

# The sky is the limit

Year 2016 – 17, Issue 3

## The Sky is the Limit

BC Naklo – Secondary School Newsletter  
Glasilo BC Naklo – Srednja šola  
Strahinj 99, 4202 Naklo

## Editorial Board/Uredniški odbor:

Nuša Jarc  
Manca Jerala  
Nejc Juhant  
Dominik Lenarčič  
Tina Perc  
Dora Strupi  
Manca Velkavrh  
Ines Vrhovnik  
Ines Železnik

## Mentor/Mentorica:

Irena Šubic Jeločnik

## Front cover/Naslovnica:

Neža Pirih

## Back cover/Zadnja stran:

Jure Ausec

## Photo/Fotografije:

Students and teachers of BC Naklo  
Dijaki in učitelji BC Naklo

300 copies/300 izvodov  
**NOT FOR SALE/NI ZA PRODAJO**

ISSN 2463-7777

January/Januar 2017



**Erasmus+**

# CONTENTS

## **3 FROM THE EDITORS**

## **4 GOING PLACES**

### **4 Poland**

My expectations 1

My expectations 2

Polen

Unsere Reise nach Polen

### **6 Norway**

Our expectations and reflections

Norwegian school system and the school in Voss

Norwegian cuisine

### **9 Tuscany**

My expectations

Our impressions

### **10 Estonia**

### **12 Finland**

### **12 'SLAVIT' exchange project**

### **13 Teacher mobilities**

Scotland: The story of Greyfriars Bobby

Malta: 6 reasons to learn English in Malta

Ireland: Quiz

France: Devinette n°1 (Uganka 1)

### **17 Europe, here we come!**

Excursion to Strasbourg, Luxembourg and Brussels

European MP visits BC Naklo

European Vocational Education and Training Mobility Charter

## **19 MEETING PEOPLE**

The life of a Norwegian teenager

Love of sport and outdoor activities

## **21 IN OUR FREE TIME & WE HAVE WATCHED, WE HAVE READ ...**

Reading

Home

Home

Food, Inc.

Forrest Gump

The Shawshank Redemption

## **23 BEAUTIFUL MINDS & STORIES OF OUR LIVES**

Painful farewell

Anger

Captain Chaos

Three-leaf clover

Wordsearch

## **25 YES, WE CAN!**

Bled cream cake

Our school: the estate, animals and products

Our school shop 'Pod kozolcem'

Biscuits, bouquets and more

Katja Podjed, excellent 8<sup>th</sup> place at Euroskills 2016!



Erasmus+

“ This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. ”

## From the editors

Here is the third issue of our English magazine *The sky is the limit!* Much material was written and compiled in the previous school year but due to financial problems the printing has been delayed until now. In the meantime we have received many more contributions reporting on our students' and teachers' trips to a number of different countries. Some were written and sent before or during the exchanges, hence the future and present tense.

Also, we have learnt that BC Naklo is about to be awarded the Vocational Education and Training Mobility Charter which will enable over two hundred new mobilities in the next four years.

Congratulations and a big thank you to the Project Office!

Furthermore, this issue gives room to the students' creativity: there are poems, a short story and several film reviews plus a wordsearch and a recipe for the famous Bled cream cake which every visitor must taste. Even if it is not exactly our invention, we certainly can make it!

Let's finish with an amazing observation of our students who traveled to Norway:

*In our opinion, students here are more motivated for learning, they follow the instructions and do not use their mobile phones. They do the activities and tasks seriously*

*and very enthusiastically. Besides, we have noticed that the teachers count on their students' responsible behaviour – they let them do a lot by themselves and trust them that they will act responsibly. We think students are more responsible because of that.*

(See page 7 for more).

You will find some sections merged and others expanded ... that's life! Enjoy the reading & think about contributing for the next issue.

**The editors**



# Poland

By Nuša JARC and the PROJECT OFFICE

*There is an interesting similarity between Slovenia and Poland: we have the same place name of Naklo in Slovenia and Nakło in Poland. We have been friends with a school in Poland for many years and in March 2006 a delegation of 45 people came from Poland to attend the opening ceremony of BC Naklo. Now we visit each other every year.*

## My expectations 1

By Tina FERJAN

I am going to Poland in two weeks time. I'll be there from the 17<sup>th</sup> to the 30<sup>th</sup> April. We had to apply last year and only 25 of us were chosen to go. Now we are two weeks away from the experience and we do not know much about the trip. We only know who is going and when we are going, the rest is still somewhat of a mystery. But I can say that I am very excited and I cannot wait for the 17<sup>th</sup> April to come. I am also a little scared because I do not know what to expect. It will be a long ride before we arrive to Poland and that will probably be a bit exhausting, but when we arrive, it will all be better. We are staying in a nice hotel and I expect a good breakfast every morning, so that we start the day on the right foot.

Talking about food, I already did some research about it and I am quite excited to try as many traditional dishes as I can. I hope that the people there know how to speak English so that we can communicate easily. Over all, I expect a lot, maybe even too much. I expect to see as many of Poland's attractions as I can, and learn something about their culture and maybe even some Polish words. I will also meet new people, learn about their way of living and maybe even make some new friends. I do not quite know what to expect, but we are a great group of students and we have great teachers with us and I know for sure that no matter, what we are doing, we will always have fun.



## My expectations 2

By Zala FILIPIČ

In April, I and 23 other students from our school are visiting Poland for 13 days. We applied and handed in our CVs, application and forms. I am looking forward to our trip and I am expecting a lot of things. First of all, it is definitely the culture which I hope we will look at closely. I want to learn about their lifestyles, cuisine, religion and language. My reason for going is definitely getting to know different ways of living and I also believe it is important to show respect at least while you are in the host country. Discovering landscape is also important because, yes, you can write Poland in Google Maps and you will get some pictures, but it is not anything like actually being there. We can also see how people take advantage of it and maybe

compare it to the landscape in our country. We also want to get as much experience as possible. If we can get around in a foreign country, there is no doubt we will do great in ours. I think it is very important for us that at this stage of life we learn how to be independent and responsible for ourselves and travelling definitely helps us. Also, being with people from other countries and cultures, making contact and talking helps us with our confidence. Of course there is also learning or rather improving our English. Although we can learn about tenses and vocabulary in classes, it is logical that there is no better place to learn a foreign language than abroad. I am sure this trip will help us a lot. Last and certainly not least is having fun. It is



important for us to enjoy ourselves and make the best out of the 13 days we have. Yes, it is good that we make something out of it, but still **we are young**

**and our main job right now is to have fun. They say that these are the best years of our life and who will experience them if we don't?**

## Polen

By *Urša HUMAR*

Als ich von einem Schüleraustausch in Polen gehört habe, dachte ich mir, dass ist eine gute Gelegenheit. Ich bin noch nie da gewesen, obwohl Polen auf meiner Reiseliste steht. Da ich gerne reise und neue Leute kennen lerne, ist es

die Gelegenheit neue Leute in meinem Alter mit ähnlichen Interessen kennen zu lernen. Ich freue mich über diesen Austausch und bin mir sicher, dass es eine schöne Erfahrung wird.

## Unsere Reise nach Polen

By *Zala FILIPIČ*

Im April gingen wir 22 Schüler nach Polen. Wir waren dort mit dem Erasmus+ Projekt. Wenn wir erfahren haben, dass wir ausgewählt wurden, bereiteten wir uns auf die Reise zu Hause und in der Schule. Der Weg dorthin war lang und beschwerlich, denn am ersten Tag sind wir 15 Stunden mit dem Bus gefahren. In Polen haben wir die polische Kultur besser kennen gelernt, ihre Lebensweise und typische Gerichte. Wir aßen einige ihrer Gerichte und fanden heraus, dass sie von uns nicht sehr

unterschiedlich sind. Der Reiseführer Krakawem erzählte uns auch etwas über ihre Sprache. Sie ist noch schwieriger als unsere. Wir haben uns auch ein paar Orte angesehen, wie beispielsweise: Torun, Gdansk und Krakaw. Wir haben auch ihr Geld, Zlotys, kennengelernt. Wir schauen die polische Landschaft und fanden heraus, dass sie für den Anbau landwirtschaftlichen Zwecke gut ist. Wir haben viel Zeit auf der Schule verbracht, die unser Gastgeber war. Wir lernten die Studenten kennen und wir sind gute



Freunde geworden. Ihre Schule basiert auf Landwirtschaft, Naturschutz und Veterinärmedizin, ähnlich wie unsere. Die Schüler und Lehrer sind sehr freundlich. Zusätzlich zu all dem haben wir viele Erfahrungen gesammelt und neue Freunde aus unserer Schule kennengelernt, die ich zuvor nicht einmal gekannt habe. Ich hatte natürlich eine unvergessene Zeit, die Erfahrung war wirklich unnachahmlich. Ich bin sehr dankbar, dass ich so eine schöne Gelegenheit hatte das zu erleben.



# Norway

## Our expectations and reflections

By Tjaša TRČEK, Sara ŽAGAR, Kristjan ČADEŽ, Blanka PLESTENJAK, Janez RAKOVEC, Kaja ŠTRUBELJ, Janez SUHADOLNIK and Tjaša JENKO

### Tjaša T.

I heard about this exchange two years ago. Last year I missed my opportunity because I didn't apply but this year I told myself not to make the same mistake again. When I found out that I was chosen for the exchange in Norway I was very happy. I love nature and travelling so this is an amazing experience for me. We have been learning so much about our programme (nature conservation) and the outdoor life. I am glad that I had a chance to see our programme in a different way.



have learned a lot in this exchange – I got a lot of new knowledge and experiences that I will be able to use even when I return back home.

### Blanka

I decided to go to Norway to gain new experience and to get to know their culture. I am impressed with their unique nature. The work I have done in the garden centre is similar to the work I do back in Slovenia. Garden centres here are very organised and modern. In my everyday life I could use some of the knowledge of organisation that I experienced in Norway.



am very positive about the exchange because I have already learned a lot of new and useful things that I will be able to use in my life. If there is a chance, I will definitely come back some day.

### Janez S.

I applied for the exchange because I wanted to get some new knowledge about agriculture. In the past days I have gained a lot of knowledge that I will use in my work when I come back home. It was a little bit confusing in the start, but it is getting better each day.



### Sara

I decided to take part in this exchange because I wanted to see what life looks like in different parts of the world. Norwegian people live differently than we do – I think life is more simple here. All the people we have met have been very welcoming. The vocational training for nature protection technicians in Norway is completely different than the one we do in Slovenia. In Slovenia we have more theoretical lessons, while students in Norway have more practical ones.



### Janez R.

I have always wanted to go to Norway, so when a chance like this came, I knew I had to take it. When I found out that I was chosen for the exchange I was thrilled. Firstly because I love to travel and secondly because I like to experience different agricultural practices that give me a new perspective.



### Tjaša J.

Since my friend Nikita went to Norway last year I wanted to go too. It was interesting for me to see how people here live, what the environment looks like, what it is like to travel so far and also what it is like to travel by plane. So I applied and said to myself: 'We'll see what happens!'. When I found out I was chosen to go to Norway I was really surprised and happy. I expect to learn a lot and experience many new things. I have heard about the wilderness programme that they have here in their school and I expect to see many new interesting things!



### Kristjan

I applied for the exchange with Norway because I like getting to know new places, cultures and people. Norway got my attention with its intact nature – such as fjords, lakes, rivers and valleys. I like their way of living, their architecture, the way they keep things in order, their traditional food which is a lot different from ours. Although I knew that Norway is a very expensive country, I was surprised at the prices. I think I



### Kaja

For now I really enjoy staying in Norway. I like the people that we are working with, because of their kindness and positive attitude. Our daily program impresses me, because there is just the right amount of working, spending time with friends and meeting new people. I think it is a really good experience for learning English, getting to know a new culture and trying to live with other people besides your family. Working on a farm in Norway has been one of my favourite experiences. I must say that I



## Norwegian school system and the school in Voss

By Janez RAKOVEC, Blanka PLESTENJAK and Janez SUHADOLNIK

### Norwegian school system



Norwegian children start primary school at the age of 6 and finish it when they are 12 or 13. In the primary school they have no grades, the teachers only write comments about their knowledge and progress. When they are 12 or 13 they go to a lower secondary school, where they start to get grades. In this time their grades will determine which higher secondary school they will be able to go to. They finish lower secondary school at the age of 16. It is interesting that Norwegian students in lower secondary school achieve some of the best results in mathematics – they are among the top 10% in the world. Upper secondary school is similar to our high school. It is optional, so students choose it only if they want to do so. Students enrolled in upper secondary school are 16 to 19 years old.

## Voss Upper Secondary Agricultural School Voss Jordbruksskule

By Janez RAKOVEC and Janez SUHADOLNIK

During our exchange we were a part of the educational process in the upper secondary school in Voss, named Voss Jordbruksskule. In this year the school has a completely new building, which we like a lot. It is modern, spacious, vibrant and has a lot of cool rooms in which students hang out and do their work. One of the rooms is in shape of a rocket ship, because new, revolutionary ideas are created up there (by the students and teachers). Otherwise we

like the way the school includes a lot of practical work in their programme: practical skills in agriculture, gardening, forestry, traditional use of nature, outdoor activities, wilderness experiences and extreme sports, wildlife and environmental management. Most of the time, regardless of the weather, students spend outside (in the forest, on the school premises ...). In our opinion, students here are more motivated for learning, they follow the instructions

and do not use their mobile phones. They do the activities and tasks seriously and very enthusiastically. Besides, we have noticed that the teachers count on their students' responsible behaviour – they let them do a lot by themselves and trust them that they will act responsibly. We think students are more responsible because of that. The experiences we gained are very important to us and we would do the exchange again if we could.



## Norwegian cuisine

By Kaja ŠTRUBELJ, Kristijan ČADEŽ and Janez SUHADOLNIK



In Norway meals are placed differently throughout the day. Their main meals are breakfast (frokost) and dinner (middag). At the time Slovenian people eat lunch, Norwegian people eat dinner, which is usually the only warm meal they have. The main component of other meals – breakfast and lunch – is bread. They actually do not have the kind of bread that we do. Mostly they eat bread made of whole grain flour and their typical Norwegian bread called lefse is made of potato and milk.

In the western part of Norway sheep head (smalahove) presents a traditional meal. Originally, sheep head was eaten by poor people, but now it is a speciality that is usually eaten before Christmas. The sheep head is first salted and dried, sometimes smoked and later on cooked or steamed for three hours. It is served with mashed turnips (rutabaga) and potatoes. We were also served with it in the school canteen. Some of us were afraid to try it, while others were very excited. It tasted very salty and there was not much meat on it. However, we were glad that we had an opportunity to taste local food.



## NORWAY 2016

By Neža PIRIH

In my opinion, the exchange with the Norwegian upper secondary school Voss Jordbruksskule was a great opportunity to learn and develop professionally; for me and for the students. Over the past few months Voss Jordbruksskule has become a modern upper secondary school centre housing various programmes under one roof. The school building and its surroundings are modern, well organised and efficient. This year the exchange was organised in a slightly different way than in the previous years and as the ac-

companying teacher I performed various tasks and roles that I had not anticipated before our departure. However, both me and the students have gained a lot. In the discussions, reflections and reports that the students produced during and after the exchange it is evident that the experience was very important for them both personally and professionally. Furthermore, I experienced different pedagogical practices and ways of working with students with special needs which I find very useful for my future work.





# Tuscany

## My expectations

By Katja PALOVŠNIK

Approximately 40 students are going on a trip to Tuscany in two weeks' time. I have never been in that part of Italy so I expect we will see a lot of interesting things that are not that common in Slovenia. I heard that Tuscany is famous for its specific food like parmesan, to-

matoes, olives, prosciutto and more, so we will probably eat a lot. Like Provence in France, Tuscany is also famous for its lavender fields. We plan to visit them one day. We will also go on a boat trip to the island of Elba, which was also visited by Napoleon Bonaparte.

## Our impressions

By Nikita TRČEK, Ivo BJELČEVIČ, Jan BURNIK and Tjaša JENKO

*Here are our impressions from a wonderful field-trip to Tuscany between 20<sup>th</sup> and 23<sup>rd</sup> April 2016.*

### Nikita

Towards the end of April, students and teachers were on an excursion in Tuscany. We visited Siena, San Gimignano, Pisa, the island of Elba, Cinque Terre, Parma and Mantova. At first we had nice weather but at the end it was raining all day. We saw a lot of new things, met new people and had many fun adventures. And I also ate the most expensive burger in my life – it cost 7€!

### Ivo

The first stop on our short yet beautiful journey was the city of Siena, where we got to discover an interesting and most amazing renaissance building – a church that took 300 years to finish and is decorated in black and white, which indicates it was built in the renaissance.

The next stop which we will never forget is the city of Pisa with its rich history and world famous leaning tower. The tower stands 56 meters tall and leans at about 4 degrees, which is the result of the restoration work that took place between the years 1990 and 2001. Before that, the tower leaned at about 5.5 degrees. As said, the Leaning tower of Pisa is now one of the world's most recognisable tourist attractions.

The island of Elba was an interesting stop on our journey, where we mostly got to learn about Napoleon who was exiled and kept here after he was defeated at the battle of Leipzig, which, later on led to the attack on Paris. We got to discover, that he was a short, chubby yet charismatic little man with a tendency to keep his wallet closed as much as possible.

Despite the weather not being as sunny and as warm as I had hoped, I had a blast! We enjoyed ourselves very much, had a really good time and learned a lot

as well, which leads me to the conclusion that, overall for me, it was a rich experience which I really enjoyed and would relive again, no questions asked.

### Jan

San Gimignano is a small medieval town on a hill in the middle of Tuscany, in the province of Siena. The city is renowned for its various architectural attractions, but it is also known for its ice cream, which is the best in the world! We bought ice cream in Gelateria Dondoli. We tasted it and it was really delicious!

Pisa is the Italian city that is primarily known for its leaning tower. When we got there the town was bathing in sunlight. We, the boys, were so mesmerized by the beautiful green grass, that we started to play football on it, Brazilian style. We had a lot of fun.

The island of Elba is the third largest island in Italy. The island is very important because the French leader, Napoleon Bonaparte, lived there after he was banished from France. The journey to the island was very exciting. We were on a ferry and it was very windy but it didn't really bother us, we squeezed a little and it was immediately better.

I think that this has been an exciting journey for each and every one of us, and that everyone learned something new. Considering the weather forecast before our departure the weather was pretty favourable to us, as it rained only on the last day. We saw many of the world's attractions, I, personally, was impressed primarily by the province of Tuscany itself, which is something special as these plantations of vines and olive trees will take you to a fairy-tale, a world of wonder. The best of all was our company – the fantastic students and teachers, our guide and bus drivers.

### Tjaša J.

When we were in the Cinque Terre, walking along the pier, we noticed something unusual. These animals in the water should actually be in the deep sea! Our biology teacher Meta Vovk came to help us identify them. We saw jellyfish and some low developed organisms. Nice!

On the last day we were walking down the Portovenere. We were taking photos of the beautiful coast. Nikita was eating bread when all of a sudden a seagull joined us. It decided to show off for some pictures in return for some bread. It was quite an encounter.

On the island of Elba we visited the mine of crystal stones. We drove on a cart into the pit of crystals. While we looked at the crystals in awe, we also listened to the story of their formation. It was fun and amazing.

The entire journey was really exciting for me. We had so much fun! I also gained a lot of experiences and made some nice memories to reflect upon. One evening we got the idea to go and swim in the sea. And we did. It was dark and a little cold but we went anyway. It was unforgettable. I'm really thankful to my friends for being who they are and for all the memories.



# Estonia

By Jagoda ŠTILEC

In the spring of 2016 eight students from BC Naklo took part in a ten-day Erasmus+ mobility programme to Estonia. We went to Luua, a village 250 km south of the capital, Tallinn. We stayed in a boarding school and did practical work in and around the school in Luua, such as, for example, maintenance work in the animal park with a bear, a lynx and some rodents. We spent quite some time in the school tree nursery cleaning the plants and preparing them for sale, and we worked with the school's floristry teacher. Field trips included a canoeing trip on the nearby river and a visit of Tartu, a town with a university over 300 years old and the exciting Ice age centre. At the centre, we saw a simulation of the global warming effects which might bring us to the point where Santa Claus will no longer use sleigh but will pick apples instead. We played volleyball with the local students and were surprised at how well we did. Card games were also very popular and we even learnt some new ones. We became familiar with a new country which we hadn't had a clue about before the exchange. We were developing the skills of our chosen profession all the time. I like my field of work and I know I have made the right choice.



# Experiencing Estonia

By Mojca LOGAR

I'm in Estonia. I am grateful to be able to take this teacher training opportunity. With a group of students we are located near Tartu, practically 'in the middle of nowhere'. The school is surrounded by woods and meadows, magnificent birch, pine and spruce trees; plains, swamps and lakes – this is Estonia. The school has a dormitory for students and flats where the teachers live. We meet in the morning, in the afternoon and during the weekend. There is a small grocery store where you get everything you need. The strange thing about it is the huge selection of alcoholic drinks. Most young people speak English and everyone understands Russian.

Nature means everything to the local people. There are forests with marked walking trails and numerous picnic areas used by families and individuals, especially at weekends. Part of our training takes place in a greenhouse in the school's nursery. Many buildings, including schools, museums and training centres were built with the help of EU funds.

Before coming to Estonia I read a book by an Estonian author Sofi Oksanen which got me interested in the relationship between Estonians and Russians today. One of the teachers explained that 40% of the population are Russians. They are very well organized: they have their own TV, newspapers, radio and schools. Some of them still don't speak Estonian. They go to Estonian schools and learn Russian. Finally, however, the younger generation is beginning to realize that it would be useful to speak Estonian. Most Russians live in the Narva area and in Tallinn. When we worked in the animal park, most visitors were children and they all spoke Russian. Nevertheless, the issue is a taboo – nobody speaks about the problem of Russians in Estonia. Apart from the Russian influences we noticed the influences of German and Scandinavian culture. Estonia has a rich history – especially Tallinn and Tartu. Welcome to Estonia!



# Finland

By Patricija ČERNE

At the beginning of the year I went to Finland. I knew that Finland was a very cold country. But when I came to Finland it was -28°C. I was shocked because this temperature is too cold for me. I did not think it would be that cold because a friend who had already been

there told me that the temperature is about -15°C and he told me that it is night or twilight all the time in winter but this is not really true. There is an ordinary day like in our country in winter time. Finland is a very beautiful country, especially in winter time, because you

can feel the cold and there is a lot of snow. People in Finland are very friendly and hopeful. I am very happy that I have visited Finland. I think that is one of the best experiences in my life.

## 'SLAVIT' exchange project

Ines VRHOVNIK, Tina PERC and Nuša JARC talked with Bernarda BOŽNAR

In October, six students and their teacher, Marcell Smolej, came to our school from Zvezna gimnazija in zvezna realna gimnazija za Slovence, a gymnasium in Austrian Carinthia. They came here as exchange students and they were here for three days to see what life is like in Slovenia. They stayed with our students from 1L and 1M classes.

We tried to spice their days here in Slovenia so we prepared active workshops for them:

- they microscoped animals from the Soča river,
- they made cream from natural ingredients,
- they planned ski resorts,
- they analysed the water from local streams,
- they had a tour of our school estate.

In February 2017, six of our students are going to visit the France Prešeren State Secondary School in Trieste. They are

going to stay with Slovenians born in Trieste. The students from the Trieste school are going to visit Klagenfurt in April 2017. The project is connecting Slovenians in three different countries.

Three students from our school took part in the exchange to Austria. Two students studying confectionery at our school went to Bildungszentrum Ehrental and one student of agriculture went to Fachrichtung ländliche Hauswirtschaft.

There are huge differences between our school and the one in Ehrental. For example, they only have one dining area and they only have one menu. Their school doesn't have separate professional choices, that means they all study the same thing and they all have the same classes. The hosts took our students on a tour of Klagenfurt to see the city and some of the more interesting sights.



# Teacher mobilities

## Scotland: The story of Greyfriars Bobby

By Simona ZABUKOVEC

In late March 2016, I spent over a week in Edinburgh, participating at an in-service teacher training course within the Erasmus+ teaching staff mobility framework. The Erasmus+ program for teachers aims to help teachers across Europe to enhance their professional skills. For me, it was an opportunity to improve

the language fluency, exchange teaching practices and learn about the new approaches to classroom management. The family I stayed with and the teachers with encyclopedic knowledge, as well as nationally conscious and passionate Scotsmen, provided us with marvellous and detailed descriptions

of Scotland and its capital, Edinburgh. See the pictures to have a glimpse into my 'Edinburgh experience'. Knowing the love of animals at our school, I'd like to share the story of Edinburgh's best friend. It's a story of Greyfriars Bobby, a small Skye terrier who guarded the grave of his owner for 14 years.



Read the story and complete the gaps with the following words:

**belonged, buried, cemetery, conditions, evict, fed, inseparable, master's**

'Bobby' was the name of a Skye Terrier, who \_\_\_\_\_ to John Gray, a night watchman for the Edinburgh Police. They were \_\_\_\_\_ for two years. However, in February 1858, Gray died of tuberculosis. He was \_\_\_\_\_ in Greyfriars Kirkyard. Bobby, who survived John Gray by 14 years, is said to have spent the rest of his life on his \_\_\_\_\_ grave. The gardener and the keeper of Grayfriars tried on many occasions to \_\_\_\_\_ Bobby, but in the end they took pity on him. He was built a shelter and \_\_\_\_\_ regularly.

Bobby never spent a night away from his master's grave even in the most dismal weather \_\_\_\_\_. In 1867, The Lord Provost of Edinburgh paid for Bobby's dog license, making him the responsibility of the City Council. Bobby sadly died in 1872. He could not be buried within the \_\_\_\_\_ itself, since it was consecrated ground; instead he was buried just inside the gate of Greyfriars Kirkyard, not far from John Gray's grave.



## Malta: 6 reasons to learn English in Malta

By Marko VALANT, Tatjana ŠUBIC, Borut LAZAR, Marjetka KASTELIC ŠVAB, Marjeta VOVK and Urška KLEČ

1. Malta is an important Mediterranean island with a rich cultural heritage influenced by Arabs, Jews and Britons.
2. English is the second official language in Malta.
3. The best way to learn English is to live it, use it and feel it.
4. The most efficient method of learning English is a combination of deductive and inductive approaches, used in groups of international participants.
5. The important benefit of an English course in Malta is an opportunity to expand your network of contacts and thus contribute to the internationalisation of BC Naklo.
6. By developing our professional expertise (English terminology) we expand the opportunities of our students to obtain the knowledge and develop the skills relevant in the labour market.



## Ireland: Quiz

By Tina PERC and Nuša JARC with Darja RAVNIHAR and Jana KORITNIK

*In the spring of 2016, a couple of teachers went to Dublin, Ireland, because of the need to improve their knowledge of English. They travelled by plane. When they came there, they saw that Ireland is very similar to Slovenia because of its greenery. They visited the towns of Killkenny and Glendalough. One of the teachers said: 'Irish school system is a little different and in our course they showed us new didactic approaches which I can use at our school'. After returning from Ireland she did this quiz in class with the students. They worked in groups. They drew the map of Ireland. And here's the quiz.*

**1) Ireland has many symbols. Which of these is the symbol of Ireland?**

- the Old Library
- the harp
- Tara Brooch

**2) Ireland has 4 provinces. Ulster in the North, Munster in the South, Connach in the West and Leinster in the East. Where is Dublin, the capital, located?**

- in the North
- in the South
- in the West
- in the East

**3) There are many different people coming from Ireland or they have Irish roots, like J. F. Kennedy, George Clooney, Liam Neeson and others. Which of these 3 famous people is Irish?**

- John Lennon
- John Travolta
- Elton John

**4) There are many special places in Ireland, that you can visit.**

**In Dublin and its surrounding you can see the Archeological Museum, The National Gallery, the Newgrage in the North, a very old town of Kilkenny in the South ... Which of the following sights is not connected with Ireland?**

- Glendalough
- Madame Tussaud
- Tara Brooch

*Find answers on page 26.*

The other teacher carried out a lesson that she prepared for her final presentation at the end of the teacher training course in Ireland. It was about the Book of Kells, an ancient manuscript written by monks. The main point of the teacher training was to integrate culture into everyday English lessons. This way it is also possible to integrate any other content. In addition, the teachers learnt how to teach other subjects in English. This is called CLIL – Content and Language Integrated Learning. They found it very useful for English and German classes where they teach vocational English and German anyhow.

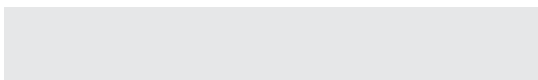


## France: Devinette n°1 (Uganka 1)

Par Andrej POGORELEC

<b>C'est un objet qu'on utilise en hiver.</b>	Gre za predmet, ki se ga uporablja pozimi.
<b>C'est un objet qui n'a aucun lien avec les stations de ski.</b>	Ta predmet nima nobene zveze s smučarskimi središči.
<b>C'est un objet sans lequel on peut vivre si on aime vivre dangereusement.</b>	Če radi izzivamo nevarnost, ga lahko pogrešimo.
<b>C'est un objet à cause duquel il y a moins de dépenses pour les compagnies d'assurance.</b>	Zaradi tega predmeta imajo zavarovalnice manj stroškov.
<b>C'est un objet sans lequel on pourrait avoir des problèmes avec la police.</b>	Gre za predmet, brez katerega imamo lahko težave s policijo.
<b>C'est un objet qu'on n'achète pas à l'unité normalement.</b>	Običajno ga ne kupujemo v enem kosu.

Qu'est-ce que c'est ? Kaj je to?





# Europe, here we come!

## Excursion to Strasbourg, Luxembourg and Brussels

By Ana KOSELJ



Erasmus+



At the end of the previous school year some students were invited to take part in an award trip to Strasbourg, Luxembourg and Brussels. We were travelling for four days. We did not need to pay for it, because one European political institution gave money for this project. The point of this excursion was that we would learn about the work of European institutions. We saw the European parliament in Strasbourg and in Brussels and we learned a lot about the work of politicians. We strolled through the old town and saw the most interesting sights: the place of the Waterloo war, the Atomium ... The thing which I liked the most was the botanical garden in Brussels. I am happy that I could do this trip, because I think that we saw and learned a lot.



## European MP visits BC Naklo

By Zala FILIPIČ

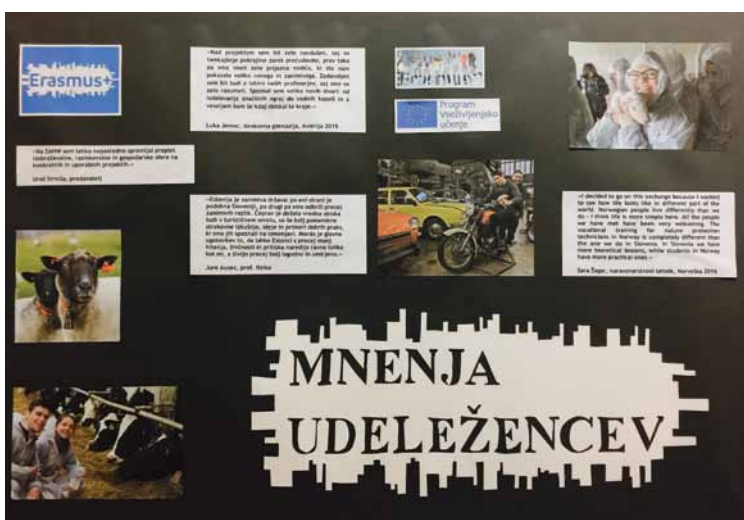
About a month ago, on the 23<sup>rd</sup> September, we had an important visit on BC Naklo. Slovenian postulant dr. Milan Zver, who works in European parliament, came to our school. Students, who were involved in any kind of international exchanges and also students, which are interested in these things, gathered in lecture room and listened what he had to say. He told us how European parliament works, what are their current problems they are dealing with and what is he responsible for. He also told us a lot about projects that we were involved in and are funded by the program Erasmus+. His opinion is that these kind of projects are a good way of getting work experiences and that we should take as much advantages out of it as possible. At the end we asked him some questions and he was happy to reply. I think it was educational to hear everything he told us and I really enjoyed it.



## European Vocational Education and Training Mobility Charter

By the PROJECT OFFICE

We are proud to announce that we have been successful in applying for the Vocational Education and Training Mobility Charter so BC Naklo has been awarded this important document which means that over the period of 2016 – 2020 we will be able to carry out over 200 mobilities for the students and staff!



# The life of a Norwegian teenager

By Tjaša JENKO and Tjaša TRČEK

*To get a better idea about the life of the youth in Norway, we have talked with a 16-year old student Caroline. She is from Bergen, but she currently lives in a boarding school in Voss. This January she will be visiting Slovenia and is very thrilled about it.*



## What is your high school programme? Describe it.

Unfortunately I don't know the name of the programme in English, but it has a lot to do with outdoor activities and survival skills. This programme still allows me to enter different universities and colleges afterwards, but we spend a lot of time outdoors.

## Why did you choose this programme?

I have chosen this programme because I really like to be outdoors. Besides, I was kind of tired of typical school lessons – just sitting inside and having typical subjects. That is why I thought it would be a good idea to apply for a programme that gives me a general kind of highschool education and allows me to be outdoors as much as possible.

## What do you like about your school?

I like that the building is all new and that we have a lot of new equipment. Besides, the school is pretty big so we get to know more people, work and connect with them. For example, a few weeks ago we shot a deer and the students studying catering prepared it for us and we spent the whole day

together. In return, we are going to take them on a hike. It is good that we can exchange knowledge, experiences and connect with each other. Furthermore the teachers are great and the programme is very interesting.

## What do you plan to do after you finish the programme you are currently attending?

I am not quite sure yet, but I was thinking about studying marine biology. Maybe I will have a year off and go travelling around the world and study afterwards. I also have other possibilities, like going to work for the army etc. I still have time to decide.

## What sports are typical of Norway? Do you play/do any of it?

Typical sports are football and handball – those are the sports that most people do. I used to play football, handball and did some rowing, but currently I play

underwater rugby, which is not that common.

## What do Norwegian students usually do for fun?

I think that most people are doing different sports, but we also like to hang out with each other. Our activities mostly depend on the weather. If the weather is nice, we have a barbecue, climb or hike, do different sports. I think it depends on the person.

## What is your typical school day like?

That depends – we have inside and outside days. We have two days a week that we spend inside, we have 4 lessons before the lunch break and then we normally have 3 more lessons. When we have outside days, we do outdoor activities, we spend the whole day in nature. We even have lunch outside. Even when we have lessons inside, we are mostly learning about different outdoor activities.



# Love of sport and outdoor activities

By Tjaša JENKO, Tjaša TRČEK and Sara ŽAGAR

*While doing an orientation race with Norwegian students, we talked with their teacher Ragne to learn more about the Norwegian school system, culture and traditions. She mostly teaches in the programme called nature conservation and is very thrilled about sports and outdoor activities. You can read more about her points of view and her inspiring love of sports, nature and outdoor activities in the interview below.*

## What subject do you teach?

I teach a subject named outdoor activities.

## How many students are usually in your class?

Usually I have a group of 20 or 12 students. Most of the time I work with a group of 20 students.

## What does your typical lesson look like?

We meet somewhere at school and we talk about the activities we are going to do that day – we set goals, make a plan. First we cover some theoretical basis

and then we go out and do the practical part of activities. Outside we do different things – orienteering, climbing, kayaking or other outdoor activities. Usually I spend the entire day with one class.

## Why did you become a teacher?

That was the one thing I was not going to be (laughs) – my mum and dad are both teachers. It was never really a goal for me. I started an education in the field of sports and outdoor activities, because I was very much interested in them. At the end of my educational path I asked myself what I could do with it and figured out that being a teacher would be the best way to keep doing the things I



love. That is why I did the teacher training and later on applied for this job, so now I am here. I love it.

## What do you love the most about your job?

I love to work with young human beings and I love to be outdoors – it's a good combination for me. In my work I can do both, so it is a perfect job for me.

## Is being a teacher a respected profession in Norway?

Maybe not enough – it has been a little bit better lately, but it is still not as respected as it should be. This is a problem, we do not have the authority we should have, but it is getting better.

## What do you think is the most important thing every teenager should learn?

The most important is to be a good citizen and member of community, to have high moral values. I think that common behaviour is the most important.

## What kind of customs and traditions are the most typical for this part of Norway – Voss?

We have a long tradition of farming, sports, food (like the sheep head you are going to eat today) folk music. Maybe a newer tradition but a typical one are sports – a lot of good sportsmen come from Voss. They say that Voss is the place with the highest percent of olympic award winning sportsmen in the world.



# Reading

By Taja L. URANA

Reading is one of the many ways to pass the time. It allows you to forget your busy life and entertains you for a little while. Some books are more light-hearted and will not take much of your time and will not make you think too much. Others can pull you in or make you rethink your entire life. Most people prefer to watch television though. But a

book can offer you some things that a TV cannot. Sure, on television you can watch things happen. But a book lets you imagine for yourself what you want someone or something to look like. It sparks your creativity. You and someone else can read the same book and interpret it in completely different ways. And not just the appearance of things but

also the message or moral of the story. Of course like with all forms of entertainment not every book is brilliant. Some are complete rubbish and some are just not well written. But that is also part of the fun: becoming a self-proclaimed critic. It makes one feel so much more intelligent.

## Home

By Tjaša TRČEK

The film is about our planet. It explains how we are slowly destroying Earth with pollution and how we are exploiting natural resources for our well-being, even though we are harming nature

in the process. The film gives different examples of our actions and their consequences. Like if we continue to live the way we do, the ice caps will melt and the water level will rise by 7 meters. If that

happens, all cities by the coast like New York and Tokyo will be flooded. It does not matter where on Earth we inflict damage because everything in nature is linked.

## Home

By Dominik LENARČIČ

### Summary:

Home (2009) is an hour and a half long documentary about man's effect on nature, not to be confused with the 2015 animated movie about a friendly alien voiced by Sheldon Cooper. Behind long, beautiful shots of landscapes a soft, calm woman's voice goes over the origins of life on Earth and stumbles into the story of the homo sapiens, wise human. She mentions man's humble beginnings and his fast growth and evolution and comes to the point, where the message of the film kicks in. The point, where that growth started going too fast. The faster man evolves, the faster his actions are harming his very planet, his very home. The narrator mentions every effect of man's greed and search for comfort and how, in the end, it all comes back to him. But she doesn't end here. For it's too late to be a pessimist, Earth can be saved, given early enough action and we have to unite and work together to do so. To save our little blue planet. To save our one and only home.

### My opinion:

Produced by EuropaCorp and (apparently) funded by several big corporations like Gucci and Puma, the film is very simple in its structure; long helicopter shots of stunning landscapes with soft-spoken narration and appropriate to the current tone-music behind it. But the cinematography is not important, what is important is the message. And it's only the biggest, most important message you can have, what with its understanding being the difference between normal life and the complete meltdown of the ice caps. The narrator, Glenn Close, who you might remember as Cruella de Vil from the live action 101 Dalmatians film or that Nova Prime commander

from Guardians of the Galaxy, definitely knows this, sometimes sounding like she's going to start crying. Great narration, I guess. In the end she delivers the hopeful message, leaving the viewer informed and mesmerized. Or asleep, **but if you really find the film that boring then you are, quite frankly, a heartless, ignorant, selfish monster.** But if you don't, then I applaud you for your patience and understanding. Have a biscuit, you deserve one.

### Vocabulary:

<b>origin</b>	a place or point in time, where something begins or is created
<b>ancestor</b>	a person that greatly precedes the current generation
<b>descendant</b>	a person, a distant child of an ancestor
<b>to nourish</b>	to provide with substances required for life and growth
<b>hospitable</b>	allowing life to grow and develop/welcoming to guests and strangers
<b>to disrupt</b>	to violently stop something peaceful
<b>to exploit</b>	to use for one's personal advantage
<b>to deplete</b>	to reduce to a small amount
<b>superfluous</b>	more than necessary, excessive
<b>to deprive</b>	to keep someone/something from having a certain thing
<b>to exacerbate</b>	to make something worse
<b>to conserve</b>	to keep something intact/to maintain a constant quantity of something

# Food, Inc.

By Meta ŽEFRAN

The documentary Food, Inc. is about industrial production of meat. We saw that people do not want us to see how meat is produced. Chickens do not see sunlight. They are locked in dark rooms. Cows do not eat grass. They eat corn. The second part is about the industrial production of grains and vegetables. When most of us think of a

farm, we imagine a place with a barn, green pastures and chickens running around the yard. But the reality of most farms in the USA today is far from that image. Farming has become so industrialized and mechanized that many modern farms are like factories. The film includes a lot of interesting interviews with people like Barbara, whose

2-year-old son, Kevin, ate a hamburger and died 12 days later from E.coli. Then we heard the interview with a large working family. The father has diabetes. They told us about unhealthy food. For example; unhealthy food costs less than healthy food. The movie showed us the truth about what we eat and how it is produced.

# Forrest Gump

By Žan PINTERIČ

## Summary:

The film talks about the life of a simple and not very intelligent young man Forrest Gump. The main character is sitting on a bus station and telling his own life story. As a child he wore special leg braces, because he had some medical problems. Other children didn't want to play with him and didn't like him at all, because he was a bit slow-minded. But he had just one good friend, a little girl named Jenny. Forrest Gump had to run away from the local boys who teased him, and he could run really fast. Once a baseball coach saw him running very fast and so he came into a baseball team. He got a college degree and joined the army. Although he

wasn't very intelligent, he was friendly, kind and honest and he reached many important goals.

## Opinion:

I think, that the film is very interesting, because I learned many new words and I heard funny quotes like 'Stupid is as stupid does', 'You gotta put the past behind, before you move on' and 'Life is like a box of chocolates, you never know what you're gonna get'. The main idea is that not only high intelligence is needed for a good life, but courage and hard work are sometimes enough. I liked the funny way of telling us the story even if the problems were serious. I enjoyed

watching the film very much and I'll probably watch it again soon.

## Historical references:

The film Forrest Gump is a comedy drama from 1994. It is based on Winston Groom's novel with the same title. The director of the film was Robert Zemeckis with Tom Hanks as the main actor, Sally Field as Forrest's mother and Robin Wright as his friend Jenny. The story takes place between from 1944 and 1982. Even if the story is not a true story of a living person, there are many historical moments like killing president Kennedy, the Vietnam war and many others.

# The Shawshank Redemption

By Vitan ZAVRL

The Shawshank Redemption is an American film made in 1994, directed by Frank Darabont. It's a drama, adapted from the Stephen King novel: Rita Hayward and Shawshank Redemption. The main characters are Andy Dufresne who is a successful, married banker played by Tim Robbins, and Ellis Boyd, Andy's best friend, played by Morgan Freeman. The film tells the story of a married banker Andy Dufresne who is sentenced to life in Shawshank State Penalty. He was accused of murdering his wife and her lover despite his claims of innocence. It all started on an evening when Andy was drunk in his car waiting to catch his

wife cheating on him. He had a gun and liquor in his car so that's why the police thought he was the killer. He was sent to Shawshank State Prison where he met Ellis Boyd. He became best friends with him. One day the warden asked Andy to help him with his money problems. The warden saw that Andy, who was a banker, was really good with money and that he was really smart, so he used him for his money laundering operation. But Andy was so smart that he created a false account where he sent all the illegal money earned by him and the warden. Meanwhile, Andy was also planning an escape. He was digging a

tunnel from his cell to the outside. When he completed the tunnel, he escaped, raised all the money from the false bank account and moved to Mexico, where he bought a house on the beach. The next day the police came to Shawshank State Penalty where they tried to arrest the warden because of his money laundering, but before they even got to him, he shot himself. For me the movie is straight up awesome. I think that everybody should watch it, because it's so intense that once you start watching it you just can't stop. It is by far my favorite movie.

## Painful farewell

By Dominik LENARČIČ

Few words spoken,  
Few gazes exchanged,  
But new love awoken.

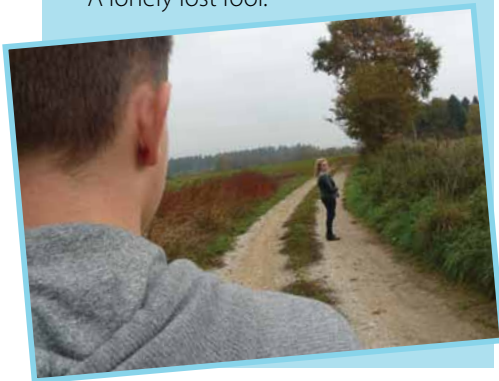
Love so fun,  
Burning,  
Like a thousand suns.

We know it won't last,  
I just wish,  
It didn't end so fast.

What will I do?  
Where will I go?  
I just have no clue.

Does it have to end?  
Must I lose,  
Another friend?

The world is just cruel,  
'cause now I'm just,  
A lonely lost fool.



## Three-leaf clover

By Dominik LENARČIČ

There once was a man called Mr. Hardcastle. He was a teacher and a good one at that. He loved all his students and all his students loved him. If you were to ask one of them, who their favourite teacher was, they would always answer: Mr. Hardcastle. He was really that good. Mr. Hardcastle was a happy man, care-free and also full of luck. Really full of it.

It was a sunny day. Mr. Hardcastle was on an excursion with his students. It was time for lunch and Mr. Hardcastle was ready, his backpack full of sandwiches his wife made for him. Just as he was ready to bite into the first one, he noticed a sad face not far from him. The sad face belonged to a girl, a foreign exchange student on her last day. She forgot to bring any sandwiches with her

and it looked like she was about to be hungry for the rest of the day. Being the good man that he was, Mr. Hardcastle took pity and approached her with a smile on his face, offering her one of his sandwiches. The girl took the sandwich and quickly ran away from him and sat down behind a tree. That was the last time he saw the girl.

It was after this exact day, that luck seemed to leave Mr. Hardcastle's life. First, he accidentally knocked over his mother's precious vase. Then he fell and broke his arm. Then he found out, that his son had passed away in a car wreck. Then his wife got critically ill. And when it couldn't get any worse, his last day at work came and he had to retire. Mr. Hardcastle was no longer a happy, carefree or lucky man. He was sad, tired and without hope.

Then, one day, the 17th of March to be precise, the postman arrived with

## Captain Chaos

By Dominik LENARČIČ

It starts out calm,  
It starts out nice,  
It starts out quiet,  
As a pack of mice.

It's so peaceful,  
It's so serene,  
But then comes  
That one painful scream.

It's Captain Chaos,  
The devil himself,  
Destroyer of order,  
A mischievous elf.

Destroying and breaking  
That which I built,  
And evilly laughing  
Without any guilt.

Making a storm,  
Inside my mind,  
The solution  
I cannot find.

Now nothing is left  
But anger and sadness  
Given to me  
By the bringer of madness.

a single letter for Mr. Hardcastle. The sender was someone far, far away. When he opened it, he found, much to his surprise, a single three-leaf clover and a note. The note said:

*Dear Mr. Hardcastle,*

*In all the years since I last saw you I couldn't forget you and that one act of pure kindness. I felt guilty for never thanking you, I hope you forgive me and accept my gift to you. I'm sorry I couldn't give you a four-leaf clover.*

*Best wishes,*

*The girl you selflessly helped.*

As Mr. Hardcastle picked up the three-leaf clover he realised who had sent it to him. A long lost smile appeared on his old, but once again happy, carefree and lucky face.

THE END

# Wordsearch

Complete the words and find them in the wordbox!

1. A person who takes care of people's hair;  
H \_\_\_\_\_ R
2. A person who works in the parliament;  
P \_\_\_\_\_ N
3. A person who takes care of accounts:  
A \_\_\_\_\_ T
4. A person who draws, paints, makes sculptures etc;  
A \_\_\_\_\_ T
5. A person who works in a library;  
L \_\_\_\_\_ N
6. A person who helps people with legal problems;  
L \_\_\_\_\_ R
7. A person who acts in films, plays etc;  
A \_\_\_\_\_ R
8. A person who takes care of children;  
N \_\_\_\_\_ Y
9. A person who is interested in science;  
S \_\_\_\_\_ T

T	N	A	T	N	U	O	C	C	A	Y	W	P
R	E	S	S	E	R	D	R	I	A	H	O	R
M	L	W	P	R	Y	Y	Y	K	Q	L	E	N
T	S	I	T	N	E	I	C	S	I	Y	A	P
S	Y	P	B	B	P	A	N	T	W	N	M	Y
I	Q	D	V	R	C	X	I	A	N	G	B	K
T	M	M	J	T	A	C	L	Y	M	K	G	J
R	Z	W	O	B	I	R	X	Q	N	B	D	Q
A	L	R	T	A	Z	B	I	L	B	R	X	L
X	T	V	N	R	N	G	D	A	X	M	R	Z
K	Q	Y	B	D	T	W	K	Q	N	R	V	N

## Bled cream cake

By Dora STRUPI, adapted from <http://tastetravelslovenia.com/bled-cream-cake-recipe/>

### Ingredients

For the yellow custard:

- 500 g of puff pastry
- 1,6 l of milk
- 5 dcl of whipping cream
- 180 g of flour
- 300 g of sugar
- 100 g of caster sugar
- 10 eggs
- 20 g of vanilla sugar
- 1 spoon of rum

For the white cream:

- 500 ml of whipping cream
- ½ spoon of icing sugar

### Steps

Roll the dough in the size of a baking tray, even better a few centimeters more since the dough will slightly shrink when baking. Put the dough on to the baking tray, then prick all over with the fork. Cut into two rectangles. Bake the dough approximately 10 to 15 minutes on 200 degrees until it gets a nice gold-

en colour. While the pastry is chilling, start preparing the cream. Separate egg yolks from egg whites. Whisk the egg whites and caster sugar until stiff. Whisk the egg yolks and sugar well until thick and pale. Then gently add 0,2 l of cold milk, sift the flour and stir in. Boil the rest of the milk together with vanilla sugar. Slowly add egg yolk cream and slightly stir for 10 minutes until the egg cream is thick enough. Remove the pot from the heat and gently pour the custard into the egg white mixture. Stir the rum into the custard. Spread it – when still warm – over the pastry and leave to chill. Meanwhile whip the cream, sugar and vanilla sugar and spread it over the chilled custard. Cover it with the second plate of pastry, cut into desired dimensions and dust with icing sugar.

Bled cream cake is a traditional Bled dessert. It is very sweet and delicious. Over the last 60 years they have sold



more than 12 million cream cakes! Bled cream cake is very popular throughout the country. It is served in nearly every restaurant or pastry shop in Slovenia. The lakeside town of Bled is one of Slovenia's most popular tourist destinations.



# Our school: the estate, animals and products

By Nejc JUHANT, Manca VELKAVRH and Ines VRHOVNIK

At our school we have a horse stable and a cowshed. In the horse stable we have two horses. The cowshed is full of cows and calves. Next to the cowshed there is a pen for ducks. On the estate we have other kinds of animals as well. We take good care of all animals. We use the horses for riding. From the cows we get milk, that we can use to make dairy products, which we sell in our school shop.



## Our school shop 'Pod kozolcem'

By Manca VELKAVRH

BC Naklo has a school shop called 'Pod kozolcem' which can be found under a traditional Slovenian hayrack called toplar. The shop offers a variety of numerous ecologically grown and homemade products, made by our students under the supervision of their mentors. The shop sells dairy products (such as milk, yoghurt, cheese, cottage cheese, ...), juices and vinegar, vegetables (such as tomatoes, potatoes, leeks ...), herbs, teas, freshly made confectionery and ice-cream.



# Biscuits, bouquets and more

By various photographers

Students at our school can make delicious cakes and biscuits and wonderful flower arrangements (among other things) – check for yourself!



## Answers to Quiz

on page 15: 1) the harp, 2) in the East, 3) John Lennon, 4) Madame Tussaud.

# Katja Podjed, excellent 8<sup>th</sup> place at Euroskills 2016!

Manca JERALA and Iza LEBAR

Upon her return from Gothenburg, Sweden, where she took part at the Euroskills 2016 competition, Katja shared some information and impressions at a press conference.

There were 36 countries and 600 competitors. She had an unbelievable experience. Her task was to make six floral arrangements without knowing in advance what kind of arrangements were expected. Before the competition, she had psychological and physical preparations, which were organised in Planica. Euroskills can be compared to the Olympic games of professions. This year it attracted 75.000 visitors over two

days. Katja recommends this competition to everyone because she feels it's a great learning opportunity. You have to go there expecting to learn, not win. She first attended Euroskills two years ago as a visitor herself, simply to observe. Before Euroskills she had also attended a lot of other competitions in Croatia and all over Slovenia. She feels Sweden offered her many opportunities for her future. Among other things, she took twenty lessons in English. Now she is back to BC Naklo for another two years and some day she wants to open her own flower shop.



# From this issue

**There is an interesting similarity between Slovenia and Poland: we have the same place name of Naklo in Slovenia and Nakło in Poland.**

**... we are young and our main job right now is to have fun. They say that these are the best years of our life and who will experience them if we don't?**

**In our opinion, students [in Norway] are more motivated for learning, they follow the instructions and do not use their mobile phones. They do the activities and tasks seriously and very enthusiastically. Besides, we have noticed that the teachers count on their students' responsible behaviour – they let them do a lot by themselves and trust them that they will act responsibly. We think students are more responsible because of that.**

**We became familiar with a new country which we hadn't had a clue about before the exchange. We were developing the skills of our chosen profession all the time. I like my field of work and I know I have made the right choice.**

**I'm really thankful to my friends for being who they are and for all the memories.**