

October - November 2002

Year 9 - Number 34

## Sharing and Caring for the Old



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## workshop

"Words on Words -  
Teaching  
Contemporary UK  
Literature"



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## Sports Day

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Gloucester

4 - 9 1 1 - 5 0

puntos

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en deportes



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## Summary

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Kindergarten

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Coordinador: Ing. Agr. Martín Rodríguez Otaño.

Redacción y diseño: Prof. Brenda Tovagliari

Se agradece la colaboración "ad honorem" del Sr. Diego Romano en la redacción y diseño del NEWS



## 95 años

UN HOMENAJE PERMANENTE A NUESTRA  
FUNDADORA

## ALICE OGAN

Al acercarse el nuevo aniversario de la fundación de la escuela y al iniciarse sus 95 años de trayectoria ininterrumpida formando generaciones de personas con valores, la Asociación Civil Villa Devoto School ha decidido incorporar esta nueva forma de homenaje permanente a nuestra fundadora, la Profesora Alice Ogan.

Para ese fin, se otorgarán a partir del ciclo lectivo 2003, las Becas Alice Ogan o **Alice Ogan Scholarships** con el objeto de premiar a los dos alumnos más destacados por sus méritos y logros académicos de séptimo grado, que iniciarán su escolaridad secundaria en la Institución.

Estas consistirán en dos medias becas sobre los aranceles educativos de la escuela secundaria y podrán ser mantenidas por los becarios hasta la finalización de sus estudios mediante su promedio general.

B E C A S      A L I C E      O G A N

### Alice Ogan Scholarships

#### Requisitos:

- Estar cursando séptimo grado en un establecimiento primario.
- Completar el formulario de inscripción.
- Asistir a un coloquio de presentación.
- Aprobar las pruebas indicadas de Castellano, Matemática e Inglés.

Para más información contactarse con el Departamento de Coordinación.



# Los Egresados de Kinder 5



Juan Manuel Gancedo



Ludmila Villa



Agustina Filisetti



Daniel Hong



Iván López Caso



Ornella Fernandez  
Avello



Erika Nahir Wagman



Sofia Di Buccio



Franco Abraham



Lucila Diamore Basilio



Docente de Castellano:  
Prof. Constanza Rey

English Teacher:  
Miss. María Di Giorgi



Federico Persichini



María Eugenia  
Rodríguez



Germán Lee



Dalana García Alvarez



Valentina Ortells  
Barrantes



Luciana Taccone



Agustín Hermida



# Los Egresados de Kinder 5



Florencia Villa



Sofia Scodelaro



Giuliana Noemi  
Nebbia



Tomás Gravina



Rodrigo Berdomás



Lilén Martínez



Carolina Figueroa



Justina Abril Son



Eugenio Damm



Catalina Goldemberg



Docente de Castellano:  
Prof. Alejandra Cafferata

English Teacher:  
Miss. Constanza Rey



Martín Alejo Barrán



Catalina Benini



Felipe Santiago  
Cucco



María Belén Aimi



Sol Balinotti



Camila Tais Villareal



Nicolás Gabriel  
Córdes



# Kindergarten

# Orange Room

## Los Egresados de Kinder 5



Bárbara Borgia



Federico Wisdom



Francisco Barbero



Pilar Choi Brogna



Martina Mur



Francisco Oscar  
Parisi



Pedro Andrés Boulay



Ignacio Andrés  
Romero



Docente de Castellano:  
Prof. Alejandra Paez

English Teacher:  
Miss. Mariana de Pina



Ignacio Joel Prieto



Jazmin Etchelecu



Guadalupe Vanini  
Cervini



Candela Belén  
Pupkiewicz



Lella Macarena  
Pedrucci



Nicole Yvonne Chung



Juan Ignacio Pérez  
Torres



Agustín Cañonero



Facundo Sesín



Giuliano  
Woloszanowski



Nicolás Daniel  
Glasbauer



Lucas Marinelli  
Bresciani



Javier Andrés  
Vásquez



Renzo Tomás de  
Mársico



Los alumnos de

1er grado "C" son verdaderos

escritores

**Dragones en problemas**


VANINA FERRARI 1º C

Continúo esta historia.

¡Hicieron Historia!

23

■ raquí era un dragón pequeñito que no sabía echar fuego por la boca. Estaba muy triste y entonces vinieron más dragones que le enseñaron a echar fuego por la boca y ahora Raquí estaba feliz por cuando lo utilizó no le volvió a volar la lengua por eso y a los demás no? llamaron al jefe y a los demás a echar fuego por la boca.



Vanina Ferrari

**Dragones en problemas**

FLORENCIA KANG 1º C

Continúo esta historia.

¡Qué Buena Historia!

23

■ raquí era un dragón pequeñito que no sabía echar fuego por la boca. Estaba muy triste y entonces llegaron dos amigos que le enseñaron a echar fuego por la boca. Los dos amigos le enseñaron a echar fuego por la boca y ahora Raquí estaba feliz por cuando lo utilizó no le volvió a volar la lengua por eso y a los demás no? llamaron al jefe y a los demás a echar fuego por la boca.



Florescia Kang

**Dragones en problemas**

LUCIA BASSO 1º C

Continúo esta historia.

¡Qué Buena Historia!

23

■ raquí era un dragón pequeñito que no sabía echar fuego por la boca. Estaba muy triste y entonces vinieron dos dragones más y le explicaron que los dragones chicos no tiraban fuego. le dijo el más grande y Croqui se dedicó a estudiar.



Lucia Basso

**Dragones en problemas**

GABRIEL TORRE 1º C

Continúo esta historia.

¡Qué Buena Historia!

23

■ raquí era un dragón pequeñito que no sabía echar fuego por la boca. Estaba muy triste y entonces llegaron dos amigos que le enseñaron a echar fuego por la boca. Los dos amigos le enseñaron a echar fuego por la boca y ahora Raquí estaba feliz por cuando lo utilizó no le volvió a volar la lengua por eso y a los demás no? llamaron al jefe y a los demás a echar fuego por la boca.



Gabriel Torre



## Project

**"Share and Care about Others and the Environment"**

Teachers: Laura Alvarez  
D'Adamo and Andrea  
Martinez.

2<sup>nd</sup> "A" and "B"

**A i m s :**

To learn about children's rights in society and respect other cultures.

To foster critical thinking and cooperative learning: working in groups and accepting their mates' opinion.

To foster autonomy and values such as citizenship, responsibility, solidarity, good manners & habits.

To activate students' multiple intelligences: musical, logical -mathematical.

To integrate the four skills: Listening , Speaking, Reading and Writing in a scenario-based project .

To unite efforts towards a common objective by the integration of different subjects: English, Art, Music, CAS and Computing.

To work on categories and sequencing.

To incorporate vocabulary related to these topics.

To identify different types of pollution and courses of action to be taken in order to raise environmental awareness.

To care for others and the environment.

**Steps to achieve our aims:**

First we elicited from students what they knew about children's rights and environmental problems. Children did some research work on these topics and we worked orally. Then, we played different games and also shared this recycling project with High School CAS students. We danced and sang to the rhythm of two lovely songs entitled: "Friends of the Earth" and "Our Rights". After that, we enjoyed the story "How to Save the World in a Week" and, in groups, students gave different endings to the story read. We became scientists and made an experiment on which things harm our planet. At last, children worked on creative writing, giving some tips on how to make a better world. Children showed part of this project to their parents on the "Open Class Day".

Laura Alvarez and Andrea Martinez thank parents and children for their enthusiasm and cooperation in this project. We would like to share some of our pieces of work with you. Here they go!!!

Let's get together to make this world a better place!!!





Date: July 18<sup>th</sup>, Saturday Name: Josefina

### CREATIVE WRITING

Now write a letter to your friend to tell her/him how to care and share about others and the environment.

Josefina Blattman  
2<sup>nd</sup> form "B"

Dear friend;

I'm in 2 form at villa santa seba. I have something very important to tell you. At school we did some research work on "how to care and share about others and the environment". These are some of the things that we have to bear in mind to make a better world... Things that don't harm the earth,  
Turn off lights and electronic devices when I'm not using them, Clean up rivers and oceans, Help the ones that are in need, Respect people, their animals and forests, Recycle products at home and at school.

Let's put this into practice. Good-bye Josefina

### SONG: "OUR RIGHTS"

© Fill in the blanks with the words that are inside the box.

'world' 'human' 'defend' 'rights' 'education'  
'discrimination' 'love' 'think' 'speak'

Here we are, the children of the world.  
Let our voices, everywhere be heard.  
We want to live  
In a worthy place  
And dignify  
The human race.  
We want to have and  
defend with all our might  
For everyone of us  
These children's rights.  
We have the right  
To receive education  
And not to suffer  
From discrimination.  
A free and healthy life  
Good play and enough rest  
And our parents' love will make  
Our lives the best.  
We deserve respect  
Should get information  
Let us not be victims  
Of labour exploitation.  
Let us freely think  
Stand for our beliefs  
Let us freely speak  
No more tears or grief.  
If we join together  
Injustice to face  
We will make forever  
This world our place.  
Here we are  
The children of the world...  
Let our voices  
Everywhere be heard  
(Repeat 1)

Great!  
20

Excellent!  
11

Camila Pedruzzi  
2<sup>nd</sup> form "A"



Francisco Dorna  
2nd form "A"

☺ Fill in the blanks with the words that are inside the box.

\*friend \*rivers \*oceans

\*forests \*animals \*birds

\*danger \*air

If you want to be my friend ✓  
This you must do  
Clean up my rivers ✓  
My oceans ✓, too.

Stop killing forests ✓  
animals ✓ and birds ✓  
Wildlife's in danger ✓  
This you must learn.

Don't poison the air ✓  
The air your children breathe  
They deserve a good place  
To realize their dreams.

☺ Now sing it and enjoy it.  
(Chorus)

I want to be a friend,  
A friend of the Earth  
I want to be a friend,  
A friend of the Earth  
And you can, too.

Excellent!  
ZU

Date: Tuesday, September 10th

Name: Agustina

#### READING COMPREHENSION ON CHILDREN'S RIGHTS.

These are some of the children's rights. Fill in the blanks with words that are inside the box.

"Each child in the world has the right ..."

- ☒ To live in a decent house ✓
- ☒ To receive food ✓ and medical care.
- ☒ To enjoy freedom ✓ of thought, conscience and religion ✓.
- ☒ Not to be victim of abuse ✓/exploitation.
- ☒ To be protected ✓ from any physical abuse.
- ☒ To express their opinion ✓ freely and to be listened ✓ to.
- ☒ Not to be discriminated ✓ against.
- ☒ To grow up in freedom and to ask for and receive information ✓.
- ☒ To participate ✓ in the cultural and artistic life of the community.
- ☒ To receive education ✓.
- ☒ To play, have adequate rest and to practise sports ✓.
- ☒ To have a name ✓, a nationality and a family ✓.

\*education \*sports \*name \*family

\*participate \*information

\*discriminated \*opinion \*listened

\*protected \*labour \*freedom \*religion

\*food \*house

Now choose the "right" you liked best and illustrate it by means of a lovely drawing:



"Each child in the world has the right to receive  
education and have a family."

Excellent!  
ZU



Agustina Wortman Jofre  
2nd form "A"



Date Monday 26 September Name Cloé

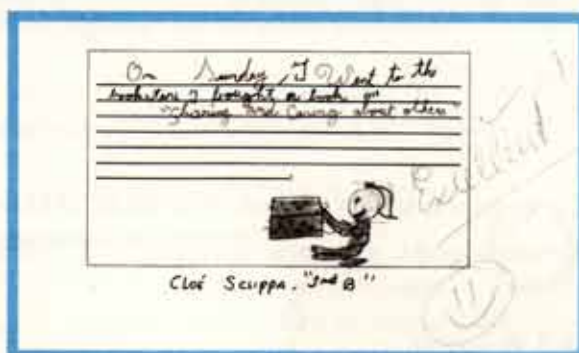
Reading Camp: "How To Save The World In A Week"

\*What happened first... and last? Now order the lines from 1 to 7.

- On Saturday I helped the world's animals. I gave them food, drink and my sister's clothes. 7
- On Sunday, I went to my Gran's house. She gave me a book on How to save the world. 5
- On Tuesday, I saved glass and recycled Grandad's bottles. 3
- On Wednesday, I helped the ozone layer and turned off the fridge. 4
- On Monday, I saved paper and recycled my school books. 2
- On Friday, I saved water. I didn't wash. 6
- On Thursday, I saved petrol and let down the tyres on Dad's car. 1

\*And the story finishes like this... Write and draw here:

Cloé Scippa  
2<sup>nd</sup> form "B"



## Exitos en las Olimpiadas Matemáticas Ñandú

Nuestros alumnos siguen cosechando triunfos en los certámenes finales de las Olimpiadas de Matemática.

Juan Cruz Río, alumno de 7<sup>o</sup> grado "A", representará a V.D.S. en la última instancia de la Olimpiada Matemática Ñandú a realizarse el 27, 28 y 29 de octubre en la ciudad de Mar del Plata.

¡SUERTE!

Felicitamos a la alumna Daniela Greco de 7<sup>o</sup> grado "B" por haber obtenido una medalla de bronce en la 8<sup>va</sup> Olimpiada Iberoamericana de Matemática, realizada en la ciudad de Buenos Aires en el mes de mayo de 2002.

Valoramos el esfuerzo y la dedicación de ambos alumnos como así también la preparación ofrecida por las docentes de Matemática, Sra. Fernanda Alvarez y Sra. Viviana Fontales.

¡FELICITACIONES!

Dirección de Primaria castellano



## Proceso de producción de un texto

## Planificación

Los chicos realizan la planificación del trabajo. Luego de elegir un tema de narración recuerdan las etapas de la narración: **principio, nudo y desenlace**. Hablan de las "**palabritas mágicas**" (conectores) y tienen acceso a una lista que está en el aula a la vista de todos.

## Textualización

Cada niño realiza una **primera escritura** a la que llamamos **borrador** inicial o primera producción.

## Revisión

**Relectura** individual y del docente para llegar a la producción final.

Este trabajo implica un proceso. Por este motivo se inicia a principio de año y continúa durante todo el ciclo lectivo.

## Un viaje en barco

por Pablo Fracas; 3er grado "A"

## Capítulo 1: La partida.

¡Hola, amigos! Hoy voy a contarles una historia en donde pude morir... fue el mejor viaje en barco que tuve.

Yo, Damián, me encontraba descansando en mi alcoba cuando mi mamá vino corriendo y me dijo que nos

íbamos de viaje en el Tinatuc. Apenas me lo dijo, con mucha alegría empecé a armar mi equipaje. Cuando terminamos de guardar todo, agarramos a Puppy, nuestro perro, y nos fuimos en el auto Forca rojo, al puerto.

Apenas vimos el barco, nos dimos cuenta que media 8 metros, subimos y partimos

hacia el Polo Sur.

## Capítulo 2: El final del Tinatuc.

Un día que estaba todo muy tranquilo, estábamos en la zona de los tiburones blancos, nos pasó uno por abajo. El Tinatuc empezó a hundirse. Todos se tiraron al agua... sobrevivimos mi mamá, mi papá y yo. Así termina nuestra historia.

por Sabrina Echeri; 3er grado "A"

Melanie estaba de vacaciones y se quería ir en barco a Uruguay. Ella vivía en la Argentina y tenía 20 años.

Más tarde se fue al puerto con toda su familia, el barco estaba por salir y Melanie subió. El viaje iba a ser espectacular.

Pronto pasaron por un río y llegaron al mar. En el mar había delfines muy hermosos; poco tiempo después se alejaron de la orilla, fueron hacia el horizonte donde había tiburones.

Ellos los querían comer. Empezaron a golpear el barco durante el camino.

Finalmente, llegaron a Uruguay y fueron a comer al mejor restaurante, pidieron ranas.

Justo ahí estaba Juani, el más malo del mundo, quien agarró una rana y la puso en la bandeja. Melanie se asustó mucho y regresó a su casa.

*Un viaje en  
barco*



por Maite Villa  
3<sup>er</sup> grado "A"

### El mejor de mis cumpleaños

Carolina estaba muy desesperada; al otro día era su cumple. Ella estaba muy triste porque no sabía que hacer; no repartió las tarjetas de su cumple. Sin embargo, Caro no sabía que sus amigos le habían preparado una fiesta sorpresa. Al día siguiente, ella repartió sus tarjetitas pero ninguno de sus amigos podía ir a su cumple. Caro volvió a su casa llorando y de repente explotaron muchos globos ¡BUM! ¡BUM! Caro se asustó, había un cartel, ¡FELIZ CUMPLE, CARO!

por Agustina Pintimalli  
3<sup>er</sup> grado "A"

### Un viaje en barco

#### Un viaje en barco

Un día soleado, Valeria y su familia decidieron ir a dar un paseo en barco. A ella le encantaban los barcos, pero nunca había viajado en uno.

A la mañana siguiente Valeria no esperó el momento para preparar sus cosas y cuando su mamá se despertó se impresionó mucho porque Valeria ya había preparado su bolso. Cuando subieron al barco, ella estaba muy emocionada. En medio del camino, el barco se atascó con unas algas del mar. Valeria estaba muy asustada, trataron de sacar el barco con tanto esfuerzo que se cansaron. Valeria casi se puso a llorar porque estaban en el medio del mar. Justo pasó una lancha y Valeria le pidió ayuda.

Más tarde el barco ya estaba libre y siguió su camino. ¡Valeria estaba feliz!

#### Un viaje en barco

Un día me levanté temprano para ir a Paraná en barco. Fui al baño, me lavé la cara y los dientes. Bajé las escaleras, me senté, prendí la tele y me hice la leche; la tomé toda y comí un alfajor.

A las 8:00 fui a jugar a la computadora. Más tarde, como a las 9:00, bajaron mis papás, desayunaron y a las 9:30 fuimos al country, pedimos canal de salida y zarpamos para Paraná.

Más tarde nos encontramos con tres barcos amigos: el Janet, el Anti y el Lovers. Luego paramos a comer todos, en nuestro barco; comimos asado, chorizos y ensaladas. Entonces seguimos navegando. Después paramos en San Pedro. Al día siguiente salimos de San Pedro, a la tarde paramos para comer. Después paramos en Rosario y dormimos allá. Por último llegamos a nuestro destino, Paraná. Esta vez no paramos a comer, paramos a esquiar en la moto de agua. Yo no esquí pero nadé con patas de rana.

Un día, un barco partió del puerto a pescar. Tenía cinco tripulantes; el capitán se llamaba Ramón y los que pescaban se llamaban Gonzalo, Leandro, Juanchi y Fernando. Más tarde empezó a llover muchísimo, con rayos; había olas de 5 metros. Trataban de volver y no podían. Llamaron por la radio y no podían porque se les había roto la antena.

De pronto vieron un tiburón blanco; los estaba atacando para que se les rompiera el barco y se cayeran, así se los podría comer. Estaban tratando de escaparse pero el tiburón blanco los perseguía sin parar y no se rendía más.

Finalmente buscaron en el barco armas y le dispararon pero no lo podían matar porque se metía abajo del agua. Cuando salió, le dispararon, lo mataron y regresaron más tranquilos al puerto. Allí les preguntaron por qué habían tardado tanto y ellos contaron toda la historia del tiburón blanco. Todo el pueblo los escuchó y se quedó muy asombrado.

por Gonzalo Chiesa  
3<sup>er</sup> grado "A"

por Leandro Couretoi  
3<sup>er</sup> grado "A"



# P o e m s

*During the Book Fair week, the fourth form "B" children have worked "poems", guided by their feelings of **caring and sharing**. Here you can read their production. It's GREAT!*

My brother is sweet and lovely.  
When my mum comes near by  
He gives a hug and kisses her  
And then he says good-bye.

Pablo likes school  
He studies very much  
He has a little pool  
Where we have lots of fun.

My dog has a habit  
That is very nice to feel  
She licks my hand constantly  
And all the time stays by me.

My sister has a habit  
She helps me with my work  
And makes me laugh a lot  
While she is growing up  
Today is her birthday  
And I don't know what to buy  
I may give her a big kiss  
As big as her heart.

My grandmother has a habit  
That is very nice to see  
She brings a lot of presents  
For my brother and for me.

My mother has a habit  
She's generous with me  
She's nice, and helps and shares  
She's so very lo-ve-ly!

My cousin has a habit  
That is very nice to feel  
He likes to care for things of others  
and then he lends things to me.

My father has a job  
And my mother too,  
They help the others  
And the others help them too.

I help my mother with my brother  
And when he wants a big kiss  
He is nicer when he's sleeping  
Then he does look very sweet.

My mother has a habit  
She gives me everything  
Her heart is like mine  
She gives all her love to me.

My grandmother has a habit  
That is very nice to see  
She loves sharing and helping others  
And she always cares for me.

My cousin has a habit  
That is very, very sweet  
She is very lovely, funny and nice  
Specially when she laughs with me.

My mummy has a habit  
And is to be nice to me  
She's sweet, takes care of me.  
She has another habit  
This is to give love to me,  
I feel secure when she is by me.

My grandma lives in New York  
I want her to come here,  
To help my mother at work  
I want her to come to Argentina  
On Thursday for my birthday.



# The Haunted House

by Julián Saganias and Guido M. Diforti  
5<sup>th</sup> form "B"

This year, for Open Day, 5<sup>th</sup> form invited parents to read a detective story, "The Haunted House", to their children. The kids worked orally on the comprehension of the plot and vocabulary and were then supposed to solve the case in groups.

Enjoy the summary of the story!



One day a girl phoned a detective and said, "I've seen a ghost!". (it was Halloween). The detective thought that it was a joke, but he went.

He talked with the girl and said, "I've seen a ghost in that house!" The detective said, "Ok, we are going to enter". "Ok", she said.



They entered. They investigated the house and the mysterious room at the back of the house and there was nothing. But there was something strange, the candlestick was ten steps away from the way and it couldn't run. He saw a stairs and there wasn't any handprint.

They noticed that the living-room was very clean and with a lot of pictures, and one picture could move so he solved the case.

There wasn't any ghost, there were thieves that used the abandoned house to hide and tried to convince everybody that there were ghosts, so the people would never buy it. They hid the gold and other valuables behind a secret door in the wooden-panelled wall. And the detective was famous for ever.





# "Esio Trot"

by Roald Dahl

## Description of Mr Hoppy:

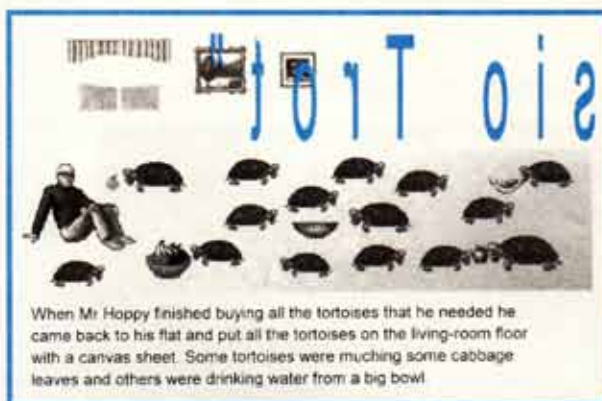
He is a very shy man. He is very jealous and he gets angry very easily. He is clever because he made a very good plan to conquer one of his two loves. He has receding and grey hair. He is plump, his nose is bent and big. His mouth is small with thin lips. He has a grey moustache but he hasn't got beard. He used to work in a garage but now he is retired.

## Description of Mrs Silver:

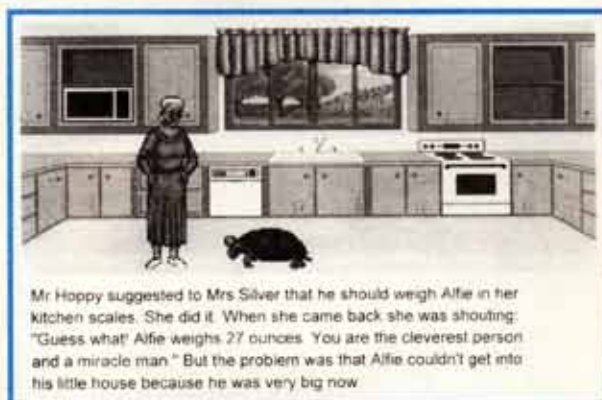
She has a tortoise called Alfie. She is plump. She has wavy, blond and short hair. She has broad forehead and thin eyebrows. She has big, round and black eyes. Her nose is big and pointed and her mouth is big with thin lips. She is friendly and honest. She is happy too. Mrs. Silver is middle-aged and she works. She is gentle, attractive, romantic, sweet and pretty. She is self-confident. She isn't clever because she didn't notice anything about Mr. Hoppy's secret plan. She is a lovely lady.

by M. Agustina Alejandre and  
Valentina Zavala  
5<sup>th</sup> form "A"

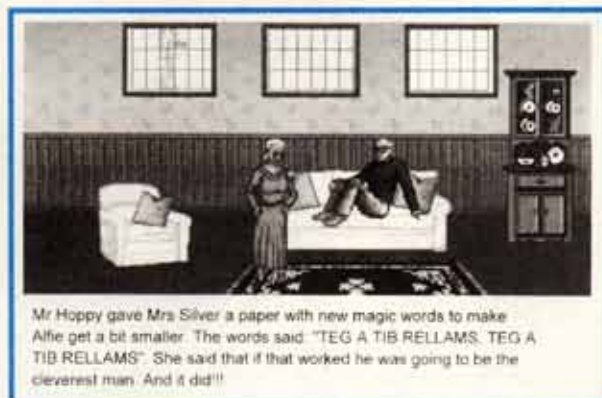
by Sofia Dreispiet, Valentina Zavala  
Sáenz and Valentina Cseh



When Mr Hoppy finished buying all the tortoises that he needed he came back to his flat and put all the tortoises on the living-room floor with a canvas sheet. Some tortoises were munching some cabbage leaves and others were drinking water from a big bowl.



Mr Hoppy suggested to Mrs Silver that he should weigh Alfie in her kitchen scales. She did it. When she came back she was shouting: "Guess what! Alfie weighs 27 ounces. You are the cleverest person and a miracle man." But the problem was that Alfie couldn't get into his little house because he was very big now.



Mr Hoppy gave Mrs Silver a paper with new magic words to make Alfie get a bit smaller. The words said: "TEG A TIB RELLAMS, TEG A TIB RELLAMS". She said that if that worked he was going to be the cleverest man. And it did!!



The next day Mrs Silver was shouting: "You did it, you did it!" You are the cleverest man. Mr Hoppy asked Mrs Silver if he could pop to her balcony to see Alfie. When he went down Mrs Silver was at the door waiting for Mr Hoppy. Then when he came in, he asked Mr Silver if she wanted to marry him. She said "Of course!" In a few weeks Mrs Silver became Mrs Hoppy and they lived happily ever after.



## Descriptions

*In 5<sup>th</sup> form we have been learning how to describe people. After studying vocabulary connected with this topic, the children chose to describe one of their classmates.*

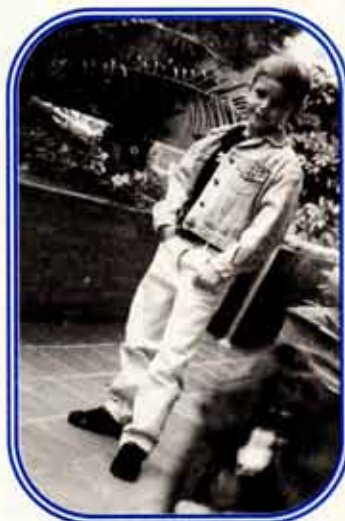
*Let's read some of them!*



by Valentina Cseh

**S o f i a** has fair and wavy hair. Now she is wearing a pony tail. She has a narrow forehead and a fringe. She has thin eyebrows. She has short eyelashes. She has brown and small eyes.

She is very friendly. She is honest and amusing. She is clever and kind. She is very serious and happy. She is a good person.



by Franco Barrera

**L u i s** is a very good friend. He likes joking, he likes football and sports very much and he is very honest. He laughs a lot with all his friends and he is amusing. He is a very good football player.

Luis has a crew-cut and brown hair. His eyelashes are long. He has big, green eyes. He has a straight and small nose. He has a small mouth and big cheeks. He has a pointed chin. His head is quite big. His eyebrows are long. He is very thin.

**C a r o l i n a** is a short and thin girl. She has short, wavy and mousy hair. She has long and dark eyelashes. She has brown, small and slanted eyes. She has long and thin eyebrows. She has a narrow forehead. She has a curved up nose and big, full lips.

Caro is self-confident, sporty, kind, easy-going, friendly, patient, calm and thoughtful.



by Florencia Dos Reis

**J u l i e t a** is quiet. She is very self-confident, happy, romantic, kind, honest and polite. She's a very good person and helps other people. I think she's a good friend. She understands other people's feelings and that's very good.

She has dark, round and big eyes. She has black straight hair. She's dark skinned. She has a straight small nose and a narrow forehead. She has thick eyebrows and short eyelashes.

She has a small mouth and thin lips. She's a very good person.



by Carolina Cerri

**F e r n a n d o** has dark and small eyes. He has a small nose. He has a narrow forehead. He has small ears. He has a big mouth with thin lips. He

has long eyelashes and big eyebrows. He has long legs and long arms. He has a lot of sense of humour. He is a very good friend.



by Federico Campanelli



## CHARLA SOBRE ADICCIONES

El viernes 20 de septiembre los alumnos de 6<sup>to</sup> y 7<sup>o</sup> grado concurrimos a la biblioteca donde presenciamos una charla dada por el Dr. Roldán acerca de adicciones. De la charla sacamos estas conclusiones:

**Cuando uno fuma a muy temprana edad no muestra ser fuerte, muestra inseguridad.**

En la última década hay muchas adicciones, generalmente en encuentros juveniles.

**La cocaína no apunta a personas mayores ni a los abuelos, al contrario, apunta a nosotros.**

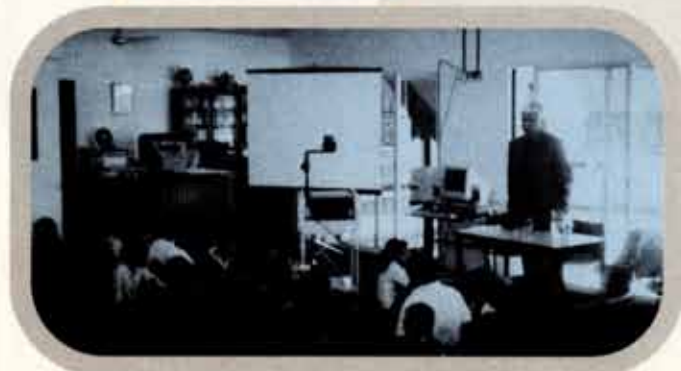
Para no empezar a drogarse hay que tener un amor por el cuerpo, eso no está muy instalado. Depende de nosotros.

**Las drogas y el abuso del tabaco hacen una regresión del crecimiento de peso y de salud mental.**

El alcohol es serio, los chicos antes de entrar a una disco consumen alcohol y por eso puede haber violencia.

***Si vemos un compañero o un familiar tomando droga hay que tomar las siguientes precauciones:***

No aislarlo;  
Darle amor;  
No hacer lo que uno quiere;  
De a poco que comprenda que está mal tomar droga;  
Acudir a un profesional.



**Autores:**

**Facundo Perelli  
Natalia Lombardi  
Sofia Estivill  
Juan Basso**



## Sharing and Caring for the Old

One day an idea cropped up from the Book Fair motto, "Caring and Sharing". After dealing with this issue for some time among all of us, we agreed that as we care for small children, old people also need someone to look after them.

We decided to visit an old people's home, so we picked "San José de la Montaña", which is a home for elderly ladies nearby. The idea was to have tea with them and share a nice moment together. We arrived there at 4:00, because before that, they usually take a nap, and we came back to school at about 5:00, with our hearts full of joy.

Eduardo Cicchino and Javier Alvarez Litke were the ones who played the guitar and the rest of 7<sup>th</sup> "B" made an excellent choir. We sang "Para Siempre" (Ratones Paranoicos) and "Volver a Empezar" (Alejandro Lerner). We also took some pies and croissants. We were not able to try anything, but the grannies helped themselves to what the girls had cooked and really enjoyed it! They were so happy just because we were there! We learnt many lifetime stories and even met the eldest of all the women there, who is now 103 years old.

Then, on the bus back to school, our teacher told us, rather suggested, that those of us who were interested in keeping in touch could go and visit them or might even adopt them as our grannies, as some of them seemed to be alone in the world. This suggestion was positively taken up and some of us are even organising something to dance for them when we go and visit them next time, probably by the end of October.

This experience has definitely opened our minds and our hearts as well. It has shown us that in this violent and changing world, where everyone is pressed for time, LOVE is, luckily, still one of the most important and cheapest things in the world.

Paula Martinez Furer  
Eduardo Cicchino



Ana, 103 years old and still single!

Eduardo and Javier  
playing the guitar.



Ready, steady and go!

A blissful afternoon for them or for us.





## Intercolegial de Hockey y Rugby

El sábado 7 de setiembre los alumnos de **3er grado** tuvieron su primer encuentro deportivo intercolegial de **hockey** y **rugby**. Fueron acompañados por los Profesores Ovidio Sodor y Pablo Racciatti. Tanto los **varones** como las **niñas** **ganaron** los seis partidos que disputaron en el torneo.

Participaron:

**Niñas:** Camila González; Cecilia Lobato; Samanta Vila; Maite Villa; Brunella Guerra; Daniela Riesgo; Agustina Mollo; Ma. del Valle Munin; Cecilia Munin; Julieta Amor; Emilia Zenobi; Micaela Marini; Eugenia González.

**Varones:** Juan Cruz Pons; Mariano Kravetz; Ignacio Alejandre; Martín Gurfinkiel; Franco Scodelaro; Marcos Palomba; Leandro Couretot; Gonzalo Chiesa; Matías Biancucci; Fabricio Diana; Juan Ignacio Vega; Matías Boulay; Federico Giordanelli.

## Sports Day

1<sup>ro</sup> y 2<sup>do</sup> Grado

Un momento de los juegos integradores en Sports Day



Final de "velocidad" de 2<sup>do</sup> grado varones



Los Prefects de 7<sup>o</sup> grado junto a los alumnos de 1<sup>ro</sup> y 2<sup>do</sup>, momentos antes de la entrega de premios de Sports Day

Padres, profesores y alumnos en la entrega de premios de 1<sup>ro</sup> y 2<sup>do</sup> grado





Sports Day

Entrega de premios

*Debido a las condiciones climáticas desfavorables, la entrega de premios del Sports Day se realizó en el colegio.*

[illegible]

Matias Balerdi  
Ignacio Juárez Calvi  
Antonella Briasco  
Martina Trepatt  
Regina Calcaterra



Sofia Evangelista  
Martin Freitas  
Eva Sevilla Dieguez  
Martin Baires



Mercedes Macias  
Teresa Ramallo  
Martin Kravetz  
Facundo Cseh  
Eduardo Cicchino

## Los Prefects de Primary

Profesores de  
Educación Física



Sports Day  
Entrega de premios

## Copa al mejor deportista 2002

Soledad López  
Juan Ignacio Martínez  
Santiago Muzzupappa



SPORTSSPORTSSPORTSSPORTSSPORTSSPORTSSPORTSSPORTS

## Medalla al esfuerzo deportivo

Gonzalo Sarpero  
Gabriela Granero  
Antonio Boz  
Mikael Alcalá



Los cuatro Captains de las  
Houses compartieron el  
"Shield"



## Medalla al mérito deportivo

Cecilia Irigoyen  
Carolina Saglio  
Nicolás Ponte  
Franco Briones



Santiago Muzzupappa, Captain  
de Gloucester, recibiendo la  
"Sport Anual Cup"



SPORTSSPORTSSPORTSSPORTSSPORTSSPORTSSPORTSSPORTS



## Primary and Secondary

### Puntaje final de los

Sports

1<sup>er</sup> PUESTO

Gloucester

4 . 9 1 1 , 5 0  
p u n t o s

2<sup>do</sup> PUESTO

York

4 . 8 2 6 , 5 0  
p u n t o s

3<sup>er</sup> PUESTO

Windsor

4 . 2 6 0 , 0 0  
p u n t o s

4<sup>to</sup> PUESTO

Kent

3 . 1 8 4 , 0 0  
p u n t o s

En los Sports  
se recolectó:

Azúcar: 75 kilos  
Yerba: 76 paquetes  
Arroz: 146 kilos  
Latas de conserva: 124  
Leche: 113 litros  
Fideos: 289 paquetes  
Harina: 38 kilos  
Polenta: 167 paquetes  
Legumbres: 28 paquetes  
Postres: 10 cajas  
Sal: 6 paquetes  
Aceite: 2 botellas

Sports  
Solidarios

Las donaciones van a ser llevadas por los alumnos de 5<sup>to</sup> año del colegio a los siguientes lugares:

\* Fundación ADAND (Asociación de Atención a la Niñez Desprotegida) que tiene un comedor en Lomas de Zamora donde atiende a 130 chicos.

\* Comedor Elvira, del Barrio Ramón Carrillo de la Ciudad de Buenos Aires, donde se atiende a 53 chicos.

\* Grupo comunitario "La Hormiguita viajera", de Pompeya, donde se atiende a 80 chicos.

\* La yerba va a ser entregada para los internos del Hospital Neuropsiquiátrico Borda.



# Words on Words

by Brenda Heduan,  
IGCSE 1<sup>st</sup> year Language teacher

On Saturday September 14<sup>th</sup>, the workshop "Words on Words - Teaching Contemporary UK Literature" organised by The British Council, was held at MALBA Auditorium. Secondary language and literature staff attended this workshop, which proved to be truly enlightening.

John Mc Rae, special professor of Language in Literature Studies at the University of Nottingham, was first speaker. He asked the audience one question, "What are we having our students learn?" He insisted on students' being exposed to a range of registers, periods and styles. Students should read the music in every text. He explained what Creative Reading is, "being able to interact with the text, read between lines". John Mc Rae concluded his lecture by reminding the audience that "we are living in a world of Englishes and students have to be exposed to and get familiar with the different Englishes".

Jan Blake, one of Europe's leading female storytellers, amused the audience with her dynamic, witty and exciting storytelling. Those attending her workshop were transported to different worlds, the way children are when they are told stories. Jan Blake's advice on how to approach storytelling in the classroom was enriching.

Finally, the seminar came to an end with Benjamin Zephaniah, an Anglo-Jamaican poet who is quoted to have said, "I can't say anything about the rules of poetry because I've broken them all". Zephaniah performed his poetry combining recitation with raggae rhythm. He kept his audience enthralled as we listened to his poems dealing mainly with racism and discrimination.

Some students from VDS attended a workshop on "Words on Words", which took place at MALBA Auditorium on Monday September 16<sup>th</sup>.



MALBA



O

On

Monday September 16<sup>th</sup>, I attended a workshop on "Creative Writing" designed for teenagers. It took place at MALBA museum. The workshop was led by John Mc Rae, a Special Professor of Language in Literature Studies at the University of Nottingham.

There were also other workshops led by Jan Blake, a dynamic storyteller and Benjamin Zephaniah, a Jamaican poet.

When John Mc Rae arrived and started talking to us, we realised that he was a very funny man, who knew a lot about English Literature and Poetry. He told us that whenever we analyse a poem, we must read phrase by phrase because each of them has a different meaning. He also told us that each person has a different interpretation of a poem and everybody can have different opinions, which may coincide or not.

We analysed three poems and two stories. In the analysis of the poems, he explained to us what binaries are: two opposite situations, and he made us look for them in every poem we analysed.

We really had a lot of fun because he made us laugh and have a very nice experience.

I had a very good time, I learnt lots of new things and I really enjoyed it!

**Jimena Gómez Taricco**  
1<sup>st</sup> year "B"

A Great  
experience!

O

On

September 16<sup>th</sup> I went to the MALBA museum where there were two workshops: "Creative Reading" and "Storytelling". The first course was given by John Mc Rae. The second one by Jan Blake. I attended to "Creative Writing" workshop. John is Scottish and doesn't know one single word in Spanish; so everything he explained to us or anything we asked him had to be in English. I enjoyed this very much since I had never talked to a foreigner before. His accent was perfect and so was his pronunciation. Besides he gave us interesting texts or poems so that we could get along easily with them.

**María Florencia Espinosa**  
2<sup>nd</sup> year "A"

I learnt a few language concepts, and also how, without understanding all the vocabulary in a text you can analyse it: see if there are binaries, repetitions, alliterations, metaphors, comparisons, etc; see how each author uses (or not) specific vocabulary to describe the scene as clearly as possible.

L

Last September, the British Council organised a project called "Words on Words" for teaching UK contemporary literature. This project consisted of a series of conferences given by foreign authors like Jan Blake. So, that day, we went to Malba museum, where the conference was held.

The conference was based on the analysis of four different poems. The analysis was made by means of an exchange of opinions among the students, the teachers and Jan Blake. And as a result of that exchange not only did we analyse the poems in a useful way but also in a quite enjoyable one.

I think it has been a great experience and a great opportunity to learn how to make our reading more effective and funny.

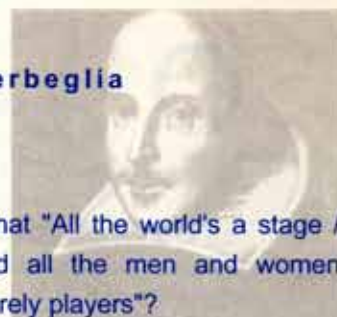
I think this was a funny and interesting experience; and as John Mc Rae says: "It brings a new approach to reading".

**María Julia Sevilla Dieguez**  
2<sup>nd</sup> year "B"



## Poetry

Prof. Mariana Berbeglia



## The Seven Ages Revisited

Shakespeare succeeds again. Not only were the students fascinated by his famous speech, from "As You Like It", but so was I by the varied production that sprang from it. As usual, our work on the poem was organized into three stages: firstly, a questionnaire on the main theme, to be discussed prior to reading the poem; secondly, close reading and analysis and, finally, a range of follow-up activities for each student to choose from. During the first stage, the students worked in pairs, suggest-

ing possible "ages" into which life could be divided and discussing the joys and problems associated with each. They also studied vocabulary related to the different periods in life, from nappies, through moo cows and swotting, to a mortgage and false teeth.

During the second stage, we discussed the effectiveness of each of Shakespeare's descriptions and reflected on the parallelism between a person's life and the theatre. What are the exits and entrances, parts and acts in one and in the other? How true is

it that "All the world's a stage / And all the men and women merely players"?

The students were evaluated through continuous assessment, including participation in class, answering questionnaires or filling in charts in pairs and, finally, an individual assignment, which was marked considering whether each student showed in his or her work having reflected on the roles people play and the stages they pass through during their lifetime, having incorporated new vocabulary and having approached the task creatively.

## OPTION 1: THE SEVEN AGES. THE REVISED VERSION.

Write your own version of this speech, in verse or prose, adapted to modern times.

by Ignacio Commisso  
1st year "A"

Life is beautiful,  
although many people commit suicide  
because they don't enjoy their lives.

Life is divided into seven ages,  
each one of them with special characteristics  
and also with the same ending.

Life starts with the baby,  
always crawling into trouble and  
throwing things to other people.

Life continues with the toddler,  
learning how to walk properly  
and being in contact with other toddlers.

Life follows with the pupil,  
forgetting to do the homework  
and making lots of new friends.

Life continues with the adolescent,  
having a girl or boy friend and also  
refusing to go to school.

Life follows with the middle-aged,  
getting married and having a baby.

Life continues with the old age,  
going out with retired people and  
playing bowls.

Life ends with the corpse,  
trying to rest in peace either in  
hell or in heaven.



by Nahuel Marquet  
1st year "A"

Life is like roundabouts,  
Spins and spins.  
Like a cycle,  
Starts, finishes and starts again.  
In this cycle there are seven ages.

First, the illiterate,  
In his strange and dirty nappies.  
He isn't wise at all.  
His mother has gone gray,  
Afterwards bald  
Because of such mewling and puking.

Then, the slave,  
He has to swot  
To win his reputation,  
Sometimes tries to play truant,  
But is caught. Then punished.  
His satchel is heavy,  
He can't carry it any more,  
He has grown up.

After the slave buys  
A new and bigger satchel,  
He becomes the rebel.  
Always seeking trouble,  
Going out to take a puff with his friends,  
Going out to get drunk,  
Escaping from home,  
Feels elevated.

Next, the authoritarian,  
He's a grown-up,  
So he thinks he is the king  
Of the world. Always giving orders,  
Always sitting in his couch,  
Doing nothing, watching the telly, sleeping.

Afterwards, he adapts,  
And accepts everybody as equal,  
He's the literate, listens to classical music,  
He behaves properly, is educated,  
Knows a lot about everything,  
This is the high point in one's life.

Then, the amnesiac,  
Doesn't remember anything,  
His candle is extinguishing,  
He has gone gray, he isn't wise anymore,  
He has false teeth, and is sometimes bald.  
He receives a pension and has lots of wrinkles,  
He has a woeful face.  
He's enjoying the last puff of breath he'll have.

Finally but not at the end, death.  
He's so white, and so black at the same time,  
So empty, and so full,  
So complicated, and so simple,  
He's just death, nothing more, nothing else.

Then the cycle begins,  
And is repeated over and over  
Till the end of existence.

## OPTION 2: MY FAVOURITE ROLE(S).

Write about one or two of the parts you have had to play so far in your life.

My favourite role in my life was being granddaughter of one of my grandmothers, who unfortunately died of pneumonia three years ago. Although I don't have her here with me, her memory remains in my mind since the last day I saw her.

Her name was Delia, she was my maternal grandmother. I have chosen her to do this exercise because I love her, she was the one that gave me all the things I wanted, and the one who showed me all her affection. With her, my role of granddaughter was wonderful. If I have to choose one of all her virtues, I'd choose the energy and force that she had.

Every Sunday I used to go to her house to have lunch, and she prepared many different dishes, sometimes a three-course meal. She liked cooking very much and she did it very well. Really, she did everything very well, she gave me all her affection till the last day of her life.

by Carolina Pieri  
1st year "B"



I can still remember very nostalgically when I was nine years old. By then, I was still playing with my Barbie dolls and I didn't whine when I had to go to school. I had a very nice hose, that I would wear at every party. I didn't say oaths, because I was just meeting the world. I had a beautiful Mickey Mouse satchel to go to school, and when break time arrived, I would swing in the swings and read some comics. Sometimes I did naughty things with my friends. In those days, school was different, we didn't have to swot for an exam. On some birthdays we went to very

fun places where there was a roundabout. We loved them!

I remember that, when I was nine, my sister got married. I was a little woeful at first, but also happy for her. On the wedding day my belly was spinning when I had to give my sister and her husband their rings. I was embarrassed. At the wedding party we ate a lot of tasty things, like a giant capon with fried potatoes. It was delicious!

What I love most about this part of my life is that my grandparents were still alive. Of course, they were lean and they wore hoses, but they weren't sick or always slipper'd. Thank God, they weren't absent-minded. But they had wrinkles, false teeth and they had gone grey. But I loved them all the same, and I talked and played with them. They usually brought me presents and treated me

like a queen. My grandmother always cooked me gnocchi and with my grandfather I discussed religion, to convince him that God existed. I was little, but at that stage I was wise and still am, I think.

I also remember that once my grandfather told me that he had played truant when he was a teen. Now, I'm thirteen and on 31st August I will be fourteen. I'm a teen already, so now it's my turn to play truant.

by Stephanie Anzovino  
1<sup>st</sup> year "A"

### OPTION 3: OBITUARY.

When a famous person dies, newspapers sometimes print an obituary of him/her, an account of the person's life and an assessment of his/her career. Write an imaginary obituary of yourself, recording the landmarks in your career.

by Ignacio Alvarez  
1<sup>st</sup> year "B"

### A BIG HEROE HAS DISAPPEARED

Ignacio A. Álvarez (1989-2076), known as the "spaceman", was born in the city of Buenos Aires, in Argentina. He grew up in the quarter of Devoto in a middle-class family of five, with his father José A. Álvarez, his mother Susana Vercellone and his two sisters, Guadalupe and Florencia.

He attended his primary and secondary school at Villa Devoto School until the age of eighteen, when he started university at the Universidad del Salvador, in Buenos Aires.

After finishing his studies at university, he started an investigation on possible human trips farther into space. Some years later, he continued his education at a college in the USA, where he studied for three years. Finally, he started working for the NASA.

He was elected for a project on travelling to Mars. This project was successfully carried out by Ignacio Álvarez, Jay Michael and Nicolas O'Neil. They were the first three men who landed on Mars. After finishing this mission and coming back to Earth, these three heroes were distinguished with honours and Ignacio Álvarez became Coronel of important groups of the NASA, like the famous "Lightfires", "Spacepak" and "Expedition 11".

But finally, on 11<sup>th</sup> March, 2076, he died in his beloved country of Argentina, where he had been born.



by Javier Pérez  
1st year "B"

Javier Alejandro Pérez was born in B.A., Argentina, on 14<sup>th</sup> February 1949. He spent his childhood in Devoto with his parents and sister. His father was called Roberto Pérez and was an important manager who ran a water enterprise. His mother was called Norma Mussoni, she was a doctor and had a deep influence on Javier's future.

He attended primary and secondary school at Villa Devoto School, where he graduated with honours in studies and sports in 1967. He was prized at Harvard university because of his high average. This was he started the career that would mark his life, medicine. He graduated from Harvard in 1974, specialized in oncology and spent most of his time researching.

After ten years he found a revolutionary mechanism that would change his life and even humanity. Pérez constructed a machine that would detect the cell which initiates cancer even when the latter is not active. This machine has improved life dramatically because it is cheap and easy to control. This discovery allowed him to create a syrup that would destroy the cell at a dormant stage. Because of this he received the Nobel prize in Medicine.

Unluckily he had a heart attack at the age of 42 while he was creating a laser which would decrease the cell reproduction during the active period of the disease. He devoted his life to investigation so he never had time for marriage.

He died on 20<sup>th</sup> August 1991 and left his fortune to the oncology center in Argentina.

When my sister arrived: I was seven when I was told that I would have a sister. I had been an only child and I had been spoilt for a long time. All the toys, things, room and also parents were mine. I was a bit jealous and also a bit happy. I remember that I felt that my parents would leave me aside.

My father noted how I was feelings and told me that my sister would bring me a toy, the one I chose. I chose the most expensive toy at that moment, a big Power Rangers robot. My father had to buy it and, when my sister was born, they brought me the toy. I was happy then. And even more when I saw my little sister, who was very funny. I have had a great time with her since then.

by Santiago Ripoll  
1st year "B"

**E**l Dr. Gerardo Lorenzo brindó la conferencia "Adicciones: la familia como factor protector" a los alumnos de 1<sup>ero</sup> y 2<sup>do</sup> año.





# Poesía

Concurso Haiku 2002 de  
la Fundación  
Internacional

Jorge Luis Borges.

Prof. Nora V. Balat



Una vez más, en este año escolar, nos acercamos al espíritu poético de Japón en la forma breve y precisa del poema Haiku.

Participamos en el Concurso Haiku 2002 de la Fundación Internacional Jorge Luis Borges que preside María Kodama y obtuvimos, por tercer año consecutivo, una mención.

El poema de Natalia Rocío Tambussi de 1er año "A" fue distinguido y elegido para ser leído por ella en la Ceremonia de entrega de premios. Lo compartimos:

Oro del Ginkgo:  
En el oscuro invierno,  
mi única luz.

Los alumnos de primer año "A" y "B" se iniciaron en la práctica

de este particular formato lírico de Oriente y llegaron

a producir, con sensibilidad

y curiosidad, haikus como estos:

La noche espesa.  
Mis únicas linternas  
serán tus ojos.

Santiago  
Wortman Jofré  
1er año "B"

Arbol quemado.  
En la callada noche.  
Lloran Maderas...

Jonas Ciabis  
1er año "B"

**Haikus  
prese-  
leccio-  
nados  
para el  
concur-  
so**

Tormenta fría ...  
Lágrimas en los pétalos  
de los jazmines.

Jimena Gómez  
Taricco.  
1er año "B"

Un Liquidámbar.  
Enternece la tarde,  
Con sus colores.

Natalia Rocío  
Tambussi  
1er año "A"

Noche con luna:  
ojos resplandecientes  
de una lechuza.

Natalia Soledad  
Lenczner  
1er año "A"

La audaz urraca,  
tejiendo por el cielo.  
Angostas brisas.

Santiago Wortman  
Jofré  
1er año "B"

Hojas doradas ...  
Cae en el corazón,  
Esa nostalgia.

Jonas Ciabis  
1er año "B"

Rosado Cielo.  
Cuando el sol se despide,  
cálidos sueños.

Andrea López Bravo  
1er año "A"





L'affiliation de notre établissement à l'Alliance Française nous permet d'intégrer une institution prestigieuse.

Voilà pourquoi, nous avons participé à la Semaine de Valorisation du Français: "Bicentenaire de la naissance de Victor Hugo" du 21 au 25 octobre.

Dans cette occasion, M. Rodolfo Naya, professeur de musique a formé une chorale avec des élèves de la 4ème Année:

Brenda Sarkissian, Gabriela Sinso, Juliana Saia, Verónica Chalian, Victoria Pranteda, Marina Kang, Yelén Meskinis, Guadalupe Alvarez, Sofía Calcaterra, Farah Stanbul, Silvina Miceli, Ivan Rosenbaum, Alan Hirschowitz, Akira Shiromisu, Alejandro Tkachuk, Martín Pedraza, Gonzalo Aloï Salgado, Joaquín Gonzalez Galé et Justo Saenz.

Ils ont interprété L'Épilogue de la célèbre comédie musicale "Les Misérables": Cosette, Jean Valjean et le peuple étaient présents à l'auditorium de l'Alliance.

Ainsi, Mme. Patricia Bukavec, professeur de français et moi, nous voyons réalisé un de nos objectifs pédagogiques: l'intégration de nos élèves à des activités culturelles en rapport avec la culture française hors la classe.

*Je remercie vivement l'appui et le professionnalisme du Monsieur Rodolfo Naya comme l'enthousiasme des élèves à faire partie de cette manifestation.*

## SPECTACLE

Vendredi 25 octobre à 15h00

## Collège Ste Catherine's

Responsable: Diana SUKIASIAN

Thème: *Biographie sur Victor Hugo*

## Collège Villa Devoto

Responsable: Nancy ARCE

Thème: *« Chansons des Misérables »*

## Collège Mariano Acosta

Responsable: Liliana DAVAROFF

Thème: *« Tango »*

## Collège Suisse Jaques-Dalcroze

Responsable: Marina PARADEDA

Thème: *« De la main d'Aragon »*

## St Matthew's College

Responsable: Carlos ROLANDELI

Thème: *« Danse Esmeralda »*

## Collège Sworn

Responsable: Angela ECHEGOYEN

Thème: *« Notre Dame de Paris »*

## Collège San Maximiliano Kolbe

Responsable: Silvia Patricia BUKAVEC

Thème: *« Les Misérables »*

## Euskal Echea

Responsable: Maria Amelia EZCURRA

Thème: *« Notre Dame de Paris »*

AUDITORIUM



*Egresados*

2002



Alumno	Carrera	Institución
Babusci, Mercedes	Diseño Gráfico	UBA
Bessi, Mariano	Dirección de Empresas	UCA
Brest, Javier Nicolás	Ingeniería Industrial	ITBA
Casasco, Florencia	Veterinaria	UBA
Danzi, Martín	Derecho	UMSA
Darriba, Julián		
Di Memmo, Belén	Traductorado Público	UBA
do Brito da Mana, Carlos	Derecho	UBA
Hirschowitz, Erika	Agronomía	UBA
Neira, Miguel	Administración de Empresas	
Rosales, Martín	Técnico Superior en Grabación y Producción musical	CEARTEC
Seccia, Oriana	Ciencias Políticas/Sociología	UBA
Tkachuk, Maximiliano	Administración de Empresas	UBA
Waldman Amaya, Julio	Arquitectura	UB
Waserman, Ana Clara	Diseño Gráfico	UBA



Alumno	Carrera	Institución
Alcalá, Mikael	Ingeniería Industrial	ITBA
Barrera, Nicolás	Técnico en Petróleo	ITBA
Boz, Antonio	Arquitectura	UBA
Briones, Franco	Nutrición	UBA
De Grazia, Guido	Oceanografía	Univ. de Merlo
De Juana, Romina	Arquitectura	UB
Gomes, Rodrigo		
Granero, Gabriela	Diseño Gráfico	UBA
Irigoyen, Cecilia	Licenciatura en Trabajo Social	UBA
López, Soledad	Contador Público	UBA
Martínez, Juan Ignacio	Administración de Empresas	UBA
Muzzupappa, Santiago	Arquitectura	UBA
Ponte, Nicolás	Ingeniería Electrónica	ITBA
Rodríguez, Martín	Ingeniería Industrial	ITBA
Sada, Melina	Publicidad	
Saglio, Carolina		
Sarpero, Gonzalo	Derecho	UBA
Seery, Lucas	Física	UCLA

## Olimpiada Matemática Argentina 2002

Felicidades a los alumnos Guillermo Gallicchio de 2<sup>do</sup> año "A" y Patricio Gallicchio de 4<sup>to</sup> año "B" por la destacada actuación que han tenido durante este año en la Olimpiada Matemática. Por el alto puntaje obtenido durante esta competencia fueron seleccionados para participar en el Torneo Metropolitano que se realizó en la Ciudad de Bs. As. y en forma simultánea en todas las ciudades importantes del país en el mes de setiembre. Entre el 29 de octubre y el 2 de noviembre competirán en el Certamen Nacional que se realizará en Mar del Plata junto a 600 alumnos de todas las provincias.

Mirta Prezioso  
Profesora de Matemática.



¡Les deseamos  
muchoa suerte!



## Visita al Museo de

## Bellas Artes

## Rembrandt

Segundo año "A" y "B" visitamos junto con la Profesora de Plástica Silvana Da Ponte, la Profesora de Historia Mónica Wille y la Sra. Patsy Wisdom la exposición de grabados del pintor Rembrandt (1606-1669) en el Museo de Bellas Artes.

Este pintor barroco y holandés fue uno de los representantes más importantes del arte occidental. Sus

obras son mantenidas a una temperatura muy baja para que el papel no se deteriore. Las salas donde se encontraban sus grabados eran como freezers.

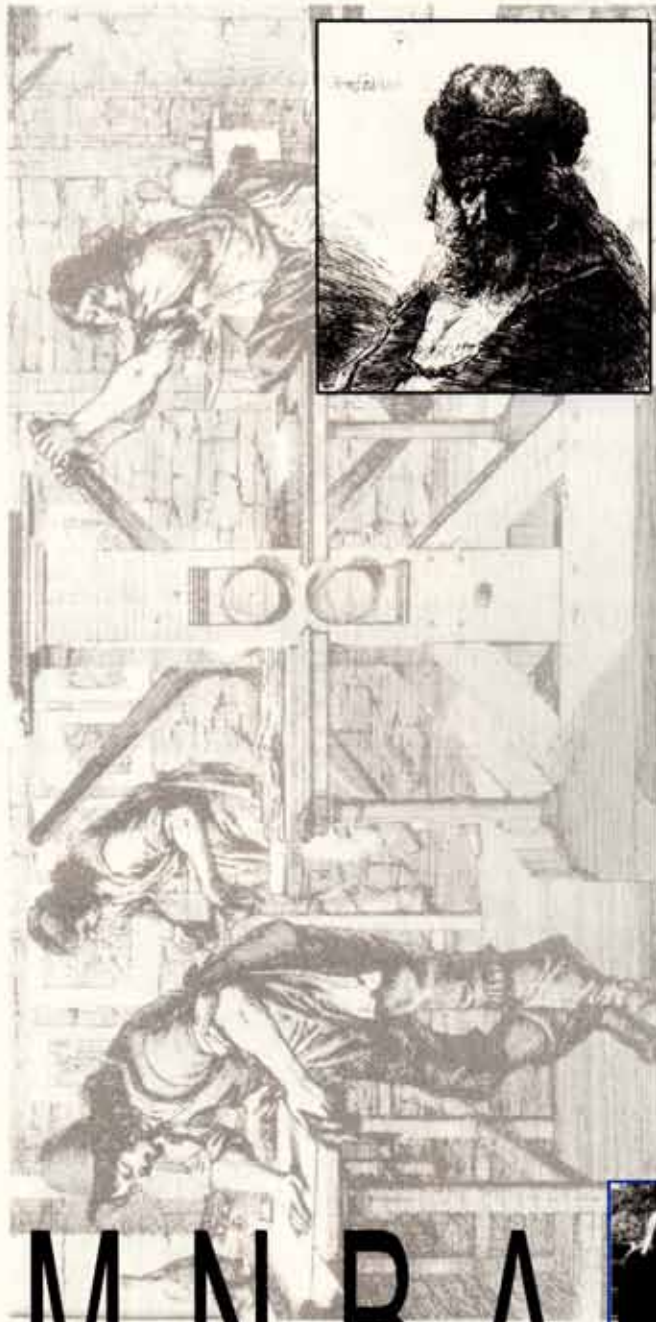
Rembrandt utilizó la técnica del grabado, la cual le permitía reproducir una imagen varias veces y todas éstas eran consideradas originales.

Realizar un grabado no es tarea sencilla. Se trabaja sobre planchas de metal, madera, piedra, etc. El dibujo se realiza en forma invertida. Por ejemplo: si la intención es que la figura mire a la izquierda, se la dibuja mirando hacia la derecha. Luego, la plancha se entinta, se pone un papel y se lo pasa por una prensa. El dibujo queda grabado sobre el papel, que debe estar húmedo.

Hay distintas técnicas y cada una de ellas presenta tratamientos, elementos y trazados diferentes. Dichas técnicas pueden ser del buril, la punta seca y aguafuertes. Rembrandt utilizaba más de una técnica, representando temas religiosos muy complejos, como también retratos de famosos señores burgueses que podían pagar ese lujo.

Aprendimos mucho sobre Rembrandt y sobre la técnica del grabado. Admitimos que la visita fue realmente interesante.

Florencia Alvarez y Jazmín Alcalá



M N B A





## Ex Alumnos

El sábado 19 de octubre realizamos la Cena Anual de Ex alumnos de Villa Devoto School, celebrando los 25 años de egresados de la promoción 1977 y los 50 años de egresados de la promoción 1952. Estuvieron presentes, además de los mencionados, la Sra. Norma Taddey, la Sra. Cecilia Mc Cormack, el Dr. Juan García, La Sra. Luisa Horan y una egresada de la primera promoción de secundaria (1967) Susana L. Rodríguez, que colaboraron en la entrega de medallas. También contamos con la presencia del Sr. Alfred Ellis, quien estuvo en el Colegio durante los años 40 en la Capilla y la Sra. Mc Hardy como es habitual, que disfrutaron junto con el resto de la amena reunión.

El encuentro comenzó con el izamiento de la bandera por parte de los egresados 1977. Luego, participaron de una clase magistral dictada por Cecilia Mc. Cormack, Norma Taddey y Gerardo Lorenzo.

### AL CENTRO DE EX ALUMNOS VILLA DEVOTO SCHOOL

Dr. Gerardo Lorenzo

Por la presente quisiera agradecer al centro de ex alumnos del Villa Devoto School, por mi intermedio y en nombre de toda la promoción 1977, la magnífica noche que nos hicieron disfrutar el sábado último.

La clase, con tu presencia, la de Cecilia y la Sra. Norma nos emocionó profundamente. Muchos ex alumnos que llegaron al colegio en la secundaria sintieron una sana envidia por perderse una maestra como Miss Cecilia.

Nos emocionó profundamente la presencia de la Sra. Norma, la cual todavía está para jugar los 90 minutos (disculpa la forma, pero bueno, ya conocés mi estilo futbolero)...

Y que podíamos esperar de Gerardo (como te gusta que te llamen), risas y más risas... arrancadas de relatos fantásticamente reales.

Nuestro patio de recreos fue el área de encuentro con ex alumnos de otras divisiones. Como vos decís, existe ese lenguaje común del VDS, que nos une con promociones de edades diferentes. El sábado nos tocó a nosotros y seguiremos diciendo presente en cada cena por venir.

Sabemos el esfuerzo que significa cada una de estas cenas, y por eso quiero decirle gracias a cada uno de los miembros del centro de ex alumnos (la cena, los músicos, el equipamiento técnico, etc.) que colaboraron en la organización.

Un fuerte abrazo.

**Alejandro Lois**  
Promoción 1977

## Ex Alumno

### Christian Adrián Albanesi

Se graduó como Bachiller Bilingüe en Ciencias y Letras en nuestro Colegio en 1995 y también obtuvo certificados del Bachillerato Bilingüe Internacional en Lengua y Literatura. Se recibió de Abogado en la Universidad de Buenos Aires. Cumplimentó sus estudios de francés y completó sus estudios de ruso obteniendo la beca que otorga el Ministerio de Educación de la Federación Rusa para perfeccionar dicho idioma. Fue el único argentino en obtener dicha beca. Lo felicitamos y deseamos mucho éxito en sus estudios en el Instituto de Lengua Rusa Puchkin.







V D S  
N E W S

<http://www.vdevoto.esc.edu.ar>