



Fall Newsletter
November 2014

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Dates to remember

November 18th at 18h _____ ASEICA AGM
November 27th at 8h30 _____ Thanksgiving Coffee Morning
December 18th at 17h30 _____ Alumni Evening
Dec. 20 – Jan. 5 _____ School Break
January 2015 _____ MUN trip to The Hague
March 28th 2015 _____ International Day

AGM – ASEICA’s Annual General Meeting:

We count on you!

Dear Aseica Members,

Please note in your agendas that our Annual General Meeting will take place on **18th November 2014, at 18:00** in the Prépa Auditorium at the CIV.

We count on you to be present, as essential information about our association will be shared with parents. Most importantly, all members will vote on the Board Reports and also elect the new Aseica Board.

Both parents can vote. If you are not coming, please remember to send in your proxy form. By now you will have received information by 'snail' mail, more information and a proxy form can also be found on our website: [www.aseica.org/ASEICA Overview/How We Work/AGMs/Agenda and Proxy](http://www.aseica.org/ASEICA%20Overview/How%20We%20Work/AGMs/Agenda%20and%20Proxy)

A word from the Director

As this is the first newsletter of the year, I would like to welcome back all of our students, parents, teachers and staff for what promises to be another fruitful academic year. I would also like to extend a very hearty welcome to all of those new students and their families who are joining the Section for the first time for this 2014-2015 academic year. In the years to come, our students will embark on the marvelous voyage of a bilingual-bicultural education culminating in the obtainment of the *Option Internationale du Baccalauréat* and thereby opening as widely as possible the doors of opportunity to the world of international higher education. Along the way, they will be studying through their English classes some of the finest literature that the English language has to offer along with representative works from classical and world literature. For our students, this study of literature will be an inward journey from which they will emerge more equipped to deal with the multiple interpretations of the complexity, uncertainty and ambiguity of today's world. Through their history-geography classes, they will examine and discuss complex questions regarding the historical context in which we find ourselves today along with the most important geographical, geo-political, geo-economical and cultural issues which our world faces today and will continue to encounter in the future. It is widely known (but perhaps not consciously so!) by those of us who work and study in the international sections the value of this educational experience. But to those of you who are not in the classroom or to those who are newly arrived, the question certainly arises as to what, exactly and concretely, are the real advantages of bilingualism and optional high-level coursework in the humanities (for the purposes of this article, the humanities topics referred to are the Section subjects of English Language and Literature and History and Geography) in a world in which perceived utilitarian rewards often take precedence over literary and intellectual endeavor. Below are some answers to that question. Let's begin with a brief overview of the cognitive benefits of multilingualism.

1. Multilinguals are more perceptive of the world around them and are better at focusing on important information because they use multiple framing devices and work with different types of metaphors and different types of words. In essence, they are much more adept at using code-switching to solve complex problems than their monolingual colleagues. Also, they pay attention in a wider variety of ways and demonstrate greater cerebral plasticity than monolinguals.
2. Multilinguals score better on standardized tests (often used to gain entrance to top level universities and graduate study programs) in the areas of math, reading and vocabulary, and they learn lists or sequences more easily.
3. Multilinguals are better at avoiding "cognitive traps" such as spelling and comprehension mistakes.
4. Multilinguals tend to be better decision makers. Some studies suggest that this is due to the fact that multilinguals better resist persuasive communication techniques often used by advertisers and politicians as they are operating with multiple frames of reference rather than simply the frame of reference imposed by a persuading party.
5. Multilinguals experience cognitive decline at a later age than monolinguals. Numerous studies indicate that they have a more robust attention mechanism, which allows them to better focus on the wide ranging details of language, and it is this attention mechanism which slows mental decline which comes with age. For those of you monolinguals reading this, all hope is not lost. Research indicates that it may not just be the level of fluency that delays cognitive decline, but the fact that simply trying to learn a second language at any age delays this decline. So, it's never too late to begin learning another language.

Continued

Cont.

For some time now, the humanities have been under pressure. Universities and governments around the world continue to reduce their budgets for the study of the humanities, often in favor of allocating even more resources for the STEM (science, technology, engineering and medicine) subjects whose study is often deemed more important for economic reasons. This overly utilitarian approach to education stems from (no pun intended!) the fact that we are living in a world where perceived post-studies employability takes precedence over knowledge, self-fulfillment and enlightenment. This schism, which pits the humanities and science as polar opposites began in the mid-nineteenth century and continues to widen today. And this is dangerous. Fortunately, our students in the Section understand the importance of getting a well-balanced education where the aesthetic and introspective have an equal and complementary position with the scientific. The humanities teach us how history has succeeded or failed in using the fruits of technology and science to the betterment of all. They teach us how to frame the discussion and to properly debate the uses, costs and consequences of technological and scientific advances and how to create a more just society where technology and science are shared by all and are not merely the chattel of the most influential and most powerful.

Other benefits of studying the humanities include:

1. The humanities prepare one to be civically and culturally responsible by providing insight and understanding into moral, ethical, historical and ideological forces which define a successful society as one based on compassion, generosity, civility and equality. Simply put, the study of the humanities prepares our students to understand what is right and what is wrong.
2. The humanities offer an understanding of human nature and behavior and how they impact society as a whole.
3. The study of the humanities strengthens one's communication skills and ability to work with others. This is due, in part, to the task of the student of humanities to take complex and often incomplete and/or ambiguous information and make sense of it for a wider audience.
4. The skills learned in the study of the humanities can often be transferred to other branches of learning. For example, there is some overlap and common ground regarding the skills needed to perform literary, historical and scientific analysis. There is an inherent interconnectedness among all branches of knowledge. An example of this is the work presently being done on the effectiveness of the use of the arts, poetry and literature, and music in psychotherapy, medicine and criminal rehabilitation.
5. The humanities teach empathy, encourage creative thinking and enhance critical reasoning skills.

Above are just some of the reasons to pursue a bilingual-bicultural education. I fully encourage all of our past, present and future students to continue this broad approach as lifelong learners. Education is much, much more than equipping students to play an appropriate role in the economy.

Kevin Jackson – Director of Education ASEICA

For further reading, please consult the following:

1. *Consilience: The Unity of Knowledge*, E.O. Wilson; 332 pp. New York: Alfred A. Knopf, 1998. E.O. Wilson argues that “the greatest enterprise of the mind has always been and always will be the attempted linkage of the sciences and the humanities.
2. *The Two Cultures and the Scientific Revolution*, C.P. Snow; Rede Lecture given at Cambridge University on May 7, 1959. Snow’s thesis was that “the intellectual life of the whole of western society” was split into two cultures —the sciences and the humanities — and that this was a major obstacle to solving the world’s problems.
3. *Science and the Humanities in the Understanding of Human Nature*, Robert M. Young; Inaugural Lecture as Professor of Psychotherapy and Psychanalytic Studies, Centre for Psychotherapeutic Studies, University of Sheffield, May 25, 2000. Retrieved on October 7, 2014 from <http://human-nature.com/rmyoung/papers/pap131h.html>
4. *The Poetic Species: A Conversation Between E.O. Wilson and Robert Hass*, E.O. Wilson and Robert Hass; 112pp. New York: Bellevue Literary Press, 2014. Wilson, the “father of sociobiology” and Hass, former Poet Laureate of the United States explore the intersection of humanities and the arts and science.
5. *Ten Important Reasons to Include the Humanities in Your Preparation for a Scientific Career*, Dan Albert; Science Careers blog (from the journal *Science*), May 12, 2011. Retrieved on October 7, 2014 from <http://blogs.sciencemag.org/sciencecareers/2011/05/ten-important-r.html>
6. *For a Better Brain, Learn Another Language: The Cognitive Benefits of Multilingualism*, Cody C. Delistraty; The Atlantic. Retrieved on October 17, 2014 from <http://www.theatlantic.com/health/archive/2014/10/more-languages-better-brain/381193/>
7. *The False Promise of ‘Practical Education’*, Michael S. Roth; Chronicle of Higher Education Review, May 23, 2014.
8. *What the Head of Hiring at Google Doesn’t Understand About Skills*, Guy P. Raffa; Chronicle of Higher Education Review, June 20, 2014.

Board News

Since September the Board has already met a couple of times. At our first meeting, we accepted the resignation of Mr. Jean-Marie Pichot who served as Treasurer for the past three years. Now that he isn't a 'regular' member anymore, since his children graduated from the section, the Board offered Mr. Jean-Marie Pichot the opportunity to become Honorary Member of the Board. We remain very grateful for the work led by our Treasurer in the past three years. Aseica's new Treasurer is Mr. Nigel Scott who joined the Board during the last school year, giving him and Mr. Pichot the time to prepare the transition together. Now that the accounts are being finalized and that the 'rentrée' is behind us, we can say that the transition has gone well and we are very lucky to have another good Treasurer leading the financial management of the association.

The school year started well, busy as ever on all fronts: staff and finance management, IT, communications, as well as social occasions (see articles at the end of the newsletter and the calendar).

Take part in the AGM - in person or by proxy. Our Board work is often un-gratifying and that's par for the course. Still, we hope that you take time to vote for the management of your association! And remember: your skills are precious: don't hesitate in joining and contributing to the smooth running of the association. There is work in so many areas, one is bound to suit you!

By Cathy Ducker, President of ASEICA

Yearbook College Poetry Contest

(Open to all college students in the ASEICA program)

Like to write poetry? No? Only like Mathematics? Well, so did Lewis Carroll. Try your hand at a "nonsense poem!" It was a style at which Lewis Carroll-- with his love of games, logic, language and fun-- excelled. Read: "The Hunting of the Snark" and "Jabberwocky" for an idea of his style and have fun! Create a new world...new words...and yes...poems! DO rhyme, some of the time.

Please send your poem by email to yearbook@aseica.org

Subject: College Poetry Contest

Body: Your name, English teacher, School and Class

Please paste your poem in the body of the email & attach a .pdf, Word or Neoffice file.

Please ensure your poem is no longer than one typed page (font 12)

Poems are due **December 15, 2014** (the Monday just before the Christmas holiday).

The best poems will be chosen by a panel of English teachers.

Be sure to include clear rhymes, playful word choice, colorful imagery and above all, some whimsy!

Poetry contest winners will be contacted via email in January 2015.

By Nora Syran

2015 Yearbook News

*"The time has come, the Walrus said, to talk of many things:
of shoes--and ships--and sealing wax--of cabbages... and YEARBOOK NEWS!"*



The Yearbook Team (20 this year!) under the watchful eye of editors Ellie Weatherly and Camille Saint Gal, is proud to announce the results of the cover contest. **And the winner is: Anaïs Ravier (1^{le})** and in second place Margaux Robinson (1^{le}).

Runners-up (in order by year) whose work will be included in this year's book:

Tamara Dejardin (1^{le} LIV)
Angéline Geiser – (1^{ère} LIV)
Nicolae Marton – (1^{ère} LIV)
Emma Dahan (1^{ère} LIV)
Pauline Bertorello (2nd LIV)
Isabella Verdon (3^{ème} Niki de St. Phalle)
Claire Lacoume (4^{ème} L'Eganaude)
Adhara Martellini (4^{ème} CIV)
Florence Verdon (5^{ème} Niki de St. Phalle)
Nina Champion (6^{ème} CIV)

For next year, remember: clear and colorful designs attract the eye. Too many details are confusing. Unclear lettering interferes with the overall design. Original designs that capture the theme are preferable to computer-generated copies of already published work.

Please do try again next year! Try to scan your work and send by email as it facilitates communication. Your creativity and enthusiasm are much appreciated. And as you're creative and reliable, think of joining the yearbook team next year!
yearbook@aseica.org

By Nora Syran

News from Guidance

As always, there is good news to report from the Guidance Office as we review the university places offered to our students last year.

The stunning results from the OIB – **63% of students achieving a mention Bien or mention Très Bien** – meant that students went off to prestigious universities such as Imperial, UCL, King's College London, LSE, Warwick, Edinburgh and Bath in the UK; McGill, Concordia and British Columbia in Canada; Duke and Drexel in the States, and Erasmus University in Holland. The more artistically inclined went to The London College of Contemporary Music or the Amsterdam Fashion and Design Academy, and two students have begun courses at the Ecole Hôtelière de Lausanne. Nearly half of the Anglophone section took up studies abroad.

This year started briskly as an unprecedentedly high number of students chose to do early applications to the UK and the US. Twenty dossiers have already been sent out, so I will report back on the success of those seeking to study International Relations; Medicine; Natural Sciences; Engineering; Biology; Maths; Physics; International Business and Management; Psychology, and Film. And therein lies another strength of our program: we have students who are able to excel in a wide range of disciplines and cross the boundaries between Arts and Sciences. Many of those applying for Engineering or Science attain top grades in their essays on 'Hamlet' and 'Heart of Darkness', and I note that Shakespeare has become required reading now on some Medicine courses.

Apologies to parents of students in Première who are having to wait for appointments while the Terminale dossiers are sent out, but I look forward to meeting you all in January to begin the route to university success!

By Lesley Scales

Coffee Mornings in Colleges

Cesar College (Roquefort les Pins)

On the last Wednesday of September the Principal of Cesar College, Mr. Marciniak welcomed parents and students of the international section with a delicious breakfast. Just before the coffee, parents and 6ème teachers met with the section coordinator, Ms. Kiechle. The Aseica President explained how the section and association operate and answered questions from parents.

Eganaude College (Sophia Antipolis)

On Wednesday, September 17, Mrs. C. Guieu, Principal of the College, accompanied by Mrs. M. Elhabiri, new Assistant Principal, warmly welcomed the parents of 6ème International Section students at a coffee morning.

This year, 6ème and their teachers were also involved in these exchanges. Kate Collord, the Eganaude coordinator addressed the group.

Cathy Ducker, on behalf of Aseica and Rafaella Doraro representative of APRODESI, recalled the principles, main issues and key dates for both associations and also presented active members to Eganaude parents.

It was a thoroughly enjoyable way to get to know each other just after the beginning of the school year. Several people volunteered to support their respective associations. We

are very grateful and look forward to working with them!

College Niki de St Phalle (Valbonne)

Mr. Mourier, Principal of the Niki de St Phalle College and her assistant Mrs. Picard welcomed 6ème students and parents from the Anglophone and Italian sections, on Tuesday, September 16th at a coffee morning. English teachers introduced themselves and association representatives were able to explain the way international sections work.

Centre International de Valbonne

On Tuesday September 2nd, as the new 6ème students were discovering their classes, ASEICA and the other school associations was very happy to organize the yearly coffee morning for the CIV collège this year. A warm welcome was given to parents of Sixième. Volunteering parents were present to answer questions and help connect the bridge from Primary school to college. We realized that this is a much needed event and we thank all of those who were there to make it a success. Thank you!

By Anne Kershaw, Cathy Ducker and Coline Riviere

International Picnic

On Saturday, September 13th, Aseica, along with the other international sections, hosted the annual International Family Picnic in the "Parc des Bouillides" just outside the CIV, next to the Athletics stadium.

As every year, parents and children were welcome to enjoy a relaxing lunchtime at noon with an array of drinks and munchies offered by the associations. Families brought their picnics and were able to mingle with other new and old families from all the section. All felt a real sense of community. Many children and families participated in the used book sale, lining the pathway up to the Athletics grounds with an interesting display of multi-lingual books for children and adults. A table was also set up again this year for the information available from the sports clubs

A friendly crowd came out to enjoy the day's festivities and we were thrilled to have lovely weather. Aseica would like to thank all those who helped set up and clean up after. Your commitment to this event helps to make it a huge success each year. A big thanks to all!

Marina Nemat “The Prisoner of Teheran” visits the CIV

On Monday, September 22, Seconde and Première students at the CIV were given the opportunity to listen to Marina Nemat, an internationally known author and speaker who grew up during the Iranian Revolution and, at age 16, was arrested for her anti-Revolutionary views and was held as a political prisoner. During the first hour of the talk, Nemat discussed how these events developed and described in detail how she was taken from her family and put into the prison because the new Iranian government thought she was participating in anti-Revolution protests with other students in Tehran.

She was.

The police took her from her family and she was interrogated, beaten, tortured, and was ultimately forced to marry one of the guards at the prison.

After her presentation, students were able to engage in a Q&A session where they asked Marina Nemat about her experiences. The questions were centered around how she was able to cope with life in prison, how she managed to get through the experience of being forced to marry her prison guard, how her family reacted to the situation, how she is able to be so positive about life after such trauma as a teenager, and why – years later – she decided to write a book about her life.

Being able to learn about an aspect of the Iranian Revolution from someone who actually lived through it is one reason why Marina Nemat's visit was so special and memorable. The students truly appreciated that someone who has gone through so much could give such an inspirational, uplifting, and positive presentation.



If are interested in learning more about Marina Nemat and her life story, you can do like our 2nde students and read one of her books for yourself: her first book is called "The Prisoner of Tehran."

By Julia Scriven (2^{nde} 3)

Model United Nations (M.U.N)

The lycée Model United Nations (MUN) group is as large, as enthusiastic and as vibrant as ever.

During the last week of January 2015, sixteen of our students will represent Bangladesh at The Hague International MUN conference. Along with over 3000 students coming from all over the world, they will debate and propose solutions to various world issues, for example, Iran's right to nuclear power and the situation in Syria.

In March 2015 the 6th annual Riviera MUN will again be hosted at the CIV. This is a smaller conference involving around 150 students from six local international schools. This conference gives everyone the chance to participate, particularly those who could not go to The Hague MUN.

MUN remains an excellent preparation for both the oral and written Bac exams. All lycée students are welcome to attend between 13.00 and 15.00 every Wednesday at the CIV.

Please contact me if you have any questions about this wonderful activity.

Rob Gallager, Head of Humanities

CM1 Class Trip to Astrorama (Eze)

Written by Mrs. Guez's class

The CM1s from Haut-Sartoux went on a class trip to OUTER SPACE! Well, not exactly... but with everything we learned, it sure felt like it! We left school on Tuesday, October 30th and took a bus up to the Col d'Eze to visit Astrorama. The ride up took a long time, but it was worth it!

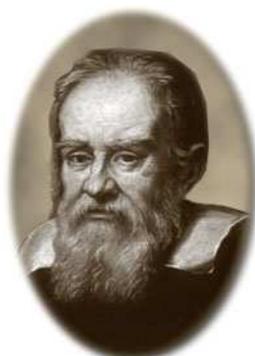
When we got there a guide explained everything there was to know about the history of astronomy. He told us that at first, astronomers studied space with their own eyes (the naked eye). They saw stars, the moon and the sun and 5 planets. This was already a lot to study and a lot to try to understand back then.

We discovered that they named the seven days of the week after these objects in the sky:

Monday / Moon,
Mardi / Mars,
Mercredi / Mercury,
Jeudi / Jupiter,
Vendredi / Venus,
Saturday / Saturn,
Sunday / Sun. Pretty cool no?



We learned that a long time ago, people thought that the Earth was the center of the universe and they also thought that the world was flat. They even believed that if they sailed too far they would fall off the edge! So they decided to make a voyage and see if they would fall off the edge of the world, but when they sailed, they didn't fall off AND they saw a curb in the horizon (the round Earth!). New discoveries lay ahead.



Galileo Galilei
(1564-1642)

Next, came scientists who wanted to know more about the sky. The guide told us about 2 famous astronomers Nicolas Copernicus and Galileo. Nicolas Copernicus discovered that the sun was at the center of our universe, not the Earth. He also was the first to say, "The earth turns around the sun." Then, our guide talked to us about Galileo. He was the first to use the refracting telescope to study the sky. He discovered oh so many interesting things about space. This refracting telescope made things bigger just like a magnifying glass. Later, the reflecting telescope was invented. Inside it, there is a mirror. This made observing the sky even more precise.

So first, there was the naked eye. Then, there was the refracting telescope. After, the reflecting telescope was invented and finally, now, there are satellites, which are the most powerful. Still today though, space keeps many secrets from us!



We then headed outside to see two instruments that can help us learn about space, the Telescope and the reflecting telescope. The Telescope is used to help us understand the seasons. It is also used to locate where the sun rises and sets. It helped us discover that the equator, the tropics and the poles are exceptional places. After, we each took turns looking through the telescope... And what did we see? Cesar was upside down! The mirror 'flips' the image! We thought it was really cool.



Lunchtime was here and it was awesome! Most of us ran down the slope but it was scary for some. Just when it was time to go back inside, it started to rain. We were sure the rain would ruin our picnic but the timing was perfect. What a fluke!



After lunch, we watched a slide show called "Voyage through the Solar System". We learned about our galaxy, the Milky Way...

Here is some interesting information we learned about planets and our sun:

1. MERCURY is about the same size as the moon. They both have lots of craters. The two of them don't have any atmosphere.
2. VENUS has a toxic atmosphere. Its ground is burned from the acid rain.
3. EARTH is the only planet with liquid water so the only one we can live on.
4. MARS. Usually people call Mars the red planet. Mars is red because of the rust on the ground. Does this mean there was water in its liquid form on Mars once?
5. JUPITER has a HUGE cyclone. The first one who saw it was Galileo!
6. SATURN's rings are made of ice. That's why we can see them.
7. URANUS is the coldest planet in the solar system. -220°C . That's colder than Canada!
8. NEPTUNE has really violent winds. The atmosphere is methane.
9. PLUTO was a planet, and then it wasn't. Too small, too far...
10. SUN. The sun is the only star in our solar system. It is $6\,000^{\circ}\text{C}$... A bit hot?

We found a mnemonic to remember the planet's order:

My Very Educated Mother Just Served Us Noodles!

Then we got to go to a planetarium, which was in a pitch-dark room. There was a huge "umbrella" over us. Do you know what a planetarium is? A planetarium is a place where you observe and learn about the stars. To remember this map of the stars, there are legends that have been told from generation to generation. So, our guide told a story to help us locate the constellations of the small dipper and the big dipper. (La Petite Ours et la Grande Ours). This legend is about Zeus protecting his family. He turned his son and his son's mother into bears and threw them into the sky to keep

them safe. If you look carefully at these constellations, you can actually picture the 2 bears! Did you know that each star has a name? Can you imagine all the names there are?



At the end of the day our guide taught us about action and reaction by launching rockets! Have you ever seen a bottle rocket launch 36 meters into the sky? Well, we have. The first rocket was a balloon. Our guide blew the balloon and it did not go very straight or high. Then he got a bottle and put air pressure inside. It flew higher, but he asked us what could make it go even higher and straighter? We added water, air pressure, wings and a pointy cap. It flew really high this time! How impressive that was! Its landing was a little scary though!

This trip to Astrorama helped us understand so many things about space! We can't believe how much we learned in just 1 day... all while having great fun! We hope you enjoyed reading our recount. We think all Aseica students should have the chance to visit Astrorama especially if they want to learn about space in a fun and interesting way.

By Mrs. Guez's CM1 Class

ASEICA @ FEST'IN VAL



It was a great pleasure to enable the Aseica to participate in this multicultural exchange day on the « pré de l'hôtel de ville » organized by the Valbonne Town Hall, on Sunday 21st September.

Once again this year, all the ingredients were in place for a fun day: shows, exhibitions, great people to meet, flavors and sun!

A team of Aseica volunteers, composed of a good mix of parents and students, proposed homemade cakes and smoothies: ideal match for the dishes proposed by the APRODESI (Italian section), Aspesie (Spanish) and AS China, with whom we were sharing a stand.

It was installed right in front of the stage, where we were able to combine business and pleasure: enjoying the music and the shows while selling our delicacies. At the end of the day nothing was left: everything was sold out!

Special thanks to all those who made this day a success (by taking turns to run the stand): Cathy, Caroline, Joy, Claire, Val, Kristine, Mary, David, Shona, Meg, Selma and the students : Zoé, Lily, Joanna, Olivia, Alex, Max , Sofia Ana.

This year Aseica donated the funds to the College Department to help to finance resources/material. In short: looking forward to the next time

By Selma Djenane



Live Theatre Screenings at ALMA (CIV)

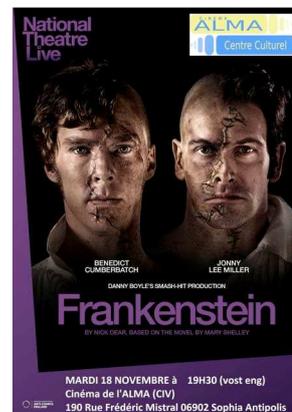
The ALMA association has worked with ASEICA on an exciting project to bring screenings of London and Broadway theatre productions to the CIV through NTLive.

Some of these screenings will be for our students during the school day and others will be for the general public in the evening.

Between now and Christmas, all our lycée students will attend screenings of "A Streetcar Named Desire" starring Gillian Anderson, and an OIB set text, or "Frankenstein" starring Jonny Lee Miller. All Section 3ème students will have the opportunity to see one of their key works, a Broadway performance of "Of Mice & Men" starring James Franco. In 2015 there will be other performances for collège students including a new production of "Treasure Island" and "The Curious Incident of the Dog in the Night-time".

If you enjoy theatre yourself, I'm sure you will be delighted to hear that we have public screenings of the following plays arranged between now and January:

- "Frankenstein" starring Dominic Cumberbatch, Tuesday November 18th at 19.30
- "Skylight" starring Bill Nighy Thursday December 4th at 19.30
- "War Horse" on January 22nd at 17.30, as part of the CIV's Semaine des Humanités



Prices: students & children 5€; Adults 12€ or 8€ (ALMA members)

We encourage you to support this new venture by attending the screenings yourself or contacting your child's English teacher if you can accompany a class trip to see a screening.

Follow Alma cinema on Facebook:
<https://www.facebook.com/cinemaalma.civsophiaantipolis>

By Karen Jones

Neige et Merveille Field Trip, CM1



On 24th June Miss Roy's CM1 class and Mme Desmaisons's CE2 class went on a field trip up the mountains at Neige et Merveille in the Mercantour National Park. After a very tiring drive in the bus, we finally arrived and had a beautiful packed lunch on the sand near a waterfall (not that we were at the beach!). We were going to spend 4 days and 3 nights at the refuge *Neige et Merveille* so this was a very good and fun start of our field trip.

The real highlights of this trip were when for example, we had lunch in the middle of nowhere seeing marmots, cows, deer, birds and we also saw an enormous ants nest. We learnt that if we smell our hand after putting it over an ants nest, it smells like vinegar! The other highlights were the beautiful views of course.



There was one day when we woke up at 7am to head off at 8am on a 7 hour walk to see the Bronze Age carvings on the rocks. It was the most tiring walk of the trip. People were finding it hard to keep up. Apart from that, the food was great - they would give us a proper packed lunch and breakfast to give us energy for the walks. We slept in dormitories with bunk beds and had lots of laughs with our friends. But it was really cold at night and we were fighting over the blankets!

On the last evening there was a boom. We were dancing, laughing, and getting to know each other better. This was a great field trip!

By Georgina Peach, CM1 Haut Sartoux

News from Staff

On September 18, Sofia Beaurain, a member of the admin team, passed away after a long sickness. Our thoughts are with her children and her husband.



Picture taken in Nov 2013 by the Yearbook Coordinator

Thank you to all those who helped with the writing, lay out and translating of the Aseica Newsletter. If you would like to be part of the team, please write to board@aseica.org