

Teaching History in English in Bulgaria

(Problems of the textbooks)

During last decade the learning of English in Bulgaria has gained a broad and strong position. If before we could count the English language schools "using the fingers of our hands", now there are such classes in most of the Bulgarians towns – small and large. Many problems, concerning the provision and the qualification of the teachers in English, the school curriculums, textbooks and additional literature for English learners were solved. An aspect of this process is teaching different subjects in English in the school. One of the most preferred and popular subjects for that is history. It is understandable, because history gives the students possibilities to have a very broad and detailed knowledge about life and society. But along the way there are many unsolved problems and tasks. They are connected with the curriculums, with the teacher's preparation and mainly with the textbooks and the methodology of history teaching. Here, I would like to share my opinion on some of the problems of the textbooks.

In many schools in Bulgaria, teaching history in English is already a tradition, but no one has ever measured and analyzed the results and the effectiveness of it. The usual practice is for history to be taught in the same way as the teachers teach history in Bulgarian.

In the recent past for this purpose in the Bulgarian schools was used an edition containing topics of different areas of the science – this is the so-called *A General Reader* [1]. Its first part is about history. Some of the topics are: *How Historians Reveal the Past*, *Primitive Society*, *The Revolt of Spartacus*, *Feudalism*, *The Crusades*, *Early Colonial Conquests*, etc. After each one, there are questions and tasks about the text. This book is not usable now, for several reasons. First, *the chosen topics are not the most important and basic, and don't give students a complete and consecutive notion about the historical processes*. Second, *some of them are not topical nowadays*. Positive moments are the illus-

trations and the vocabulary. The terms and the specific words are printed in bold letters and their meaning is given at the end of the chapter but the personal names are given below the text. This book was usually used in the preparatory classes and was taught by the teachers of English but not by the teachers of the subjects. It has mainly the task to widen the students' vocabulary; to acquaint them with the specific terms and the historical names.

At the beginning of 90s in the book markets appeared a new book- *Discovering Britain* [2]. It is dedicated to the British society and life, but naturally its first part "Who are the British?" is historical. [Ibid., pp. 12-23]. But it is not a typical history: a few moments of the British past are noticed only. The terms and the historical names are printed in bold letters, but are not explained. There are tests, illustrations and pictures. As the last book, it is recommended for the preparatory classes and is taught by the teachers of English.

Probably the pretension for a classic history book can be claimed by a new edition called *History*, again intended for the preparatory classes, issued in 1999 [4]. In this textbook there are 15 historical units, concerning different epochs and ages. Methodologically, the book is better structured than the others mentioned. Each unit consists of text, divided into a few parts and depending on the chronology, the theme and the concrete events; test and questionnaire, other tasks for the students and test keys. At the end is published unit by unit vocabulary but the text is adapted for the students' level. But still the first look shows that topically the booklet is not professionally structured. The main historical principle - the *chronological one* is not observed. The book starts with *Aztecs* and then the author comes back to the Ancient Greece; after that she jumps to the discovery of America and then we have the topic of the Roman Conquest, etc. But nevertheless if a professional historian orders the topics chronologically the book can be used suc-

cessfully in the school.

Not till 1998 was one of the regular (not additional) textbooks of *History for 8th class* translated from Bulgarian into English [3]. We can certainly say that this book does not respond to the needs of history education in English at school. It is a literal translation of the Bulgarian original and stays too far away from the methodological requirements. Teaching History in English is a specific pedagogical work and requires combined methods in the history and the language teaching. In this case, the school textbooks of the different subjects in English have to be adapted in grammar, in vocabulary, in structure. Therefore I think, this book is not appropriate now for students, studying History in English.

This brief review of the Bulgarian textbooks officially used or recommended by the Ministry of education shows serious omissions and problems. The most acceptable attitude as I have already mentioned is that the textbooks of history in foreign languages have not to be a literal translation of the Bulgarian version. It is a requirement which comes from the methodology and purposes of the History teaching in English: its methods can not be put in practice if we use translated Bulgarian books. Such a textbook has to observe the topical frames and

the contents of the National curriculum. At the same time it has to have diverse text structure, different style and vocabulary and has to be adapted for the student's level. The textbook has to contain rich additional working formats – questionnaires, test, tasks, special illustrations, pictures and drawing for the purposes of the methodology of teaching. Only in this case the textbook would help the teacher to apply the specific methods and approaches of teaching history in English.

Literature:

1. *A General Reader for the preparatory class of the English language schools. Narodna Prosveta. Sofia, 1990, (pp. 5-32).*
2. **Davcheva, L., N. Berova.** *Discovering Britain*, Prosveta, Sofia, 1991.
3. **Kazakov, G., M. Donkova.** *History for 8th class*, Anubis, Sofia, 1998.
4. **Nedkova, M.** *History*, Lettera, Plovdiv, 1999.

** Official books by Bulgarian authors, published and recommended by the Ministry of education and adapted for the student, studying in English language schools.*

Kostadin Paev PHD

Some Methodological Problems of Teaching History in English as a Foreign Language

Nowadays, learning foreign languages has become a very important task of modern education. Studying different subjects in foreign languages is a part of this tendency. If foreign language teaching has now a well-developed methodology we can not say the same about the teaching of other subjects. This article is dedicated to some methodological problems of the teaching of history in English as a foreign language. The general problem in my opinion can be defined by the query: "*Teaching History in English or teaching English by history?*" This question expresses the main contradictions, concerning the school curriculums, the con-

tents and the style of the textbooks, the methods of teaching, the teacher's qualifications and preparation. In order to solve these problems and tasks we have to answer a few basic questions.

The first one is "*What are the purposes of studying History in English as a foreign language?*" We have not to forget that in class the students study mostly history and the use of English is an additional aspect only. The main purposes have to correspond to the requirements of the National Curriculum of History, because if it is not so, the total educational aims will not be fulfilled - in this case the final outcome risks being detached from them.

Some specialists suggest there are places where the problem is already solved, for instance the American College in Sofia.¹

Nevertheless, that history is not among the other subjects mentioned by the author this conclusion is valid at all. His opinion stands on the results achieved by the students – in olympiads, in getting into university places and attaining grant-funds for studying at university abroad. But perhaps it is more an exception than the normal situation.

The results are not the only indices, because the effectiveness of study depends on several factors. We can express this dependence by the formula,

$E = \frac{R}{T \cdot W}$, where **E** is the effectiveness, **R** is the result, **T** is the time and **W** – the quantity of work.

E increases, when **R** increases too, but **T** and **W** have low levels. If the achieved results have taken too long a time or they have cost too much work, the effectiveness decreases. Without special pedagogical investigations and measurements we can not say what the effectiveness of education is. Therefore it is more realistic for us to consider that the situation in most of schools is different, i.e. the students learn neither history nor English well.

In a few words, the purposes of studying history in English are the same as the purposes of studying history in native language plus one more goal – to widen the students' knowledge in English and to develop their skills for practical use of the language. For this to happen, a special concept needs to be created.

The second question is "*What History has to be taught in English or in a foreign language at all?*" It has two sub-questions: "*Should the students study national and world history in English or the second one only?*" and "*Should the students study history in English according to the General curriculum or do they need a special one?*" The attitude of most of the specialists is that only world history should be studied in a foreign language. This con-

clusion comes from the idea, that very often national history in a foreign language sounds absurd - especially the personal names, traditional words and terms etc. Furthermore, it is considered an obstacle for forming national identity and patriotic feelings in students. And the third reason is that the national history according to the Bulgarian school curriculum is studied in the last classes and if students learn it in foreign language, they will not be able to prepare themselves for the University entrance examinations. The other sub-question comes from the situation, that according to the curriculum students in the higher classes study world history not from the Ancient times, but from the Middle Ages. In this case they can not learn the specific terms and personal names characterizing that epoch of human history. Therefore, in order to solve this problem, students in the high classes, studying history in English need a special curriculum, including World history from prehistory times (the primitive society) to contemporary events.

The third question is connected with the methodology of teaching. Until now it depended on the teacher – if he or she is a teacher of English they teach using the methodology of English language teaching, or if the teacher is a historian, the subject is taught using history teaching methodology. Teaching history in English requires, as we have mentioned, a specific methodology, combining the methods of history teaching and the methods of English language teaching. But this methodology is not a mechanical combination of these methods: it is a rational putting in practice basically the history methods of teaching and where and when it is possible they can be combined or assisted by the English language methods of teaching. Unfortunately, methodological literature in this area is not often met.²

The next question concerns the textbooks. The most acceptable attitude is that the textbooks of

¹ See: Kelly, K. *The American College, Sofia – Forum for Across the Curriculum Teaching*, Sofia, AEDE, 2000, N 2, p.5.

² See e.g.: Wells, Diana Bousfield. *Bilingual Learners and Secondary History*. Hounslow Educational Center. Hounslow (not indicated year) and the indicated literature.

history in foreign languages have not to be a literal translation from the original version in native language. It is a requirement coming from the methodology and the purposes of history teaching in English: its methods can not be put in practice if we use translated books. Such a textbook has to observe the topical frames and the contents of the curriculum but it has to have different text structure, different style and vocabulary, adapted for the student's level, rich additional working formats – questionnaires, test, tasks, special illustrations, pictures and drawing for methodological purposes. Only in this case the textbook would help the teacher to apply the specific methods and approaches in the work.

The last question is about the teachers and especially about their professional preparation. Among the specialists there is no doubt that history has to be taught in English by historians only. If it is taught by the teachers of English, the purposes of the history teaching can not be realized, because they do not have the required professional training and education. But except historians, the teachers who teach history in English have to be up to the following requirements:

- *a high level of spoken and written English;*
- *to be trained in the methodology of teaching history in English;*
- *to pass regularly additional qualification courses.*

In order to be accepted a *General conception of teaching History in English or in other foreign languages*, we have to answer the following main questions: "Where to place the accent: on the subject, on the language or on both?" and "How to do it to achieve good results?" In this case there are four variants:

- *accent on the language preparation;*
- *accent on the subject;*
- *gradual (step by step) transition from accent on the subject to the accent on the language. (8th – 12th classes);*
- *combined (parallel) approach: the basic subject to be studied with accent on the history teaching purposes and simultaneously to organize a course of history as a facultative subject with the accent on the language.*

I have already shared my opinion on the first variant. It will put us – the students and the teachers - too far away from the purposes of the history education. Therefore we have to choose one of the rest. In the end this important problem must be solved as soon as it is possible if we want to give better and better education to our students.

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3 V class,
 129 Primary School
 working on Kose Bose
 (The Blackbird and
 the Fox)

Dear all,

SAE and FACT in Croatia

The FACT Group and Science Across Europe were invited to Croatia for workshops in the town of Osijek and presentations at the 10th HUPE Conference in Pula from 23-28th April.

In collaboration with the British Council and HUPE myself, Stefka Kitanova and Elka Goranova drove 2500 km to work with colleagues in content and language teaching in Croatia.

The first leg of the visit took place in the Language Grammar School in Osijek where our kind host Miriam Goll had invited teachers from her school and the region to two workshops focusing on the 'Science Across Europe' Project, the FACT Group and 'ELT Techniques for Content Classrooms'. The Grammar School is situated in a beautiful old part of the town which is slowly being returned to its former glory and which will become a hub of education with the school and University faculties to be located there.

There was much interest in the workshops from local teachers because from September the Grammar School along with 9 other schools around Croatia will be introducing bilingual classes. Some of the teachers were a little nervous at the prospect, most of the teachers were unsure at the prospect, but all of the teachers were impressed by the SAE materials and eager to join the FACT Network to share ideas and good practice. We came away with 13 names, contact addresses and emails to follow up the meeting with and stay in touch.

On to Zagreb and then Pula.

The HUPE conference took place in the beautiful Adriatic sea town of Pula (it was a long drive, but well worth it). Here I presented the SAE project to ELT colleagues and along with Stefka and Elka we did a presentation which looked at activities which integrated content and language.

I have to say I think that our ELT colleagues were a little stumped by the science in some of the

activities we presented especially when Elka asked them to play ion dominoes, and when Stefka asked them to read a text on blood groups. Nevertheless, there was much interest from the group and we gathered another 15 contact names and addresses from the event.

I know that British Council, Croatia is supporting the implementation of bilingual streams in schools around the country and that SAE will work in partnership with them to provide quality materials and input. Our job now is to subscribe the 30 or so colleagues in the factworld network so that they can participate in the group of teachers who communicate, support each other and share ideas on content and language teaching.

It's so important for colleagues to meet and get to know each other if we want them to build strong working relationships and this is in fact the second such opportunity for Bulgaria and Croatia in the space of two months.

I know it won't be the last and I'd like to take this opportunity of welcoming the colleagues from Croatia who have joined up to the FACT network!

Best wishes,
Keith

Dear Keith,

Thank you for the report on your Croatian activities. Your remarks about language teachers who are afraid of 'science' texts stroke me. Scientists were and are never very good in their communication with the public, we have this 'heritage'. The only thing we can do is choosing our topics very carefully (eg food, cosmetics, environment), topics that don't scare non-scientists away. Playing games and practical work also helps, we can think about small experiments that enable communication about 'science'.

All the best with your wonderful work!
Lida



„Eine überwältigende Gastfreundschaft“

Schüler und Lehrerinnen aus Bulgarien begeistert von der Aufnahme in den Oldenburger Familien
14 Tage lang wurde den Gästen ein buntes Programm geboten. Der Schüleraustausch soll ausgeweitet werden.
Von Ursula Prettin

Oldenburg. Leichte Irritationen gab es anfangs schon bei Gastgebern und Gästen. Denn in Bulgarien bedeutet das Kopfnicken nein, das Kopfschütteln ja. „Aber das war schnell vorbei, vor allem sprechen beinahe alle hervorragend deutsch“, betont Ubbo Kühle, der den Besuch von Schülern und Lehrerinnen aus Varna in Bulgarien gemeinsam mit Kollegen der BBS II und dem Pfarrbezirk Krusenbusch organisiert hat.

Die Idee einer Klassenfahrt nach Bulgarien wurde eigentlich aus einer „Bierlaune“ heraus beim Urlaub des Ehepaares Kühle in Varna nach einem regen Internet-Kontakt mit bulgarischen Kollegen geplant. So reiste der Informatiklehrer mit Schülern einer Klasse der BBS II, die als Touristen-Gruppenreise organisiert wurde, 1996 erstmals dorthin. Im vergangenen Jahr unternahm der Pfarrbezirk Krusenbusch eine Studien- und Begegnungsreise nach Varna.

Auch die Bulgaren waren bereits einmal in Oldenburg. „Viele persönliche Kontakte sind dabei entstanden“ freut sich Ubbo Kühle. „Wenn ich in Varna bin, treffe ich oft ehemalige Schüler, die auf eigene Faust ihre Freunde hier besuchen.“

Jetzt kamen 16 Schüler zwischen 15 und 17 Jahren aus vier verschiedenen Gymnasien sowie acht Lehrerinnen, die alle deutsch unterrichten, für 14 Tage nach Oldenburg. Eine Fahrt nicht ohne Hindernisse denn die Gäste waren über 30 Stunden mit Bussen und Zügen unterwegs. So musste Ubbo Kühle dann weit nach Mitternacht zahlreiche Fahrer organisieren, die die Gäste in Bremen abholten. Alle wurden in Familien in Oldenburg untergebracht.

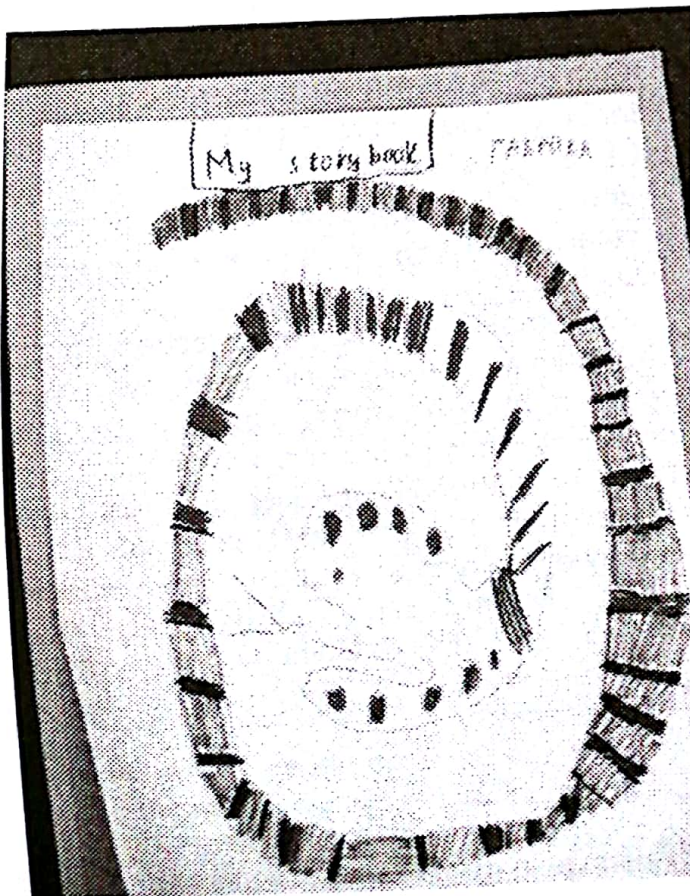
Die Organisatoren hatten für die Gäste ein umfangreiches Programm zusammengestellt. So wurden verschiedenen Klassen besucht, Ausflüge in die nähere und weitere Umgebung

unternommen, Freundschaftsspiele ausgetragen, Gespräche um einen möglichen weiteren Austausch geführt. „Wir haben vor allem darauf geachtet, dass die Schüler möglichst viel ohne ihre Lehrerinnen unternehmen“, betont Ubbo Kühle. „Denn dann sind sie nicht so gehemmt, sprechen frei weg.“

Die Gäste waren begeistert von der Aufnahme in Oldenburg. „Wir sind von der überaus herzlichen und freundlichen Aufnahme geradezu überwältigt“, betont Olga Kasabova. „Die zwischenmenschlichen Beziehungen sind beeindruckend.“ Auch Dora Lazarova meint, dass die Gastfreundschaft ihre Vorstellungen weit übertroffen habe. „Die Schüler wurden in ihren Familien wie eigene Kinder behandelt“, stellt sie fest. „Wir wurden sehr verwöhnt. Untereinander ist ein inniges

Gefühl entstanden.“ Und Mariyana Spasova meint, dass alles was sie hier erlebt und gesehen hätten, ihnen bei ihrem Unterricht helfen würde. So glaubt auch Ubbo Kühle, dass es nur Sinn hätte, eine Sprache zu unterrichten, wenn man die Menschen und die Kultur kennen würde.

Die jetzt geknüpften Kontakte werden nicht abreißen. So plant die BBS II mit einer entsprechenden Schule in Varna Auslandspraktika. Jetzt kommen Schüler aus Varna, im Mai und September fahren Oldenburger dorthin. Im Juni bietet der Pfarrbezirk Krusenbusch zum zweiten Mal eine 14-tägige Studien- und Begegnungsfahrt ans Schwarze Meer an. „Dann werden wir unseren Gästen die Schönheiten des Landes zeigen“, verspricht Mariyana Spasova.



3 V class,
129 Primary School
working on Kose Bose
(The Blackbird and
the Fox)

14th International Young Physicists' Tournament

The 14th International Young Physicists' Tournament (IYPT) was held in Helsinki, Finland from 22 to 29th May 2001.

The student teams from 18 countries from all over the world took part in it. There were representatives from Austria, Australia, Belarus, Germany, Netherlands, Russia, Ukraine, USA and so on.

In this tournament there was and a representative from Bulgaria- the student team of Maths&Science School, Shumen. The members of the team were the students- Galin Berbenkov/captain/, Momchil Pekov, Damyan Enchev, Danail Ivanov, Zhelyo Iristov and the team leaders- Silvina Simeonova, a physics teacher and Vanyo Georgiev, principal of the school.

The IYPT is a competition that is equal to the International Olympiad of Physics in authority.

It is organized by the International Organizing Committee /IOC/. The President of the IOC is prof. Gunnar Tibell and the Secretary General is dr. Andrzej Nadolny.

The IYPT differs from other international physics competitions mostly because it not only requires problem solving skills, but also the ability to present the solutions of the problems to an international audience and to discuss the solutions with other teams and the jury. At the IYPT effective co-operation among the members of a team is essential. The only language used during discussion of the tournament is English.

The educational effectiveness of the IYPT is connected with teaching students about important learning processes such as advanced research, reading comprehension, public speaking, information analysis, synthesis and evaluation, critical thinking and so on.

Every autumn, the students receive 17 problems, which are chosen by the IOC. These problems are usually not standard textbook problems, but originate in complex "real world" phenomena. These demands from the students a rigorous understanding of the underlying physical principles, as well as a general overview of the problem at hand. Beyond a proper understanding of the physical aspects however, successful problem solving at the tournament often requires some basic knowledge of related sciences as well (e.g. chemistry, biology, engineering, mathematics). At the end of the school year the teams from different countries meet at the international tournament. Each country is represented by one team. Each team consists of five

members-one of them being captain and two team leaders.

Members of the independent jury are usually from the universities and secondary schools of the participating countries. From Bulgaria a member of the jury was Mrs. Simeonova.

The scheme of the tournament includes selective discussions and final. The basic unit of the tournament is the Discussion Group (less formally called a Physics Fight). In one DG, three teams (teams A, B and C) compete in three stages in the following manner. First stage: A/B/C/ are respectively Reporter/Opponent/Reviewer. Second and third stages: Rev/Rep/Opp and Opp/Rev/Rep. The three stages are identical except for the roles played by the teams.

The teams from Australia, Germany and Slovakia were in the finals. The winner of the tournament was the team from Slovakia.

The overall presentation of our Bulgarian team manifested profound understanding of the essence of physics problems, an extensive experimental work, search and discovery of original solutions, a profound knowledge of science and mathematics.

The fluent English of the Bulgarian students allowed them to be active participants in the discussion during the competition.

In the final position we had 80 percent of the maximum scores and we received a certificate for excellent performance.

The impression, that our team made on the jury, led to the team being invited again to the next event of the competition that will be carried out in Odessa, Ukraine.

The place of the competition was the Upper Secondary School in Espoo, a region of Helsinki

It is a very modern part of the capital of Finland, which strengthens its position as a leading technology center in Northern Europe. Espoo is also a model for urban housing, realizing the close relationship between nature and the build construction. The school host is also built following this vision. According to this vision is built and the school, the host of the competition. It is in a park, near by the beautiful building of the Espoo Cultural Centre. The school possesses fine equipment and fine conditions for teaching and learning. The greenery inside and outside it inspires and creates a

splendid atmosphere and spirit.

We were charmed by the beauty, cleanness and calmness of Espoo and Helsinki, by their parks, flowers and fountains.

The possibility our school team to participate in the IYPT is due to hard work, enthusiasm and the support and the financial assistance of different firms and the community of Shumen, for which the team thanks heartily.

Some of the problems on which the participants competed in the 14th IYPT are the following:

1. Electostatic motor

Is it possible to create a motor, which works by means of an electrostatic field? If yes, suggest how it may be constructed and estimate its parameters.

2. Singing saw

Some people can play music on a handsaw. How do they get different pitches? Give a quantitative description of the phenomenon.

3. Dancing sand clock

Investigate the trickling of sand when a sand clock (egg-timer) is placed on a vibrating base.

4. Cracks

When drying a starch solution, you will see cracks forming. Investigate and explain this phenomenon.

5. Pouring out

Investigate how to empty a bottle, filled with a liquid as fast as possible, without external technical devices.

6. Bubbles in magnetic field

Observe the influence of an alternative magnetic field (50 or 60 Hz) on the kinetics of gas bubbles in a vessel filled with water. The bubbles can be generated by blowing air into the water.

7. Adhesive tape.

Investigate and explain the light produced, when adhesive tape is ripped from a smooth surface.

Silver Silvina (Silvina Simeonova),
physics teacher
Maths&Science School „Nancho Popvich“,
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Italy-a track through the great history of Europe

A journey around Italy

Italy is a magnificent mixture of antiquity and modern times. A land with perfect cities, a cradle of art, famous for delicious food, football... and fast cars! Besides its various history, good wine, pizza and fashion Italy is also known for its superb resorts.

If you travel through Italy you come closer to historic monuments from the greatest epochs of Europe - Ancient Rome and the Renaissance.

We will visit in two weeks these places - Milano, Venice, Pisa, the Vatican, Rome, Naples and the Italian island Sardinia.

Milan is the economic and fashion capital of Italy. It is an enormous industrial city with a luxurious and exquisite way of life. Most of the attractions are located in the center of the city. There you can visit the boutiques of the world fashion companies which at-

tract a lot of tourists. The center of Milan is the square of the cathedral. It was built over 500 years and it's also the biggest example of Gothic architecture in Italy. "Victor Emanuel" is a covered gallery which connects the cathedral with the Milan Scala - the most famous opera in the world. Milan is "the heaven" of shopping. The basic trade streets are around the cathedral and there you can buy quality clothes, shoes and accessories at good prices.

The history of Venice begins with the decline of the Western Rome Empire. Gradually the city becomes a sea power. Nowadays Venice is an exceptional city where you can move on foot or by boat. It has been built on 117 little islands and has around 150 canals and over 400 bridges. The Saint Mark's basilica is the most outstanding monument. It was

erected as an eternal proof of the wealth and power of Venice. The Ducal palace was an official residence of the doges and the main administrative building. "A dream, wove from air, water, land and sky" - this is the way in which Gieutte calls Venice. People know it as the city of love.

One of the greatest sights not only for Italy but also for whole Europe is the leaning tower in Piza. It was created over nearly two centuries. The tower was built upright but now the declination is 5m.

The Vatican is not a usual country - with its 850 citizens and an area of 0.44km² - this is the least independent country. The town is situated to the north-west from the center of Rome on the west coast of Tyber. The entrance is through the impressive "Saint Peter"'s square and it ends with the "Saint Peter"'s basilica. The Cistine chapel and the Vatican museums are located in the north. An obelisk, brought by Kaligula from ancient Egypt, is situated in the center of "Saint Peter"'s square. The Vatican museums hold Syrian, Egyptian, Ancient Greek and Roman reliefs, antique and Renaissance statues, maps from the time of the Great Geographic Discoveries and Julee II's chamber, decorated by Rafaelo. The Sixtin chapel was the personal temple of Pope Sixt IV. It was built in 1484 and is most famous for the frescoes of Mikelangelo - "The Worldcreation" and "Doomsday".

The capital of Italy is Rome. It has been built on the Palatine hill by the two brothers Romul and Rem. The Colisseum is one of the symbols of Rome. The ceremonies and the games which were

presented there continued 100 days and during that time more than 5000 animals were killed.

The Hippodrome is the biggest building which has been used for entertainment. The Pantheon is a temple in honor of all Olympic gods. The fossils of the kings Vietor Emanuel II and Umberto I, as well as these of the artist Rafaelo, are in it. "Venice" square is a center of up-to-date Rome. It is especially attractive in the evening when it is lighted in a special picturesque way. "Spain" square and the Spanish stairs are other symbols of the eternal town. They are a center for the fashion in Rome. The most elegant boutiques are situated near here.

Naples is the last town of our journey. It has been built like an amfitheater with an outlet on the Tirene sea. Every tourist can make a tour of the streets. Then he has the opportunity to be delighted by the rich historic heritage. But the real Naples you will find in the evening. The Naple's sea port has special lights grouped in floors, in tiers, which reach the sea.

Sardaigne is an Italian island. It is a personification of the Mediteranian which offers serene sky, turquoise sea and holiday spirit. The water around the island has crystal impidity. You can see the deep island forests with evergreen plants. Moreover the famous fish meals another island delicacy is the Botarga (spaghetti) made with caviar. All the meals, of course, are served together with the local wine Varmentino.

So the conclusion is: If you have two free weeks, go straight to Italy. There you are going to learn a lot of interesting facts about the history and you will entertain yourself perfectly.

Anonymous

(If the author contacts us his/her name will appear in the next issue)



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