



The Legend

An English-Language magazine for news, sports and entertainment. Independently written by students and teachers at St. George's college for you Reading pleasure

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**Special Graduation
Edition!**

**See pages 15, 16, and
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Career Day

During the fourth bimester, the students of second grade studied different careers. In respect to different occupations, they discovered the tools and materials necessary, as well as the place of work for each occupation. They discussed the importance of the different roles in our society. At the end of the unit, family members presented about their respective jobs and students asked thoughtful questions.



Thank you parents and grandparents for your support!



To learn about fast, amazing animals, scan the QR code below!



Amazing Animals!

This bimester the students from 3rd grade investigated the amazing animals we can find in our world. They had fun learning about different creatures, their habitats, food, and the differences that make them so special. They compared them and worked collaboratively sharing facts and opinions about what they researched! Enjoy the pictures!

Fastest animals TOP 10



<http://dinoanimals.com/animals/the-fastest-animals-in-the-world-top-100/>

DinoAnimals.com



Image taken from: <http://dinoanimals.com/wp-content/uploads/2013/11/Fastest-animals-kmh-588x700.jpg>



Student Spotlight

My Wonderful Experience as an International Student in Schools in the United States

Hi, I am Catalina, a 4th grader, I'm very happy to tell you about my experience!

I arrived to USA by the end of March, while in Chile we had 30 °C, in Ann Arbor, Michigan, there was around 5 °C with a lot of wind! I was frozen, but it was a pretty place and I was happy to be there. I was 5 years old, so my parents told me I had to go to kindergarten. I was so nervous because I didn't know how to speak English, I didn't know if I could find friends there and it was a big school. I assisted until the 2nd grade, and I want to tell you, it was so FUN! All my classmates were so nice, I learned the language quickly and made a lot of friends. The school had very fun playgrounds! The school was very colorful inside, the classrooms were beautiful with plenty of fun activities to do. What I liked most was to do work on the I pads, each student had one to do the classroom activities and each year we had to make poster presentation about our own science projects!

I had a very nice principal, who loved to dance around us at lunch time in the cafeteria to the song "Happy." I had many friends from different countries, China, Japan, India, Finland, Spain, Puerto Rico, Belize, Russia and of course from the United states.

The north is so cold and the Winter is very long. We played outside at recess even when it was -37 °C. It was so fun because the playgrounds seemed like a big snow mountain and we had so much fun sliding on it.

In third grade I went to a school in the southern part of the United states. The south is very different, it is pretty hot and humid like a sauna! The school had big backyards, like the north, but taller trees, very tall!!

Each day we studied something about the Afroamerican life and history. In the south, cheerleaders, blues music, American football and jazz are very popular. At each school event, we would see the cheerleaders in action, American football players and listen to blues and live jazz. The funniest moment in the Southern schools was the ice bucket challenge, completed by the principal and teachers!!

If you have the opportunity to be an international student, don't be afraid, it is an awesome experience!

Images taken from: <http://www.greenhouseproductions.com/wp-content/uploads/2016/04/Spotlight-Background-1280x720.jpg>, https://cdn.tollbrothers.com/communities/masters/729/Michigan-theater-dusk-shot_1800.jpg
Additionally, many thanks to Catalina for her wonderful article and to her family for contribution of pictures!

The second graders and eighth graders combined to create a cross-unit partnership in order to enhance learning, communication, and relationships between the students at Saint George. The students of second grade shared their aspirations for the future, while the eighth graders were wonderful role-models for growth mindset and perseverance, specifically in the subject of English.

When I grow up, I want to be a doctor.



When I grow up, I want to be a motorcyclist!



Check out this fun video about growing up!



Living Museum!

The 5th graders just finished their unit on Ancient Egypt with a bang! After reading a story about Ancient Egypt, the students learned about different parts of life in Ancient Egypt and presented what they learned in the Ancient Egypt Fair!



Final 6th Grade Project: Let's Go Green!

For the final project of the year, 6th grade students have been researching an environmental issue facing our world. In addition to research the causes and effects of the issue, they are also investigating how we can improve the issue through our daily actions. The students will present their findings at the Go Green Fair on November 28th and 29th. Check out the photos below to learn more about the process of the project.

Step 1: Students are motivated to learn more about the issue.

We invited two guest speakers to come tell the 6th graders about how they are helping to save the planet through their real life project.

The first speaker was apoderado Andrés Jensen who directs a waste management program and spoke about the importance of the three r's: reducing, reusing and recycling our waste.



The second speaker was our own Profesor Ignacio Meneses, who described how he has implemented many eco-friendly processes in his life. Profe Ignacio showed pictures of his country home near Rapel where he has two greenhouses made from completely recycled materials. He also has creatively re-used bottles and other materials as decorations around his beautiful home. The 6th grade English teachers were lucky enough to visit the countryside and do some planting with Profesor Ignacio!



Students then learned about different real life organizations that advocate for different environmental issues.

Then they had the opportunity to select an environmental issue and to create an organization that would raise awareness about the issue and invite people to make changes to improve the issue.



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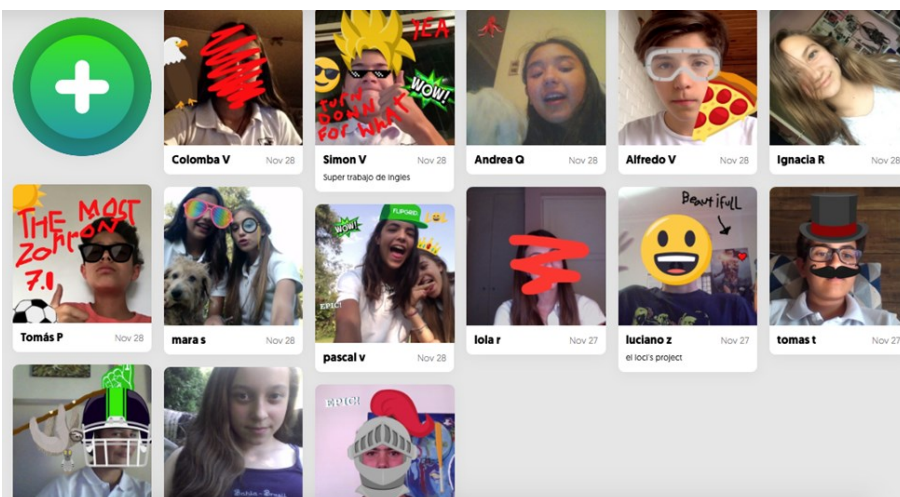


The Power of Words

In this project, students advanced from using opinions to supporting ideas with evidence in a debate format. This means students needed to find facts to make their ideas stronger.

Students worked in small groups (2-3) and they had to: choose an argument and a position (for/against), research supporting evidence, and present their findings using Flipgrid.

Our goals were to strengthen concepts that we had covered in class, such as *complex connectors* and agreeing and disagreeing statements to express their ideas. We learned about using appropriate language in arguments to respectfully share their ideas. We learned how to share information that happened in the past that still has an effect today by using *Present Perfect* statements.



She was the One

By: Tarek Sarrás, 7B

Even when we arrived at the amusement park, I did not know what would happen. Silvia and I agreed to meet at 8:00 in the mirror's house. I was very nervous! That day I had planned to ask Silvia if she would like to marry me, so I got there early, at 7:30.

Silvia showed up at 8:15. I gave her a soft kiss in the chin and she smiled giving me a big hug. I asked her if she wanted to eat cotton sugar, but she said that she preferred popcorn. The popcorn shop was inside the mirror's house, but on the other side of the room, so we needed to cross through the mirror's house to eat the popcorn.

At 8:30, we were on the other side. I was ready. I thought "now or never", but I had to wait a little longer because she had to use the restroom. She came back quickly; I was ready to talk. My knees were shaking side to side. My teeth were also shaking. I said "Silvia, I...", but I was interrupted by an alarm. Two women screamed very loudly, so we did a squat and stayed down. Three seconds later, a man shouted that all of us needed to evacuate because the amusement park was set on fire. We started running to the exit but Silvia tripped over and fell down. Out of nowhere, a log fell over her legs and she gave a painful shout. That was the last scene I remember before I woke up in the hospital, and that was the last time I saw Silvia as well.

8th Grade Super Students

**EXTRA!
EXTRA!**

"I think that the PET is not that hard, but you get super nervous, so, my advice is to not get nervous."

Branko Gelcich, 8B



"The PET itself is easy, but you can get really nervous while doing it. Don't think too much about your grade."

Antonia
Álvarez, 8B

"My experience in the PET was great. I'm a little nervous, but not too much. Now I'm happy with what I did on the PET, and I'm going to miss doing it. I wish you luck for next year!"

Catalina Barriga, 8B

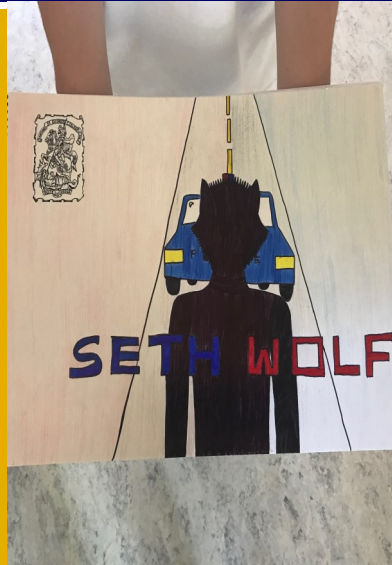
"It's easier than what you think, but it gets harder if you get too nervous."

Josefina Espinosa, 8B

It was very similar to the tests and the mocks. The people exaggerated the speaking part. The practice that we had was enough to be ready for the test.

Iñaki Leixelard, 8E

The last project of the third bimester in 9th grade involves reading classic fairytales and changing the perspective of the story so that the original antagonist becomes the protagonist of the story. Students collaboratively produce a narrative and accompanying images that culminates in a book that could be enjoyed by many. Below are some stories and images demonstrating the great work the students are creating.



Once upon a time, in a small village there was a young wolf called **Seth Wolf**. He was a happy wolf, he was kind and sociable. However, he wasn't really intelligent; he was too good to believe that there was cruelty in the world.

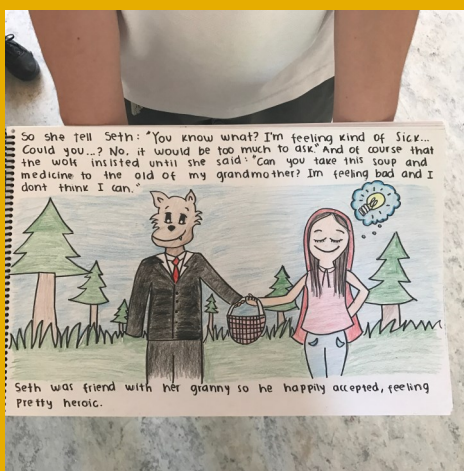
One day Seth was having a walk in the woods when he met a little girl called **Red Raven**. She seemed very innocent because of her beauty, but everyone in the village knew she wasn't. For example, there was a rumor that one time she stole a necklace from a very fancy store. They started talking and Red Raven asked Seth a favor. Her granny was sick and her mother asked her to take granny some soup and medicine, but Raven had a party that day and didn't want to miss it.

So she said to Seth "You know what? I'm feeling kind of sick... Could you... No, it would be too much to ask". And of course that the wolf insisted until she said "Can

you take this soup and medicine to the old of my grandmother. I'm feeling bad and I don't think I can". Seth was friend with her granny so he happily accepted, feeling pretty heroic.

When he got there he didn't know that he would have to do another favor. Granny didn't have a good relationship with Raven; she knew how she really was. For this reason, when she found out that Raven was getting there later she got scared and asked the wolf to replace her and eventually if the girl found out that he was an imposter, he would say that he would eat her up.

Some hours later Red Raven showed up. She was very drunk and acting kind of weird. The wolf was waiting for her in bed. As soon as she got there, she discovered that something was wrong, so she started interrogating the wolf. To summarize, when she saw his big mouth she found out that it wasn't her granny.



The wolf had to tell her that he ate granny up. She went through a crisis and started yelling. The wolf, on the other hand was so scared that he didn't know what to do. Things started getting really ugly so granny came up from under the bed. When Raven saw this, things got even worse! They thought that the only way to calm her down was by threatening her. The wolf told her that if she didn't calm down he would eat her.

Red Raven picked up the phone and called the cops; what a dramatic girl! When the police got there Raven told them a whole new story: that the wolf ate her grandmother and she saved her, so the wolf threatened her by saying he would eat her if she asked for help or tried to escape. She was so used to lie that when the cops listened to her story they

didn't doubt it was the truth. Even if grandma tried to defend the wolf, the police thought it was her sickness talking. So they took Seth to jail and there he realized that from now on he was going to be known as the Big Bad Wolf...

By: Martina Doren, Vicente Cortés, Vicente Cortés 9A

Students are the editors, illustrators, and writers of their work. The pictures above show them in the process



The Misunderstood Giant

Once upon a time there lived a sad lonely giant named Chuck. He lived in a castle on the clouds, right above a village. Although all the villagers were nice, they thought Chuck was a bad person.

Chuck felt so lonely that sometimes he used to look at the village to see how happy everyone was. One day, when he was looking at them, he slipped over and fell on top of the princess' garden. There it was, an old big fat giant lying down on the princess' backyard.

At the moment he hit the ground it moved so strong and loudly that everyone thought it was an earthquake. When the villagers noticed that it was a giant, they started to chase him with torches and tridents. However, Chuck figured out how to escape into the woods and there he passed the night. When he opened his eyes he saw a boy looking back at him.

- "What's your name? ", said Chuck.

- "My name is Jack", answered the young boy.

- "I saw how you were chased by the villagers and I thought to myself I could help that guy, but I don't have enough food or supplies."

Chuck remembered he had a couple of apple seeds from his plantations. Back at home, food was gigantic! Chuck and Jack planted the seeds and started to look for supplies to repair the princess' garden. A couple of days later, a bunch of apples had grown. They were enough to feed the whole family of Jack. At the village, everyone was poor, so it was a big problem that the plantations at the princess' garden were destroyed. Jack was very nice so he convinced the villagers not to chase Chuck if he repaired the princess' garden.

Chuck said to Jack: "I have a lot of fruit and vegetables at my house, but I can't get to them. While I'm repairing this, you could find a way to get to my house in the clouds". Jack entered the castle at night and told the princess about the gigantic food. After listening to Daniel, the princess decided to help. They picked a pair of horses and escaped in search of something to get to Chuck's house.

Next morning, the king realized his daughter wasn't in the castle and thought that Chuck had something to do with it, so he made a plan. As soon as Chuck finished the princess' backyard, they would kill him.

In the meantime, Jack and the princess were in the quest for something to go into the clouds. They found an old man who sold them a couple of magical beans which, the legend said, were capable of growing a gigantic pea plant that reached the sky. Happy for having found the magical beans, they went back to the village, but at the moment they got back they saw Chuck tied up on a stick above a huge fire; they were cooking Chuck alive!

Jack and the princess explained everything to the king and they all felt really bad for misjudging Chuck. To repair the damage, they named him the general of the royal army, letting him stay to live with them. When the pea plant had grown Chuck distributed all his fruits and vegetables throughout the village. All the villagers were happy and had enough food for years. To show their gratitude they built a house next to Jack's, especially for Chuck.

Years later, there it was, a tremendous giant in a church sitting down seeing how his best friend, Jack, got married with the princess. Of course, they lived happily ever after.

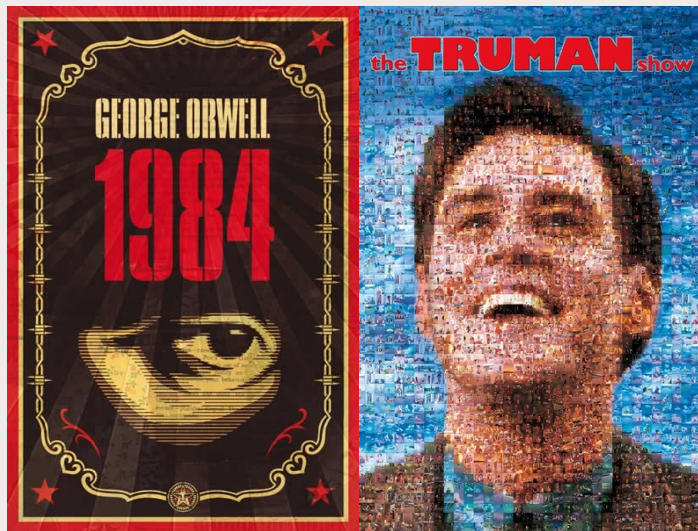


After reading a novel, 11th graders write a comparative analysis essay discussing themes from their dystopian novel and a dystopian movie of their choice. Below is an essay by **Martin Saumann** (11A) that he wrote comparing the book *1984* and the movie *The Truman Show*.

Who's Controlling You

Do you ever feel like you're being watched or controlled in some way? If so, you are definitely not alone. This feeling affects millions of people around the world, mostly those who are constantly feeling insecure about their reality, and is a recurring theme for novels and movies. George Orwell's best seller *1984*, for instance, revolves around 39 year old Winston Smith, who works for The Party (basically the government of this dystopian world), and Peter Weir's movie *The Truman Show* tells us the story of young Truman Burbank, the main character of a television show that does not know he is in it. Both stories show us different perspectives of the same problem; supreme control, where ignorance can lead to madness, but understanding the reality of the situation helps the character evolve.

Our first case is about ignorance, and how someone who doesn't know how his world works becomes paranoid when he feels something's not quite right as a way to discover the true reality. We can see this in *The Truman Show*, right at the ending of the "paranoia scene", where our protagonist recognizes various out-of-place events. After being held by some guards that tell him they're remodeling the building, he screams to them "No, you're not. What are those people? What are they doing?!" (*The Truman Show*, 1998) Here we see how he loses his mind when he discovers a crew "hiding" in a room right behind an elevator's doors. He tries to not know anything so. In *1984*, however, is a higher power, crazy. The novel knew, it was only at war with Eastasia that was merely a he happened to possess satisfactorily under can assume that the trol keeps him safe fuel that pushes him



understand it, but because he does about his reality he is unable to do er, the protagonist knows that there and this prevents him from going says "Actually, as Winston well four years since Oceania had been and in alliance with Eurasia. But piece of furtive knowledge which sess because his memory was not control." (Orwell, 1949, p. 43) We fact that he knows he is under confrom madness, and it is the primary to go even further.

This second stage is main characters gain

around them and become a better version of themselves in the process. In the novel *1984*, after the party tortures Winston, O'Brien (a member of the inner party) tells him they have beaten him and broken him up, and after he asks Winston if he can think of a single degradation that hasn't happened to him. He replies, "I have not betrayed Julia." (Orwell, 1949, p. 344) This goes to show that the last thing he holds onto, Julia, makes him a stronger man and helps him overcome any torture. In addition, in *The Truman Show*, right near the end of the movie, Truman screams at the sky while fighting against a storm in the sea "Is that the best you can do?! You're gonna have to kill me!" (*The Truman Show*, 1998) Here we can see he's clearly speaking to whoever is controlling his whole life, realizing there's a higher power. That's why even though he is really scared of water, he keeps sailing forward to reach the limits of this world. By comparing these two experiences, it is clear that, sooner or later, someone under total control will try his best to discover his reality, and when he does, he'll evolve in a psychological way.

When you are being controlled, it's better to know it; otherwise you would probably go crazy due to uncertainty. This paranoia occurs when someone doesn't know which things are real and which are not, as a way to discover what exactly surrounds them. Once they do this, they are enlightened, and they start their journey towards a plentiful life. If you ever find yourself doubting real life, you'll have two main options: either you prefer to accept life as it is without questioning it, with the risk of going mad in the process, or you can decide to change the world so it becomes a better place.

Images: [https://www.google.cl/url?](https://www.google.cl/url?sa=i&rc=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwirobfghenXAhWBkJAKHa2zCUUQjhWIBQ&url=https%3A%2F%2Fwww.goodreads.com%2Fbook%2Fshow%2F1984)

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This year, for the first time in school history, St. George's formed an English debate team and participated in its first competition in the form of the English Speaking Union's annual debate tournament. We finished 9th out of 16 schools, getting better every week. The team and the coaches learned a ton in our first competition and are looking forward to continuing to improve next year. Below is a reflection from a student on the team.

"For me the debate team is an instance that helps you improve your English in a very entertaining way. In addition to learning how to make arguments and debate, you enrich your communication skills which is very important in life. But what really makes this a very pleasant experience is all the support we have from the English area (Jack, Conor and Marcela), they encouraged us the whole time and they care about our learning. Also, the teammates themselves are all very friendly and we all complement each other.

Even though we lost this year's competition, we never lost our spirit and we even gained strength, companionship and more ambition for next year. I definitely recommend students who are looking to strengthen their English to try the debate team."



Matilde Campero 10D

The Team

10th Grade

Diego Zapata (VC)	Sofía Valencia
Sebastián Mas	Sofía Aguilera
Matilde Campero	Martina González-Pereira

11th Grade

Sebastián Núñez (C)	Trinidad Bobenrieth
Nicolás Marín	Josefina Quiroga
Montserrat Vergara	Vicente Manzi
Elisa Martens	Javiera Palacios
Marianne Schmidt	





Georgian Stories

Our Past, our Present, our Future



To celebrate our journey from pre-kinder to 12th grade we have compiled a selection of stories and interviews from different students of this year's graduating class

Editors/Authors: Sofía Álamo, Diego Cortinez, Antonia Garrido, Azul Jordan

Our Past

Memories from our great childhood at Saint George's

Reach for the Ceiling

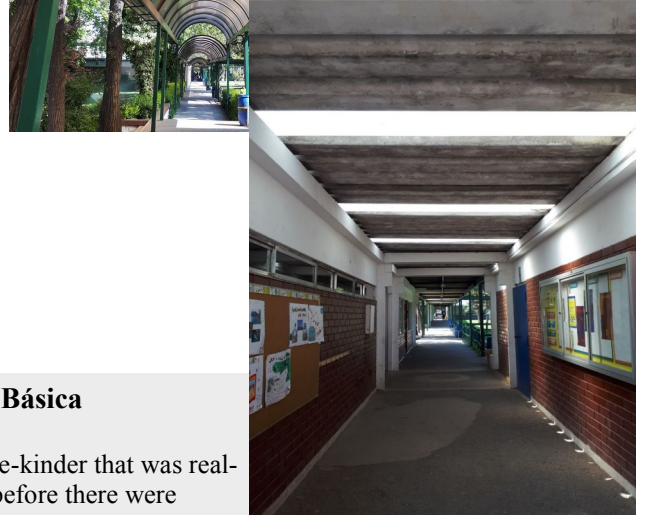
One thing I remember from my childhood at Saint George's is when I fell down from the roof, actually it happened twice. The first time I was in 6th grade, there was a ball on the hallway's roof and a friend of mine told me to bring it down. I climbed up and grabbed the ball, but then I realized that there were four others close by. I continued walking to get the other balls, but back then the roof was made of a yellowish plastic that wasn't as reinforced as I thought it was, so when I stepped on it, it broke and I fell through. Luckily, I was able to hold on to a pole so I didn't fall directly, also, my adrenaline was so high it felt amazing; I wasn't hurt because of that. I fell perfectly.

The second time was in 8th grade. Another friend offered me 5.000 pesos (about 8 dollars) if I brought down his football. I climbed the roof, and it was irregular, so I started zigzagging and jumping around [so wouldn't fall]. It was made of a thin concrete that, once again, wasn't strong at all. So I fell right before I reached the ball, but it didn't hurt, I fell landing on my feet. The worst part is that I didn't receive the money.

- Diego Arias, 12B



First roof



Second roof

Memories in Básica

I remember the sand box in pre-kinder that was really cool. I also remember that before there were small cabins where the science building currently is. They weren't fancy but were really cool. My sister once told me that an experiment caught fire and kind of exploded and she sent me a picture of a flask with like fire up to the roof and I thought 'wow! So cool!'

When I was little we played tag with a small plastic ball and we had to run and throw it and the one that was hit with it was the next person that had to tag someone. We used to play all around the school, we ran everywhere...

I also remember the swings. Yes, the swings, how could I forget them. Before lunchtime when we had two minutes until lunch, me and some friends prepared to run, and when the bell rang, we went out running [to the casino], ate really fast and then went towards the swings. And we used the swings all recess and threw shoes to see which went further and we also used spit to see which one of us could spit the furthest. Ah! And besides the swings there were the old scout cabins. Amazing.

Also the ghetto where the computer classroom was. It was full of the old computers, the ones with like boxes for screens. And I used to play the squirrel game where the squirrel flew. The name was like Fly Squirrel, Fly and I were happy playing it [together].

Drawing were originally created by Azul Jordan



Our Present

Recent memories from this last year



“A very important experience that I lived this year was the Georgian Week, especially the Dancing Girls and the Festival de la Canción. Those were relevant moments when it comes to my personality because they helped me to get on a stage and work in group with all the people that danced and sang or played an instrument. At the end, we came out third in the Festival and first in the Dancing Girls. We enjoyed it a lot, but also we gave the best of us and worked hard as a team. We were all friends so it was basically having fun all the time. I really appreciate that the school offered us the platform to express

ourselves artistically in the Georgian Week, through the music and dancing. Also, I think that all the school competitions are fun and very creative, and they are always interesting.”

Our Future

Hopes and Aspirations for the future

I would like to study technologic advances. I was inspired by my father, since I was a little girl I remember my dad bringing home many computers and opening them. Usually when he was repairing them I was next to him trying to figure out what was he doing and always interested to know as much as I could. That's why I am interested in technology and electronics now, and why I want to dedicate the rest of my life doing that.

-Gabriela Gonzalez 12C

