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## EXTRA! LA BALAGUERA ATTENDS OUR SEVENTH INTERNATIONAL MEETING IN ROMANIA

A group of eight 6<sup>th</sup> grade students, Soraya, Alejandro, Adrián, Christian, Paula, Dayanara, Hugo and Mario, and the two English teachers, Cristina and Julia, attended the last international meeting of our Erasmus+ project in Sibiu, Romania between the 16<sup>th</sup> and the 20<sup>th</sup> of May.



During five days we had the great opportunity of living in an international atmosphere, practice a lot of English, knowing a new country, its culture and its people, and making new friends.



We visited many interesting places such as Dracula's castle. We had a really good time.



# EDITORIAL

## **LEARNING WITH ERASMUS+**

Why do children nowadays lead a lonely life while the parents hope that the children would be extrovert, self confident , keep themselves to themselves and take some responsibilities.

In our country mothers and fathers comparing today with the term they lived in with the watchword "It's a hell of time.", show a protectionist behaviour. This protectionist behaviour shows itself in some other areas.

They prevent the children's skill of making right choices and learning by doing using some expressions like "Do not do it yourself ,I 'll do it for you " or " Don't touch , you'll break it ,I'll take it."

In fact, parents who don't want their children make choices cannot realise that this gives damage to their child. Sometimes,they buy shirts, pullovers shoes without their children,a child suffering from this is saying: I have turned my 14 and my mother still buys me socks with Mickey Mouse on them.

Every person who is over forty like me,remembers their teachers of English advicing to find penfriends.In those days corresponding was a very enjoyable occupation.

Telling about what you think, your own culture and cuisine, perhaps coming together and telling about your wish to speak mutually. All of these were nice occupations. Now it is possible to reach a person from different culture by Erasmus+ not corresponding but seeing, not telling about but living.I keep the pleasure and privilege of learning English and telling about what you feel aganist someone speaking English.

The most important problem of ones who learn English is "speaking".We are educated based on the basic grammatical rules of English but day -to-day language in other words the language we make use of includes some different shortcuts. Beginners of English try to use the patterns rightly but doesn't give the same importance to a native speaker. In this sense being with a person speaking English gives a person feeling of confidence and decreases the anxiety.

I am one of the persons who thinks that one of the most important problems of people in our country is our prejudices.I had heard that Armenians were the best friends of lots of my friends who went to U.S.A.They had got asistence from them the most.They had learnt that they had got the common meal habits with Greek friends.In the same way,while they were reaching out to us,the fears of people who visit our country diminished and they changed their thoughts and sense about us.

I think that the children who go abroad wit Erasmus+ or accomodate the others coming from abroad and their families,have so many responsibilities as representing our culture in a right way,providing being witness of our daily experiences and also presenting our country in a suitable way while laying out Turkish ordinary usages and traditions.We shouldnt forget that the children coming from different countries are the most important tourism delegates of us thinking that when they turn back to their homes,they share their experiences with their friends and families.

In addition to this,it is possible to see that all people, who go abroad and live in education atmosphere there and see the reationships in schools and physical equipments,have got a ` To

Do List' in their pocket at any rate. There are many colleagues who have seen the physical conditions and equipments made some changes in their classrooms and had new habits about learning process.

One of the most significant opportunities is that this first meetings and travels create new opportunities for children who go abroad with Erasmus +.

The students, having chosen abroad for their further education like university or postgraduate education, gain a new viewpoint, methods and techniques for their proficiency.

I hope that the experiences which you had and you will have with Erasmus+, helps your personal progress and opens a new gate to a new and different world. I think that it is useful to complete my words with sentences that I have mentioned before: One experience, one life is much better than one thousand books.



Kenan GÖKÇE

Uşak University, The Assistant of General Secretary

## **CULTURE AND SOCIETY AROUND US**



### **THE LEGEND ABOUT WAWEL DRAGON**

Cracow was a former capital of Poland. It's a very beautiful and historical city. In this city there are many historical places and monuments.



I was in Cracow a few times. In the city I have seen the Statue of Wawel Dragon. The oldest legend about the Wawel Dragon derives from the 12th and 13th centuries. The legend was written by Wincenty Kadłubek. Also famous Polish historian, Jan Długosz, wrote about this legendary creature. In the 12th century the dragon was also a favorite motif of art. Later the legend was popularized in school textbooks.

The legend of Wawel Dragon :

Once upon a time a dragon came to Cracow. The creature was very monstrous, it had green skin, a long tail and many sharp teeth.



The terrible dragon started to live in the cave under the Wawel Castle called "The cave of the Dragon". The inhabitants of Cracow were very much afraid of the terrible creature. The

dragon ate a lot of food - it ate one big cow every day !!!

The king Krak decided to kill the dragon and save the city but no one knew how to do that. The king promised a very big reward for the person who killed the dragon. One day a shoemaker, Dratewka, said that he can kill the dragon. Unfortunately no one believed him.

Then the shoemaker, Dratewka, sew a very big sheep and put a lot of sulfur into its stomach. The dragon ate the sheep and the sulfur started to burn it. The dragon walked to the river to drink some water. It drank, drank, drank ... and fell into the river.

This is the end of the legend.

I would like to invite you to visit Poland and Cracow, the old capital of Poland, to see the cave of the Wawel Dragon and his monument. See you in Cracow !!!

By Filip Dudek

### **POLISH TRADITIONAL DISHES**

In Poland there are a lot of traditional dishes. One of the most famous Polish dishes even abroad is dumplings.



Dumplings are made of thin dough which has been cooked.

They are served with a variety of stuffings, such as:

- meat with mushrooms,
- boiled sauerkraut with mushrooms,
- white cheese,
- strawberries with sugar and other summer fruits,

- white cheese, potatoes and onion ("Russian" dumplings)



To prepare them some ingredients are needed:

Dough for dumplings :

2 cups of flour

1 egg

$\frac{3}{4}$  cup of boiled water

1 teaspoon of butter

1 teaspoon of salt

Method of preparing :

First pour the flour into a bowl then add the egg, butter, salt and slowly pour in the water and mix the ingredients together. The dough should be smooth and uniform and it shouldn't stick to your hands but should be soft for easier rolling. After that roll out the dough to make very big circles. Next cut the rounded circles and fill them with the stuffing. Later fold them in half and press both edges together.

Boil the dumplings about 10 to 15 minutes.

The dumplings are very delicious and we recommend you to taste them.

Bon appetite ! Smacznego !

By Karolina Duch and Julia Barańska

## **EASTER TRADITION IN POLAND**

Easter is a very important part of Polish tradition. On Easter Saturday we wake up in the morning and we decorate Easter baskets.

We put a slice of bread, ham, sausages, a few eggs and sugar or clay lamb in them.



The things in the basket symbolize many things. The lamb is a symbol of Christ's victory over death. The eggs are a symbol of the new beginning, resurrection and rebirth. The bread is a symbol of Christ and the symbol of his body that came down from heaven. If we want we can decorate it nicely with boxwood, flowers or catkins.

Later we bring the basket to the church, where the priest blesses the food in the Easter basket. It is a very ceremonial moment. Later we go home and we put the Easter basket on the white tablecloth on the table. According to Polish tradition we cannot move it to the next place until the next day. In the evening we usually attend an evening ceremonial church mass.



On Easter Sunday we get up at 6:00 am and we go to the church for Resurrection mass. After the mass a solemn family breakfast takes place. We begin Easter breakfast with white borsch, we add to it some eggs, sausages and ham. We also eat eggs, bread and cakes from the Easter basket. Many different things can be also on the table:

sausage, salads, tomatoes, cucumbers, bread, cakes.



The third day of Easter, Easter Monday is a holiday that is called Śmigus Dyngus („Wet Monday”). It is a very funny and entertaining holiday. On this day almost everyone use bottles of water, water guns, small balloons with water to pour on other people. To be very wet on this day is good for young girls and women because it is a symbol of luck and prosperity in the next year.

It is important to spend Easter happily with family. Everyone in the Easter time should enjoy themselves.

By Maja Pachniak, Natalia Barańska, Magda Błasznowska and Oliwia Wasilewska

## **MAY 19TH, ATATÜRK COMMEMORATION AND YOUTH AND SPORTS DAY**



The day 19th May that Atatürk arrived in Samsun and started the War of Independence has been celebrated in Turkey as Commemoration and Youth and Sports Day.

This day is celebrated to commemorate Atatürk, his life and his contributions to Turkey with great respect in all the country. Within the celebration activities, the State officials firstly visit the Mausoleum and then they participate in various official ceremonies. The people celebrate this day with torchlight processions in the evenings.



The youth that have been gifted with this festival, celebrates the day with various sports and gymnastic activities in the stadiums of the cities. And besides these activities, Atatürk is remembered with poems and speeches.

Because of the fact that today is also a sports day, many special sports competitions are organized in all around the country. It is also well-known that Atatürk gave great importance on sports. Atatürk says: I like sportsmen who are smart, agile and also well-behaved.

With this word, he wants to say, Ataturk, while encouraging youth to the sport with this word, he wants to grow our athletes as gentleman.

## **23RD APRIL NATIONAL SOVEREIGNTY AND CHILDREN'S DAY**

We celebrate 23th April Children's day every year. Because M. Kemal Atatürk gifted the children's day to the children. It is celebrated on 23th April in Turkey. It is also the opening the Turkish Grand National Assembly. And by the participation of the children coming from foreign countries, this day has been globalized. This special day is also celebrated in stadiums and schools.

Today we decorate our classrooms and our school. We hang flags, balloons, ornaments, pictures of Atatürk.





On 23rd April, in the morning, we come school at 08.00 a.m and the celebration starts with National Anthem. After the Anthem, children read poems, prepare theatres, make shows, dance. The children prepare shows, songs and poems before this special day. The parents of the students also participate in the festival, they come to watch the shows and activities that the children do. All the children enjoys the festival with joy and high enthusiasm.

Written by Yağmur ÇÜMEN  
Ezgi ÖZEL-Gülnur GÜNGÖR

### A DAY AT MY SCHOOL

**KERMES**



Before the Kermes is arranged, the students are informed that there will be a Kermes on the other day.



We come to our school at our usual time and we enter the class. While we are in the classroom, parents and women from parent-Teacher Association bring the food that they prepared and prepares a workbench. When the class finishes and we have a break, the students go to the workbenches to buy the food they want and they pay for them.



On the workbenches, cakes, cookies, sweet-cakes, buns, pies, sweets and also hand-made crafts are sold.



This activity is called 'Kermes'. Kermes is a kind of activity and a meeting, generally done by the women in open air to provide money for the needs of the school. With the money earned from the Kermes, we spend for the needs of school and renovations are made at school.



In Kermes, the feelings like unity, cooperation, solidarity and generosity improve and consolidate. Kermes lasts about two hours at our school.

By Hatice Nur SARI  
and Sedagül ÖKDEM

## A DAY AT MY SCHOOL



Hello I'm Emma, I go to Secondary school Poggi Carducci of ISA13 in Sarzana, Italy, and in my school I don't have lessons in the afternoon.  
I go to school from Monday to Saturday from 8 am to 1 pm.



In the morning I get up at 6:30 and I go to school riding my bike with my dad, but most

of us catch the school bus or by car with parents.



When I arrive at school I wait for the bell ringing with my friends.  
Then we go into the class with the teacher.



Generally I have five lessons. When the second hour finishes there is a break that lasts 10 minutes and students have to eat, speak and go to the toilet!!!  
After the break, lessons start again as far as 1 pm.

Sometimes my school morning routine is different.

Three or four times a year I have only two hours because I usually go to the cinema with my class to watch a film. Then we talk about it.

Sometimes teachers take the class to a trip for example: this year my class and I are going to Nice in France, for two days! It's fantastic!

Text: Class 2A  
Drawings: Emma Bianchi, Elsa Gervastri,  
Benedetti Camilla, Basteri Giulia

### **EXTRACURRICULAR ACTIVITIES AT MY SCHOOL**



#### **AN IMPRESSIVE AND SPECIAL TRIP**

Three teachers, Ana the Music teacher, Rosalía the Primary teacher and Julia the English teacher, and two classes, 6th A and 6th B went to Moragete because in June we finish Primary and this was a special trip for us and we have practiced a lot of English.

Moragete is an English camp in Casas del Rio. Casas del Rio is a small village near Requena in Valencia, Spain.

We went from 13th to 15th of April of 2016 and we went there by bus.

Moragete teachers wrote a timetable where we saw the activities for the day like: zip lane, English lessons, terror night, sports, lunch, breakfast, etc. All the teachers were from English speaking countries: U.S.A, England, Canada, etc.



By Lucía Espert and Dayanara Vaca

### **PARTICULAR ASPECTS OF POGGI CARDUCCI SECONDARY SCHOOL ISA13 SARZANA (BY 2E CLASS)**



Our school, the "Poggi Carducci" in Sarzana has got a lot of classes: A, B, C, D, E, F, G and M in Marinella. All classes attend school in the morning and classes G and F have lessons during two afternoons too.



Students in Marinella go to school from Monday to Friday, afternoons included, except Friday.

"E" classes offer a musical curriculum where the students learn to play violin, clarinet, guitar or piano. They play them alone and all together in our school orchestra respectively once a week in the afternoon.

In March our school orchestra went to Spain in connection with the Erasmus+ YES!, our lovely European project for school exchanges.

We visited Valencia, as a part of this programme; we also went to the City of Art and Science, a botanic garden and a bygone days toy museum.

We performed two concerts organized at the "House of Culture" in Albal and in Denia, too. We played songs of great composers, classical repertorie and modern music, some from famous films (James Bond or Star Wars). We performed in orchestra and choir. It was essential the cooperation with Spanish teachers.



Every year we prepare concerts, solos and a musical. Our Italian teacher helps us to write the script and with our Art teacher we create the scenery. We are the musical's real protagonists. We sing, dance and perform.

Five years ago the students prepared the "Unità d'Italia" to celebrate the moment in which Vittorio Emanuele II proclaimed the birth of the Kingdom of Italy. In 2012 "I Promessi Sposi" (the Betrothed) by Alessandro Manzoni. In 2013 "Il Giro del Mondo in 80 Giorni" (Around the World in 80 Days) by Jules Verne and in 2014 "Odissea" (Odyssey) by Homer.



The musical we performed last year was "La Giara" (The Jar). A wealthy landowner buys a huge jar to preserve the new olive oil. Then an interesting thing happens: on the next day the jar is found broken, split in two. Only Zi Dima Licasi is able to repair it with his magical glue "Il Mastice". The comedy ends with a serious loss: Don Lollò kicks the jar, that rolls on the ground and... it breaks into pieces again!

We still remember the thrill of our first debut, it was a great success!



This year we are staging Dante's "Inferno", taken from the "Divina Commedia" (Divine Comedy).

We have been rehearsing since the beginning of the year, two hours per week. There will be lots of special effects, innovative music and creative ballets.

We wrote the script and some songs. For the costumes we ripped jeans, curtains and T-shirts. A lot of them were made by our school caretaker Lella. Some songs were taken from horror films, for example "Deep Red" is the sound track of a famous thriller film! Other songs are of classical authors like Edvard Grieg and Mussorgsky.

We promise: it will be fantastic!

## **SPORT AND TRADITIONAL GAMES**

**TRADITIONAL GAMES  
FROM POLAND**  
**One, two, three.....Baba  
Jaga is looking !**



In Poland, our country, the game is very popular. Every child knows it and the children play it very often. Everybody can play it, in the yard, in the park, on the playground, on a picnic and during the birthday party. It is best to play it with a lot of friends.



To play the game you need a few people. We choose one person among them, and the chosen person is called the witch, Baba Jaga. She should stand with her face directed to the wall or to the tree. The rest of the players stand in line about 15 meters away from the witch. The players can move and they try to touch the witch. If they touch Baba Jaga they will win.

On the password , "one... two.. three, the witch is looking " the person who is the witch turns and looks at the players, and they can't move or say anything. Baba Jaga tries to make them laugh. If they start to laugh they will lose and they have to return to the starting point. The game can last a very long time, even to late evening.

It is a very fun game and children and even adults in Poland like it very much.

By Ewelina Wasiak  
Kinga Jaskólska  
Andżelika Andziak

### GAME MR. SOBIESKI

Today we would like to tell you about the game, which was first played in Poland many years ago.



To play the game you need only some friends and a rope. The rules of the game are also very simple. The game has a few rounds.

In the first round the person who is Mr. Sobieski jumps ahead as a grasshopper saying the traditional rhyme "Mr. Sobieski had three dogs, red, green and blue". At the end of the rhyme, saying the last syllable, Mr. Sobieski throws the rope and says the number of steps, which he and the other players should do to come to the rope. Mr. Sobieski cannot look at the rope before that. Firstly Mr. Sobieski should try to touch the rope. He can make small steps, large steps, normal steps. If he cannot touch the rope, the other players try to do the same. The person who can touch the rope is the next Mr. Sobieski.

After that the next round will start. In this round the rules are the same, only Mr. Sobieski has to move as a frog.

In the third round Mr. Sobieski should use another style of steps, for example, he should hop on one leg or cross legs. The winner is the person who can make all tasks.

By Ola Radecka, Emilka Rąbkowska, Zosia Makulska, Zuzia Majewska, Klaudia Tulo

### SPORT



An active person is busy, sport-loving and does all kinds of activities.

I like being active and I like practicing sports indoors and outdoors, but this also means to have time for it. I enjoy walking with my friends and riding my bike.

My favourite sports are skiing and table tennis. I feel amazing when I play ping pong outside in my garden.



At school I am not very good at playing volleyball or basketball, so I prefer playing badminton or table tennis. I have a few sporty classmates, but they intend to have a career in sport.

All in all, practising exercises is good for our health and keeps us fit.

Teodora Bratu

### **ICE SKATING IS THE BEST!**

Ice skating is my favourite sport. When I practise it, I feel like flying.

It is a very interesting sport. It keeps you fit and healthy. It is also very exciting and fun. There are a lot of moves. It feels great! It is very graceful, it is like walking on clouds.

On the other hand, learning ice skating can be very difficult.



You must practise a lot. It can also be dangerous, because you might get hurt. This sport is tiring – you have to spend a lot of time until you learn all the moves. Ice skating is expensive, too; you have to pay your trainer, and the equipment needs to be changed sometimes. However, it is worth it in the end.

All in all, although ice skating is hard to learn, it is a great and enjoyable sport for everyone.

Roxana Domnariu

### **OPINION ARTICLES**



### **ACROSS CULTURES**

Culture can be seen as a systematic way of thinking, behaving and communicating within a group.



Cross-cultural communication occurs between people who (may) have different cultural perspectives.

Intercultural dialogue is the exchange of views and opinions between different cultures. It establishes linkages and common ground between different cultures, communities, and people, promoting understanding and interaction. With 28 countries and many more cultural groupings and identities within the European Union, intercultural dialogue is essential for avoiding conflict and the marginalisation of citizens on the basis of their cultural identity.

The European Commission has undertaken a variety of initiatives to support intercultural dialogue, including through the "Platform for Intercultural Europe" and the "Culture Programme". These initiatives have built on the success of the "2008 European year of intercultural dialogue".



Also, experts appointed by national governments met between 2011 and 2014 and discussed the role of public arts and cultural institutions in the promotion of cultural diversity and intercultural dialogue; their report, published in 2014, includes 16 recommendations to cultural institutions and

policy makers at national and EU levels. In addition, "Creative Europe" promotes openness towards other cultures and the integration of refugees and migrants. The "Voices of culture" programme promotes intercultural dialogue and attempts to bring communities together through culture in shared public spaces, while at the same time highlighting the role of culture in promoting the inclusion of refugees and migrants. Furthermore, national culture ministers agreed in November 2015 to create a policy coordination working group on intercultural dialogue with a special focus on the integration of refugees and migrants in society through the arts and culture.

In 2008 the Council of Europe also published "The White Paper on Intercultural Dialogue - Living Together As Equals in Dignity", in order to offer guidance to decision makers in politics, administration and education, as well as representatives of the media, non-governmental organisations, religious communities, youth organisations and other social partners.

There has been standard-setting work on human rights and the protection of minorities, training and information activities have been organized in the areas of education in diversity and respect for others, social cohesion and the management of migration in the light of the Council's values have been promoted.



Miscommunication does happen however. There are 6 primary sources of cross-cultural miscommunication:

- 1.) Assumption of similarities.
- 2.) Language differences.
- 3.) Non-verbal misinterpretations.

- 4.) Preconceptions and stereotypes.
- 5.) Tendency to evaluate.
- 6.) High anxiety.

If people from different countries meet and a misunderstanding arises, we call it a cultural misunderstanding. If such a misunderstanding escalates, it is called culture clash - this type of encounter frequently arises in international trade or diplomacy. If people are immersed in a foreign culture for a prolonged period of time, it can lead to a state of frustration called culture shock.

Here are 9 core techniques for improving cross-cultural communication:

- I. Be aware of your own biases.
- II. Practise flexibility.
- III. Slow down your response(s) and check your assumptions.
- IV. Assume positive intentions.
- V. Share the impact of others' behaviour on you.
- VI. State your intent.
- VII. Listen openly and empathically.
- VIII. Describe, interpret and evaluate when someone else's behaviours are confusing to you.
- IX. Ask of someone else's behaviour, "Is it a difference that makes a difference?" - if someone else's behaviour does not negatively affect cost, people / productivity, safety or legality, then it is not generally a difference that makes a difference.



Raluca Filip



## INTERVIEW

For nearly four months we have had Pepe Serrador in class. Pepe is a University student, he wants to be an English teacher. He has been with us to learn from our work and from our teacher's and also to put in practice all his knowledges. We have interviewed him.



INTERVIEWERS: How was your stay here?

PEPE: My stay has been great! I have enjoyed a lot and I have learnt many things.

INTERVIEWERS: Do you like to teach children?

PEPE: When I was younger I thought I'd like but now I've realized I love it.

INTERVIEWERS: How have you been?

PEPE: My time here has been wonderful because all the people I've met is very kind and helpful.

INTERVIEWERS: What do you think about children's behaviour?

PEPE: To deal with children is the best part of my job and all of you are so nice.

INTERVIEWERS: How about your experience in the school?

PEPE: As I said before, this has been an unforgettable experience and a very instructive time. Working with children is the best way to

PEPE: Of course I'd like. There is a very good atmosphere here and the facilities are good too and...the food is delicious!!



INTERVIEWERS: Alejandro, Sandra, Dani, Ariadna and Candela. 4th A.



**MY LANGUAGE**

**SPORTS IN TURKISH**



By Hatice Nur SA



# WHAT'S YOUR FAVOURITE SPORT?



**FOOTBALL**



**BASKETBALL**



**HOCKEY**



**VOLLEYBALL**



**SWIMMING**



**SKIING**



**TENNIS**



**CYCLING**



**SPORTS IN POLISH**



**PIŁKA NOŻNA - FOOTBALL**



**PIŁKA RECZNA - HANDBALL**



**PIŁKA NOŻNA - FOOTBALL**



**KOLARSTWO CYCLING**



**BIEGANIE - RUNNING**



**PIŁKA RĘCZNA - HANDBALL**












**JAZDA NA DESKOROLCE – SKATEBOARDING**

By Kinga Trzaska, Wiktoria Piórkowska and Karol Kornafel

# SPORTS IN SPANISH AND VALENCIAN



	ENGLISH	SPANISH	VALENCIA
	Basketball	Baloncesto	Bàsquet
	Cycling	Ciclismo	ciclisme
	Football	Fútbol	futbol
	Handball	Balmano	Handbol
	Hockey	Hockey	Hoquei
	Skating	Esquí	Esquí
	Swimming	Natación	Natació
	Tennis	Tenis	Tennis
	Volleyball	Voleibol	Volibol

# SPORTS IN ROMANIAN



ciclism



baschet



fotbal



tenis



schi



înot

## VALENCIAN MEMORIES

We had a great time in Valencia, Spain at the beginning of March 2016 – we were Antonia, Patricia, Miruna and Ana, and the teachers Daniela and Adina.

On the first day, when we arrived, we met our host families. They were all very nice and friendly, and all the houses were beautiful. We became sisters with our hostesses!

On Monday we were welcomed at school. There was a very beautiful ceremony, and you could see how much effort they put into it. We met all the Spanish students, and the student guests from Turkey, Italy and Poland too.



In Valencia they have a tradition. Every year they build "Fallas". A Falla is something made out of paper and glue mixed with water. After that dries, they paint it and around the middle of March they burn all fallas in the centre of Valencia. They also have "Mascletas", which is something like fireworks and firecrackers combined, but much louder and without colours. It is just smoke, but it is very beautiful. We made each a small falla and took it home!

When we went to Fallas Museum, we saw two whole floors full of incredible fallas and took lots of photos. Gulliver Park was also fun.





The most amazing place we visited was a Bio-Park – a wonderful space, like a zoo, but very different from what we have in Sibiu. The animals were not put in cages; instead, they had an open place, especially designed to look like their natural habitats. There were a lot of animals, from fish, to elephants, to giraffes. Some of these animals we had never seen before!



Everything was nice, and at the end of the week we all felt sad because we had to leave. We can hardly wait for all the other kids to come to Romania!

Antonia Popescu, Miruna Oprean, Patricia Voic



## THE ERASMUS PLUS STUDENTS CAME TO SPAIN

Two months ago from the 7th to 11th of March, people from Italy, Turkey, Poland and Romania came to visit our school in Spain.

They came by plane so we went to the airport to pick up them. We took posters to say welcome back and we organized different trips for that week.

On Monday, we had the Welcome Ceremony and Spanish students sang and danced many songs.



They also made a 'Falla'.



On Tuesday some pupils from the Year 6 went to 'Les corts' and to the 'mascletà' to see bangers. Then we went to the shopping centre to buy gifts.





On Wednesday we went to the 'Gulliver's Park' but that day it rained and we had to come before. On Thursday we went to the 'Biopark' and we saw an animal show. In the afternoon Italian and four Spanish students played their instruments in a concert at the Culture Centre. On Friday we ate 'Paella' in the 'Juventud's Falla' and we burned up our 'Erasmus falla' and we threw bangers. In the afternoon we went to the 'Culture House' to celebrate the bye bye ceremony.



Moreover students who accommodated Erasmus pupils went to other places like 'L'Albufera', the City of Arts and Sciences, the Port and so on. This week was very funny and we had a good experience.

By Viky Shenkova, Alba Femenia and Nerea Expósito. 6th A.

# thankyou



Nuestro proyecto Erasmus+ llega a su fin. Me gustaría cerrar este nuestro último número de la revista YES! agradeciendo a toda la gente que ha hecho posible que esta experiencia haya salido adelante.

En primer lugar, quiero dar las gracias a todas las familias de acogida y a aquellas que quisieron serlo y finalmente no pudo ser. Gracias por vuestra generosidad y por abrir las puertas de vuestras casas y vuestros corazones haciendo que todos nuestros alumnos visitantes se sintieran en familia. ¡Gracias!

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JULIA DOMÍNGUEZ MARTÍNEZ, COORDINADORA DEL PROYECTO

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