiari egindako omenaldia da.

Mutil haiek Bilbokoak dira eta Bilbon bizi dira, baina haien gurasoak edo aitona-amonak Novallaskoak dira, Zaragoza probintzian dagoen herri txikia.

Bidaiak zortzi egun iraun du, urtarrilaren 17tik 24ra. Haiek berrehun eta berrogeita hamar kilometrotik gora egin dituzte. Bost probintzia zeharkatu dituzte: Bizkaia, Araba, Errioxa, Nafarroa eta Zaragoza. Oso eguraldi txarra egin du: hotz handia, elurra, euria, haizea... baina haiek aurrera jarraitu dute.

Facebooken orria sortu dute eta jende askok animatu ditu. Novallasko bizilagunek herriko plazan ongietorria eman zieten, oso harro daudelako haiekin.

Telebistan, irratan eta egunkari batzuetan agertu dira. Famatu egin dira!

Datorren urtean berriz geratu nahi dute. Mutil haiek indarra dutela erakutsi dute!

**Natalia Galindo**  
Alumna de euskera 1NB







## WHO IS THE "FREAK"?

I am sure you have heard this word a lot of times. Maybe somebody even told you were a freak. It is often believed that a freak is a person with a weird behaviour or preferences. However, which is the real meaning of "freak"? Are you this kind of person?

In the United States, an older usage was for people with an unusual physical abnormality or extraordinary diseases and conditions. It ought to be used for people who performed in the sideshows, such as the bearded lady, the elephant man or the fire breather. An example which you might be familiar with is in the modern series American Horror History, season 4: "Freak show".

When most freak shows were closed in the 70s, the meaning of the word evolved. It began to be used to refer to individuals with a strange conduct or enjoyment. For example, with the birth of computers, a freak could be a person who was very much into it.



Nowadays, we can say that a freak is a person who is obsessed with or interested in a hobby or has a special behaviour. It is even used to designate a new social group: freak culture. This culture is usually related to somebody, who follows series like "Big Bang theory", "The walking dead" or "Family Guy", films such as "Star Wars" or "The Lord of the Rings" or books like "A song of Ice and Fire".

But the definition which I love most is the following: People who have their own hobbies or habits, even if they are different from the majority. People who do whatever they want, share their preferences with others and enjoy them.

So, I hope that you do not hide the way you are anymore. I hope that you do not watch Big Brother or play football because everybody does. Do it only if you really like it. I hope that you can choose your own way. I hope that you can be a little freak.

**Diego Sancho**  
Alumno de inglés 2NA

## THE FUNNIER, THE BETTER

Our future seems to depend on having a good command of a second language. That is the main reason why we decide to sign up for the Official School of Languages. But after investing much time and effort there, we realize the traditional system of language learning has given us very poor results.

Even the first levels of School of languages are considered to have too much theoretical content. We must memorize loads of grammatical structures which are not used due to the fact that it is really difficult for learners to assimilate them. Furthermore, this is not the best way to acquire knowledge in order to speak a language.

Fortunately, some researchers have contemplated making learning languages entertaining, practical and fun. According to these experts, an effective language teaching should be divided in two main levels:

- In the first one, students should get used to using basic grammatical structures which allow them to communicate fluently. The learning process starts to become enjoyable when we are able to convey what we think so, it should focus on using interactive games. Thanks to them, we would get rid of embarrassment and overcome our fears when we



speak in public. In fact, this is the way we all learnt our own language when we were children.

- The second level would attach more importance to grammatical knowledge. This stage would be more academic and aim at excellence by using a more traditional learning system, though.

In my opinion, a more amusing language learning is likely to be the key so that our brain is able to memorize basic structures which allow us to communicate in a second language easily.

**Sebas Martín**  
Alumno de inglés 1NA



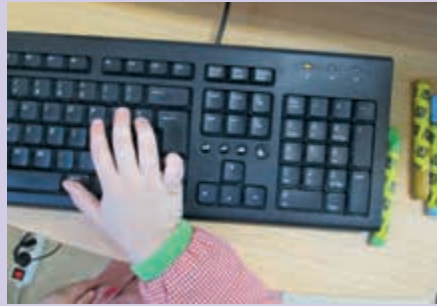
## EDUCATIONAL TECHNOLOGY

In the last few years computers have become an integral part of our lives and it is an absolute necessity for modern schools.

Computers clearly appeal to students and also add creativity and offer opportunities for exploration and discussion with students.

As a teacher, I have to think about the impact that new technologies have on language teaching and take advantage of them in order to prepare children's learning abilities for their 21st century careers.

Although computers cannot substitute regular teaching, they can add a bit of diversity to the lessons and facilitate eclectic learning styles. The use of computers requires critical awareness,



a reflective attitude towards the information, and responsible use by the students.

New technologies have dramatic effects on our society and my focus as a teacher must be on the benefit to our children and particularly on the learning process but this process necessarily demands teacher's life-long training in Information and Communication Technology (ICT) and its language teaching applications.

For many teachers the problem arises in the use and learning of

new technologies. The thought of knowing how to effectively use technology in the classroom is, for some of them, still a frightening idea. Many teachers worry about managing computers because they are not confident about their own knowledge.

Teachers need to use technology but they also need training. Staff cannot be expected to use new technology if they are not confident users. Any initiative will fail without well trained and self-reliant staff who can see how technology can support and benefit teaching and learning.

All in all, there is a long path ahead, but as a teacher, I believe if we work together, we will be able to use technology to take our students to new heights.

**Blanca Sánchez**  
Alumna de inglés C1

## MEET THE HIPSTERS

The fastest growing urban trend in the world

Hipsters are a new and current subculture of young and sophisticated people that love wine, cinema, literature, fashion, technology, among other things. They have traces of "emo", "nerd", "retro", "alternative", etc.

The hipster epicenter is Williamsburg, the chic area of Brooklyn, NYC. There, you can find them driving their bicycles, and dressing particular clothes: plaid shirts, tight-fitting jeans, thick rimmed glasses, hats, backpacks (to carry their books or laptop) and hair styles that include combinations of messy cuts and huge beards. Their style should be casual and relaxed; it means: trendy but not mainstream!

They are avant-garde: the diligence and attention to detail of the 50's (think in the American television serie "Mad Men") combined with the 90's grunge look (remember Nirvana).



Hipsters pastimes include buying second-hand clothing, spending all day "online", visiting design stores and eating vegetarian meals. They prefer to listen to newly emerging music, and watch independent films. Directors like Wes Anderson, Sofia Coppola and Quentin Tarantino are idolized by this cultural group.

Critics of hipster phenomenon point out that it is difficult to be techie and vintage at the same time. But this is the key: this new urban tribe are

continuously reverting to old trends and combining them in new ways. It is a very postmodern movement!

If you want to know more about Hipsterism (or you wish to be a Hipster!) there are some tips on the following link:

<http://www.dw.de/how-to-become-a-hipster-in-13-steps/g-17572245>

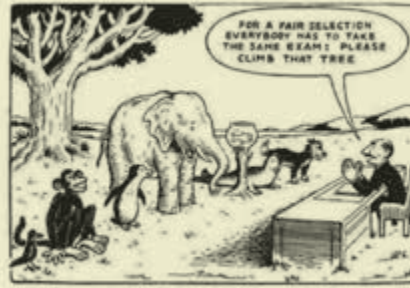
**Ceci Vico**  
Alumna de inglés 2NA

## OH MY GOD!!! HOW EDUCATION IS CHANGING!!!

'Education is the most powerful weapon which you can use to change the world', Nelson Mandela once said. Obviously, it is an accurate closeness about the importance that formal learning has in human being. However, important changes are undergone in our society, not only in technological and globalization progress, but also in mentality and different ways of facing the education of our offspring, too.

The possibility to develop this last statement has been offered to me by Castildilenguas magazine. In order to do this, I am going to compare the 80's with analogous situations at present.

I would like to begin with the system. Our parents would use books and notebooks in order to learn contents. The reasons why they did it were they were convinced that theoretical knowledge lives on the brain longer than skills acquired by practice. Yet, posterior research has shown that this statement is thoroughly false. It is certain that mechanical learnings play an important role in the process of learning but this one ought to be complemented with real



Our Education System

life experiences in order to create a great map of understandings in our brain. In other words, a wide variety of sources of learning make our knowledge significant.

Nowadays, laws indicate learning significant as a goal. Teachers are getting used to teaching with new technologies like laptops or digital boards to approach theory to practise.

The triangle Teacher – Student – Family is transcendental in this field. Seldom have I been so convinced that the harmony among them is a recipe for success in Education.

Decades ago, the figure of teachers was the core of formal learning. Parents used to bring up their children under the assumption of respect to teachers. Consequently,

this upbringing strengthened the importance of educators in society. At the moment, that ideal situation has already changed. It is the family that manage Education; the lack of respect to teachers, prejudices against schools, teachers and classmates are the order of the day in coexistence in our schools. The main thing to get across would be to create a school of families into the schools in order to re-educate parents. Broadly speaking, not very much has been done by society in order to maintain a peaceful and placid atmosphere in schools.

To sum up, we can summarise that globalization has provoked changes in codes of conducts, ethical behaviours, mentality, etc. Needless to say, neither was the old education so bad nor is the contemporary one so good. We need to take the positive aspects of both and try to avoid mistakes committed along the different educative systems in order to create a new educational system which caters for the necessities of pupils, like Robert Maynard Hutchins said: 'The object of Education is prepare the young to educate themselves throughout their lives'.

**Javier Arellano**  
Alumno de inglés C1

## THE LAST WOLF

My grandfather was born at the beginning of the 20th century in a little village near the Bardenas Reales. He was the youngest of eight children of a farmer's family. When he was ten he left school and started to help his older brothers. But he was too small to do the hard labour in the fields, so he did some lighter tasks.

In a cold winter morning, he and his brothers went to the Bardenas. While they ploughed some fields with the horses, my grandfather went to a nearby pinewood with a little donkey. He tied it to a tree and started to pick up some wood that he loaded on the animal. Suddenly, a thin dirty fierce wolf appeared behind the trees and attacked the donkey. As my grandfather had never seen a wolf, he was frightened and began screaming and running. His brothers run to him too. The wild animal had escaped when they arrived there but the unlucky donkey lay dying on the ground.

When they went back home in the evening, somebody told them that some shepherds had killed a wolf in the



Bardenas pinewood. That was unusual, because nobody had seen a wolf for ages, although they were abundant until the early 19th century.

My grandfather told me this story when I was a child. Now I am sure that that one was the last wolf in the Bardenas Reales.

**Juan Manuel Garde**  
Alumno de inglés 2NB



## TWENTY-FIVE

**One, two, three**, there's something to celebrate.  
**Four, five, six**, I think we can cooperate.  
**Seven, eight, nine**, one date to commemorate.  
**Ten, eleven, twelve**, we might be considerate.

**Thirteen, fourteen**, Basque, English and French to start.  
**Fifteen, Sixteen**, German, Chinese and Japanese afterward.  
**Seventeen, eighteen**, Italian and Arabic, all in our heart.  
**Nineteen, twenty**, we can write all of them on the board.

**Twenty-one**, teachers are helping us to learn very much.  
**Twenty-two**, students want to communicate with everybody.  
**Twenty-three**, all together make a languages school as such.  
**Twenty-four**, all together should shout a loud goody.

**Twenty-five** years old our EOI Tudela reach with honour !!!

Juan F. Peñas  
 Alumno de inglés 2NA



Le Français et moi  
 Niché dans un coin de ma tête,  
 timide, sonore et parfumé,  
 oh toi, code charmant,  
 tu retrouves sur ma bouche ton chemin.

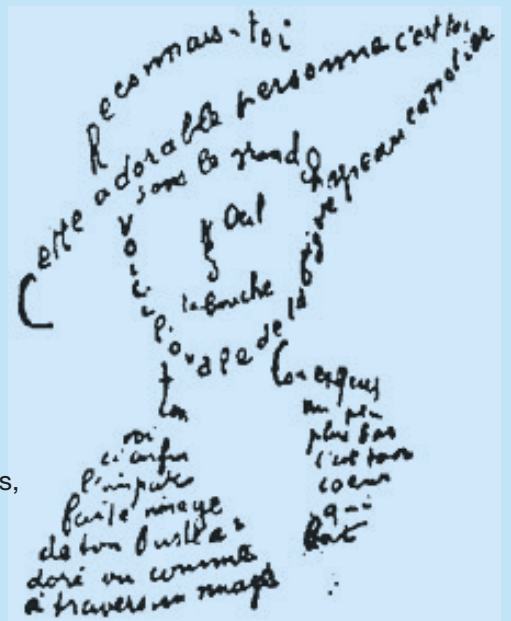
Suivant la sagesse de la grammaire  
 je tombe, séduite, aux règles fières,  
 et moi, hardie,  
 essaie, infatigable, de réussir.

Je t'habille d'accents câlinement,  
 reliant le monde entier parmi tes phrases,  
 de sorte, qu'épanoui  
 tu fais grandir mon âme, éblouie.

Plongée dans la parole de ma prof,  
 je tente de ranger ces mots rêveurs,  
 difficile choix,  
 la quête, offrir, chambouler, s'enfuir...

Tu élargis de ton encre mes frontières  
 et conquiers ma raison et mes affaires  
 si bien que, comme un mage,  
 tu changes en merveille l'essentiel.

Inés Munuera  
 Alumna de francés 2NA



# Escuela Oficial de Idiomas de Tudela

Cursos generales con certificación oficial

Alemán - Euskera - Francés - Inglés

Nivel Básico - Nivel Intermedio - Nivel Avanzado - Nivel C1

Curso 2015-2016



Gobierno de Navarra  
Departamento de Educación

## PREINSCRIPCIÓN

de nuevos alumnos/as:  
julio y agosto  
Por internet o en la oficina.

## MATRÍCULA

Alumnos/as Aptos en junio: finales junio y principio julio  
Alumnos/as Aptos septiembre y nuevos alumnos/as:  
Primera quincena septiembre.

Módulos de Idiomas no oficiales: árabe, chino, italiano y japonés.  
Módulos de conversación: alemán, euskera, francés e inglés.  
Primera quincena de octubre  
(Consultar fechas exactas en página web y oficina a partir 30 de junio)

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# CINE EN VERSIÓN ORIGINAL

## ENERO 2015



EN COLABORACIÓN CON:

