

Vážené studentky / vážení studenti,

jelikož změny jsou, jak známo, kořením života, rozhodli jsme se ušít nový kabát také našemu NEWSLETTERU. I nadále Vám v něm budeme přinášet zajímavosti a něco pro pobavení, nově Vás pak budeme více informovat o aktuálním dění v regionu, v rámci evropské unie a také o novinkách týkajících se naší školy. Tu a tam zde také naleznete porovnání zemí či života lidí, kultur, zvyků,... z oblastí nám vzdálených a jiné. To vše pro to, abychom Vám usnadnili Vaše studium cizích jazyků, potažmo Vám pomohli k lepšímu pracovnímu uplatnění apod.

Vězte, že lepší je plavat ve dvou... a my Vás utopit nenecháme!

PS: Zdravíme také nově studenty Pražské jazykové školy s.r.o.

1. Z REGIONU ...

Mluvíte anglicky...?

Máte rádi pivo či jiné nápoje...?

Hledáte pohodovou atmosféru...?

Jste z Liberce či okolí...?

Pak určitě využijte skvělé příležitosti spojit příjemné s užitečným a navštivte opravdový **ENGLISH PUB**, kde Vám nejen naplní sklenku, ale hlavně zde mají **ANGLICKY MLUVÍCÍ OBSLUHU**, tudíž jedinečná šance zužitkovat své vědomosti a vyzkoušet si je v praxi!

THE WISHING WELL A REAL ENGLISH PUB

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2. PŘIPRAVILI JSME PRO VÁS... aneb TAKY ZAPOMÍNÁTE ?

JSTE TO TAKÉ VY, KDO SE PŘI PRÁCI NEOBEJDE BEZ CIZÍHO JAZYKA ?

1. Máte málo ČASU nebo jste NEDŮSLEDNÍ ?
2. Potřebujete více „DOSTAT DO KRVE“ gramatiku?
3. ZAPOMÍNÁTE slovíčka?
4. A CHCETE S TÍM NĚCO UDĚLAT ???



e-VÝUKA je učení se po internetu...
e-VÝUKA je výborným doplňkem prezenční výuky...
e-VÝUKA je to, co hledáte...
neboť **VÁS TO DONUTÍ...**



- SOUSTAVNĚ + JEDNODUCHOU FORMOU
- 1 cvičení Vám nezabere více než 10-15 minut
- Tj. 3Krát týdně OBDRŽÍTE E-MAIL= cvičení dle úrovně Vašich znalostí
- Vy jej VYPRACUJETE a ODEŠLETE zpět
- Následovně od nás obdržíte **SPRÁVNÉ ŘEŠENÍ**.

Napište nám a my Vám pošleme první zkušební cvičení ZDARMA + řešení.

NABÍZÍME: ANGLICKÝ A NĚMECKÝ JAZYK

NYNÍ NOVINKA: E-VÝUKA TAKÉ FRANCOUZŠTINA !!!

ZAČNĚTE S NÁMI NOVĚ !

ZBAVTE SE VÝČITEK, ŽE JSTE TO ZASE ANI NEOTEVŘELI...

Další informace najdete [zde](#).

3. SEZNAMTE SE, PROSÍM...

EVROPSKÉ JAZYKOVÉ PORTFOLIO

Na přelomu tisíciletí se zrodil nový přístup k analýze jazykové úrovně studenta, tzv. **evropské jazykové portfolio**. Jedná se o šestistupňovou slovní klasifikaci jednotlivých jazykových dovedností podobným způsobem, jakým ratingové agentury hodnotí klienta nebo zemi. Tento analytický přístup přináší značné výhody pro všechny, kteří jazyk potřebují.

Firmám dává **evropské jazykové portfolio** možnost vypracovat požadovanou úroveň komunikace v cizím jazyce pro každé pracovní místo v rámci job description.

Studentům umožňuje tento přístup možnost stanovit výchozí úroveň jazykových znalostí, cíle svého snažení a v neposlední řadě mezinárodní srovnání svých znalostí.

Všem dohromady pak **evropské jazykové portfolio** přináší srozumitelnou jazykovou normu, jakési měřítko kvality všeho, čeho člověk v jazykové oblasti dosáhl nebo chce dosáhnout.

Liberecká jazyková škola, s.r.o. začala aktivně používat **evropské jazykové portfolio** jako jedna z prvních jazykových škol v České republice. Díky zkušenostem a kvalitám našich lektorů pomáháme velkým i malým firmám využít všech výhod, které tento přístup nabízí. **Evropské jazykové portfolio** potřebujeme pro námi vypracovaný firemní jazykový audit, při němž zjišťujeme stávající i požadovanou úroveň jazykových dovedností studentů, jejich priority a potřeby a tím zefektivňujeme stávající jazykovou výuku.

Evropské jazykové portfolio nám také dává zpětnou vazbu při hodnocení naší práce.

PROVE THAT YOU KNOW...AND GET PAID, PROMOTED, HIGHLY VALUED,...

WHAT IS A LANGUAGE PORTFOLIO?

Portfolios have been used for a long time by various professions **as a means** to document a person's **achievements**. Artists, architects or designers **collect samples** of their work in portfolios. They use them to **show evidence** of their best practice, but also to **demonstrate** how their **skills** have developed over the years **as a consequence** of their learning biography.

The European Language Portfolio (ELP) has similar aims **with regard to** a learner's language and intercultural competence. **Devised by** the Council of Europe's Modern Languages Division, it was piloted in 15 Council of Europe member countries, and was **launched** during the European Year of Languages in 2001.

The portfolio is the **property** of the learner, and the basic idea is that students collect samples of their work in their portfolio. Most of the time, these samples will be texts created by the students, but might also include photos of classroom scenes, audio recordings, or even DVDs. All these documents **provide evidence** of a student's **performance**, e.g. during a discussion or a role play. Naturally, **collecting** such performance **data** over a period of several years requires a basic level of understanding and motivation **on the students' part**, as Vicky Spandal & Ruth Culham (1994) stress:

What do you picture when you hear the word Portfolio? Maybe you think of an artist's case, a scrapbook, drawstring bag, shoe box or manila folder... In truth, any portfolio exists **first and foremost** in the heart and mind of the designer who selects with care those works and artefacts that best tell the story of who a person is now – and who he or she is becoming.

However, the ELP does not only **contain** evidence of a student's performance. **All in all**, it **consists of** three parts.

- The **Language Passport** section gives information about a student's proficiency in one or more languages at given points of time. In this part of the portfolio, students record formal qualifications and give information about their language competencies with regard to the common reference levels in the Common European Framework (CEF). This part of the portfolio can contain evidence of **self assessment**, assessment by the teacher and assessment by educational institutions and examination boards, e.g. international exams such as Cambridge ESOL or Trinity.
- The **Language Biography** aims to **encourage** students to **get involved in** the planning, reflecting upon and assessing of their own learning process and progress. It **gives** students an **opportunity** to state what they can do in their foreign language(s). In this part of the portfolio, students can also list and reflect upon important language and intercultural learning experiences, for example, time they have spent studying abroad, intercultural projects they have taken part in, etc.
- As briefly described previously, the **Dossier** is a collection of materials and data put together by students to document and **illustrate** their proficiency and the learning **experiences** which are **listed** and reflected upon in the Language Passport and the Biography.

LEARN TO DESCRIBE YOUR ACHIEVEMENTS !

AIMS OF A EUROPEAN LANGUAGE PORTFOLIO

The European Language Portfolio aims to document its holder's plurilingual language proficiency and experiences in other languages in a comprehensive, informative, transparent and reliable way. The instruments contained in the ELP help learners **to take stock** of the levels of competence they have reached in their learning of one or several foreign languages **in order to** enable them **to inform** others in a detailed and internationally comparable manner.

There are many occasions **to present** a Language Portfolio which is up to date, for example a transfer to another school, change to a higher educational sector, the beginning of a language course, a meeting with a career advisor, or an application for a new post. In these cases the ELP is addressed to persons who have a role in decisions which are important for the owner of the Language Portfolio. A learner may also be interested in having such documentation for him-/herself.

WHEN YOU TALK ABOUT AIMS, USE INFINITIVE OF PURPOSE (TO = ABY) !

GLOBAL SCALE

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

GLOBALSKALA

Kompetente Sprachverwendung	C2	<p>Kann praktisch alles, was er / sie liest oder hört, mühelos verstehen. Kann Informationen aus verschiedenen schriftlichen und mündlichen Quellen zusammenfassen und dabei Begründungen und Erklärungen in einer zusammenhängenden Darstellung wiedergeben.</p> <p>Kann sich spontan, sehr flüssig und genau ausdrücken und auch bei komplexeren Sachverhalten feinere Bedeutungsnuancen deutlich machen.</p>
	C1	<p>Kann ein breites Spektrum anspruchsvoller, längerer Texte verstehen und auch implizite Bedeutungen erfassen.</p> <p>Kann sich spontan und fließend ausdrücken, ohne öfter deutlich erkennbar nach Worten suchen zu müssen.</p> <p>Kann die Sprache im gesellschaftlichen und beruflichen Leben oder in Ausbildung und Studium wirksam und flexibel gebrauchen.</p> <p>Kann sich klar, strukturiert und ausführlich zu komplexen Sachverhalten äußern und dabei verschiedene Mittel zur Textverknüpfung angemessen verwenden.</p>
Selbständige Sprachverwendung	B2	<p>Kann die Hauptinhalte komplexer Texte zu konkreten und abstrakten Themen verstehen, versteht im eigenen Spezialgebiet auch Fachdiskussionen.</p> <p>Kann sich so spontan und fließend verständigen, dass ein normales Gespräch mit Muttersprachlern ohne größere Anstrengung auf beiden Seiten gut möglich ist.</p> <p>Kann sich zu einem breiten Themenspektrum klar und detailliert ausdrücken, einen Standpunkt zu einer aktuellen Frage erläutern und die Vor- und Nachteile verschiedener Möglichkeiten angeben.</p>
	B1	<p>Kann die Hauptpunkte verstehen, wenn klare Standardsprache verwendet wird und wenn es um vertraute Dinge aus Arbeit, Schule, Freizeit usw. geht.</p> <p>Kann die meisten Situationen bewältigen, denen man auf Reisen im Sprachgebiet begegnet.</p> <p>Kann sich einfach und zusammenhängend über vertraute Themen und persönliche Interessengebiete äußern.</p> <p>Kann über Erfahrungen und Ereignisse berichten, Träume, Hoffnungen und Ziele beschreiben und zu Plänen und Ansichten kurze Begründungen oder Erklärungen geben.</p>
Elementare Sprachverwendung	A2	<p>Kann Sätze und häufig gebrauchte Ausdrücke verstehen, die mit Bereichen von ganz unmittelbarer Bedeutung zusammenhängen (z. B. Informationen zur Person und zur Familie, Einkaufen, Arbeit, nähere Umgebung).</p> <p>Kann sich in einfachen, routinemäßigen Situationen verständigen, in denen es um einen einfachen und direkten Austausch von Informationen über vertraute und geläufige Dinge geht.</p> <p>Kann mit einfachen Mitteln die eigene Herkunft und Ausbildung, die direkte Umgebung und Dinge im Zusammenhang mit unmittelbaren Bedürfnissen beschreiben.</p>
	A1	<p>Kann vertraute, alltägliche Ausdrücke und ganz einfache Sätze verstehen und verwenden, die auf die Befriedigung konkreter Bedürfnisse zielen.</p> <p>Kann sich und andere vorstellen und anderen Leuten Fragen zu ihrer Person stellen – z. B. wo sie wohnen, was für Leute sie kennen oder was für Dinge sie haben – und kann auf Fragen dieser Art Antwort geben.</p> <p>Kann sich auf einfache Art verständigen, wenn die Gesprächspartnerinnen oder Gesprächspartner langsam und deutlich sprechen und bereit sind zu helfen.</p>

WHAT ARE THE KEY ADVANTAGES OF USING A PORTFOLIO?

Students, parents and teachers will find the European **Language Portfolio** most useful if it is part of a **teaching programme** that is in line with the levels and descriptors specified in the Common European **Framework**. If students understand that what they are doing in their **language class** is in line with an internationally recognised framework of **communicative competencies**, their learning becomes more **meaningful**.

LOOK AT THESE COMPOUND WORDS – THINK OF DIFFERENT WAYS OF CREATING THEM !

4. THIS MONTH'S ISSUE : TO GET YOU WARMER...

THE TASTE OF TEA – THE TASTE THAT BRINGS PEOPLE TOGETHER...

drinking tea every day can keep the doctor at bay

Tea is a naturally refreshing drink and taken **on its own** it has no calories, so it's the perfect drink to keep you looking good and feeling fit. When **taken with** milk, as is the preference of 98% of the population, four **cups of** tea a day can **provide** you **with** significant amounts of the following nutrients: approximately **17% of** the recommended intake **for calcium**, 5% for zinc, 22% for Vitamin B2, 5% for folic acid, and Vitamins B1 and B6.



LEARN THESE PREPOSITIONS WITH NOUNS AND VERBS !

scientists prove tea hits the right spot

The latest research into how we live our modern lives often shows how things like pollution or too much sun can be harmful to us. Our bodies **are being attacked** constantly from the inside by unstable substances **called** free radicals that may damage otherwise healthy cells. Free radical damage **has been implicated** in diseases such as heart disease, stroke and cancers.

It is thought that one of the ways of combating these free radicals is by regularly consuming foods and drinks that are rich in substances called antioxidants. As well as fruit and vegetables **being good** sources of these, you can top up your daily antioxidant intake by drinking tea. That's because tea **is widely known to be rich** in a group of antioxidants called flavonoids.

For example, there is eight times the amount of 'anti-oxidant power' in three cups of tea than there is in one apple, and every time you brew up in a cup or a pot for upto one minute you get 140mg of free radical-fighting flavonoids. Who'd have thought something that tastes that good can be so good for you!

DO YOU KNOW THE REASONS FOF USING THESE DIFFERENT TYPES OF PASSIVE ?

getting to the heart of the matter

Long stressful days at work, lack of exercise, too much convenience food that is high in fat and sugar but low in fibre, can all take its toll. A well-earned tea break is often the way to catch your breath, but it can also be beneficial to your heart.

That's because studies from around the world are finding that the active ingredients in tea may help towards maintaining a healthy heart. A national study of 1,764 women in Saudi Arabia showed that tea drinkers were 19% less likely to suffer from cardiovascular disease than non-tea drinkers. In Holland, 806 men who consumed the greatest amount of catechins (a type of flavonoid) were 51% less likely to die of heart disease during the 10-year study period, compared with men who consumed the lowest amount.

Further studies are looking into how tea could be beneficial for your heart. The results from trials so far show that flavonoids may prevent the oxidation of the so-called bad cholesterol in the blood that leads to the build up of plaque in artery walls, as well as protecting the blood vessels from inflammation and inhibiting blood clot formation.

Still more research is being conducted everyday which continues to point to tea being beneficial for consumers.

USE A DICTIONARY TO LOOK UP THE ADJECTIVES YOU DON´ T KNOW !

YOUR TEA - YOUR TYPE

what your cuppa says about you

We all know that you can't tell a book from the cover, but it's surprising what your tea can say about you. Choose the type of tea or the way that you take your tea from this list to find out!

1 black, strong with milk and two sugars

2 black, strong, no sugar

3 black, weak, one sugar

4 black, medium, with milk, no sugar

5 black, weak, milk and no sugar

6 black, very weak, milk and no sugar

THE LEGENDARY ORIGINS OF TEA

The story of tea **began** in ancient China over 5,000 years ago. According to legend, Shen Nung, an early emperor **was** a skilled ruler, creative scientist and patron of the arts. His far-sighted edicts **required**, among other things, that all drinking water be **boiled** as a hygienic precaution. One summer day while visiting a distant region of his realm, he and the court **stopped** to rest. In accordance with his ruling, the servants began to boil water for the court to drink. Dried leaves from the near by bush **fell** into the boiling water, and a brown liquid was **infused** into the water. As a scientist, the Emperor was **interested** in the new liquid, **drank** some, and **found** it very refreshing. And so, according to legend, tea was **created**. (This myth maintains such a practical narrative, that many mythologists believe it may relate closely to the actual events, now **lost** in ancient history.)

REVISE PAST TENSE AND PAST PARTICIPLES OF THE VERBS ABOVE ! ARE YOU ABLE TO DIFFER BETWEEN PAST TENSE AND PAST PARTICIPLE ?

Russian Tea Tradition



Imperial Russia was attempting to engage China and Japan in trade **at the same time as** the East Indian Company. The Russian interest in tea began **as early as 1618** when the Chinese embassy in Moscow presented several chests of tea to Czar Alexis. **By 1689** the Trade Treaty of Newchinsk established a common border between Russia and China, allowing caravans to then cross back and forth freely. Still, the journey was not easy. The trip was 11,000 miles long and took **over sixteen months** to complete. The average caravan consisted of 200 to 300 camels. As a result of such factors, the cost of tea was initially prohibitive and available only to the wealthy. **By the**

time Catherine the Great died (1796), the price had dropped some, and tea was spreading throughout Russian society. Tea was ideally suited to Russian life: hearty, warm, and sustaining. The samovar, adopted from the Tibetan "hot pot", is a combination bubbling hot water heater and tea pot. Placed in the center of the Russian home, it could run **all day** and serve up to forty cups of tea **at a time**. **Again** showing the Asian influence in the Russian culture, guests sipped their tea from glasses in silver holders, very similar to Turkish coffee cups. The Russians have **always** favored strong tea highly sweetened with sugar, honey, or jam.

With the completion of the Trans-Siberian Railroad **in 1900**, the overland caravans were abandoned. Although the Revolution intervened in the flow of the Russian society, tea remained a staple throughout. Tea (along with vodka) is the national drink of the Russians today.



WHICH TIME EXPRESSIONS STAND FOR A POINT IN TIME ? PERIOD OF TIME ?

EIN TIPP VON JÖRG SAKULOWSKI, **CHEF - TEA TASTER BEI DER TEEKANNE GMBH & CO. KG:**



"Erst durch die richtige Zubereitung wird Teetrinken zum Genuss! Echte Teekenner befolgen daher die 6 goldenen Tee-Regeln ":

1. Verwenden Sie nur bekannte Markentees. Sie werden garantiert aus hochwertigen Teesorten hergestellt.

2. Verwenden Sie, wenn möglich, Ihr heimisches Wasser wie es aus der Leitung kommt, weil Sie dessen Geschmack kennen und es als "neutral" empfinden. Anderenfalls verwenden Sie ein stilles Wasser mit möglichst geringem Eigengeschmack, z.B. Volvic oder andere. Schwarztee muss grundsätzlich mit sprudelnd kochendem Wasser aufgebrüht werden.



3. Lassen Sie stark chlorhaltiges Wasser mindestens 2 - 3 Minuten sprudelnd kochen, damit sich Kalk absetzen und Chlor entweichen kann. Kochen Sie das Wasser aber nicht "tot".

4. Die Teekanne mit heißem Wasser ausspülen und vorwärmen.

5. Tee schmeckt besser, wenn er kräftig zubereitet wird. Geben Sie deshalb lieber einen Beutel oder Teelöffel mehr in die Kanne. Servieren Sie zum Tee Zucker oder Kandis und Milch oder Sahne (keine Dosenmilch) sowie je nach Geschmack Zitrone.

6. Tee muss ziehen. Wie lange, hängt davon ab, wie Sie den Tee genießen möchten - in der Regel ca.

4 Minuten. Soll der Tee anregend und belebend wirken, dann verwenden Sie lieber etwas mehr Tee und lassen ihn nur ca. 2 - 3 Minuten ziehen. Soll der Tee beruhigend und entspannend wirken, lassen Sie ihn etwas länger, jedoch nicht mehr als 5 Minuten ziehen.

Zubereitungstipp Grüner Tee

Für eine Tasse Grünen Tee reicht durchschnittlich eine etwas geringere Menge als für Schwarztee. Man unterscheidet drei traditionelle Zubereitungsarten:

Variante 1 : Tee mit sprudelnd kochendem Wasser aufgießen. Nach 5 Minuten ist das Getränk am gehaltvollsten.

Variante 2 : Wasser aufkochen, auf ca. 60°C abkühlen lassen. Dann den Tee aufgießen und 3 Minuten ziehen lassen.

Variante 3 : Wasser aufkochen, den Tee kurz überbrühen und den ersten Aufguss wegschütten. Dann den Tee ein zweites Mal aufgießen und 2 - 3 Minuten ziehen lassen.

Mit diesen unterschiedlichen Vorgehensweisen kann der Gerbstoffgehalt reguliert werden.

Noch ein Tipp zur Aufbewahrung

Tee ist ein sehr empfindliches Naturprodukt. Er muss kühl und trocken gelagert werden. Achten Sie darauf, dass der Tee nach der Entnahme in einer geschlossenen Blechdose oder in einem lichtgeschützten Glasbehälter wieder gut verschlossen wird, damit sich sein feines Aroma nicht verflüchtigt.

Schwarztee sollte getrennt von aromatisierten Tee, Kräuter- und Früchtetee, sowie Gewürzen aufbewahrt werden. So vermeiden Sie eine unerwünschte Aromenbeeinflussung des empfindlichen Schwarztees.

5. ANNIVERSARY

COLUMBUS DAY - OCTOBER 11 - FIRST VOYAGE

That year, on the evening of August 3, Columbus left from Palos with three ships, the *Santa Maria*, *Niña* and *Pinta*. The ships were **property** of the Pinzón brothers but the monarchs forced the Palos inhabitants to **contribute to** the expedition. He first sailed to the Canary Islands, fortunately owned by Castile, where he reprovisioned and made repairs, and on September 6 started the five week **voyage** across the ocean.

One of the enduring legends is that of a faked logbook to make his **crew** believe they had **covered** a smaller **distance** than they actually had. All we have is Bartolome de Las Casas's abstract, and he was not a **mariner**. Nor was it ever easy to read Columbus's nonnative Spanish with its Portuguese phonetics and Genoese locutions. Until the original diary is found we'll never be sure, but he could



never have **fooled** all the sailors, the pilots, masters, nor least of all the experienced captains at the helms of the *Niña* and *Pinta*, the Pinzón brothers. Most likely he calculated the distance as he'd been taught as a youth, and then converted it into numbers the crew would understand.

Another legend is that the crew grew so **homesick** and **fearful** that they **threatened** to hurl Columbus overboard and sail back to Spain. Although the actual situation is unclear, most likely the sailors' resentments merely amounted to **complaints** or **suggestions**.

After 65 days **out of sight** of land, on 7 October 1492 as recorded in the ship's **log**, the crew spotted **shore birds** flying west and changed direction to make their **landfall**. A comparison of dates and migratory patterns leads to the conclusion that the birds were Eskimo curlews and American golden plovers. See Columbus and the shorebirds.

Columbus called the Island he reached San Salvador, and recorded that the native name of the Island is Guanahani. There is still much discussion about which island he reached. Until 1986 many historians believed that it was likely San Salvador Island (called Watling Island before 1925) in the Bahamas. Now most historians tend to believe that this is Samana Cay. Columbus landing was on **October 12, 1492**).

The Native Americans he **encountered**, the Taíno or Arawak, were **peaceful** and friendly. In his log for October 14, 1492, Columbus drafted a letter to Ferdinand and Isabella concerning the Taíno:

Vuestras Altezas cuando mandaren puedenlos todos llevar a Castilla o tenellos en la misma isla captivos, porque con cincuenta hombres los ternan todos sojuzgados, les haran hazar todo lo que quisieren.

("When your highnesses should so command, all of them can be brought to Castile, or be **kept captive** on their own island, for with fifty men you will keep them all in subjugation and make them do anything you wish.")

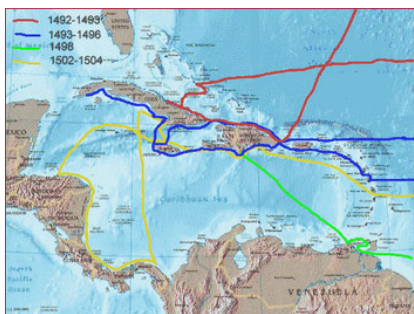
He wrote with such **awe** of the friendly **innocence** and beauty of these Indians in their tropical paradise that he inadvertently created the enduring myth of the Noble **Savage**. "These people have no **religious** beliefs, nor are they idolaters. They are very **gentle** and do not know what **evil** is; nor do they kill others, nor steal; and they are without weapons." No blood was shed on this first voyage, and he believed conversion to **Christianity** would be achieved through love, not force.

On this first voyage, Columbus also explored the northeast coast of Cuba (landed on October 28) and the northern coast of Hispaniola. He'd heard the word "Kulkukan" (Feathered Serpent), and rejoiced that the land of "Kublai Khan" or the "Great Khan" was nigh. He believed the **peaks** of Cuba to be the Himalayas, which gives one a sense of just how lost he was and how long it took the people of the world to map the Earth. (The vast interior of the North and South American **mainlands** would of course be largely mapped with the leadership of native guides and **interpreters**.) Here the *Santa Maria* ran aground and had to be **abandoned**. He was received by the native cacique Guacanagari, who gave him **permission** to leave some of his men behind. Columbus founded the **settlement La Navidad** and left 39 men.

On January 4, 1493 he **set sail** for home, not yet understanding the elliptical nature of the trade winds that had brought him west. He **wrestled** his ship against the wind and ran into one of the worst storms of the century. He had no choice but to land his ship in Portugal, where he was told a **fleet** of 100 caravels had been lost. (Astoundingly, both the *Niña* and the *Pinta* were spared.) Some have speculated that landing in Portugal was intentional. The relations between Portugal and Castile were poor at the time, and he was held up, but finally **released**. Word of his discovery of new lands rapidly **spread throughout** Europe. He didn't reach Spain until March 15, when the story of his journey was in its third printing. He was received as a **hero** in Spain, and this was his moment in the sun.

COLUMBUS-TAG CHRISTOPH KOLUMBUS

Nachdem er die Erlaubnis der spanischen Königspaars Ferdinand V. und Isabella I. für die Entdeckungsreise erhalten hatte, stach Kolumbus am 3. August 1492 mit seinem Flaggschiff, der Karacke Santa Maria, sowie den beiden Karavellen Niña und Pinta von Palos aus in See.



Am **12. Oktober 1492** erreichten die Schiffe die Neue Welt. Kolumbus ging auf einer Insel der Bahamas an Land, die von den Einheimischen *Guanahani* genannt wurde. Er gab ihr den Namen *San Salvador* (span. für *Heiliger Retter*). Unter Wissenschaftlern umstritten ist die Frage, ob die heutige Insel San Salvador, die diesen Namen 1926 erhielt, identisch mit der von Kolumbus entdeckten ist. In den 1980er Jahren führten Neuberechnungen der Route anhand der Logbücher Kolumbus' zu der These, die Insel Samana Cay sei die Insel, auf der Kolumbus zuerst landete.

Auf der Weiterfahrt entdeckte er auch Kuba und Hispaniola, die zweitgrößte Insel der Antillen (heute Haiti und Dominikanische Republik), vor der die *Santa Maria* am 25. Dezember strandete. Aus den Überresten des Schiffes errichtete Kolumbus die erste spanische Festung in der neuen Welt, die er *La Navidad* (spanisch für *Weihnachten*) nannte. Hispaniola (zunächst *La Isla Española* genannt) wurde die erste Kolonie des spanischen Königreichs in der Neuen Welt, Kolumbus deren Gouverneur und Vizekönig.

Am 16. Januar 1493 machte Kolumbus sich mit seinen beiden verbliebenen Schiffen auf den Weg zurück nach Europa, einen Teil seiner Mannschaft ließ er als Bewohner der Kolonie zurück. Er erreichte Palos am 15. März und wurde daraufhin auf einem Triumphzug durch Spanien gefeiert.

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