

The Fantastic World of Literature (2nd Edition)

Final Products 1

Table of Contents

1. Team Teachers

2nd Edition: Future Writers, Global Voices


Technical Details and Collaboration


This magazine is not just a printout; it is the work of a complete "Mixed Country Team":


Team :1


 Editor's Desk: Content selection by students from different countries.




1. Editing and Content Preparation

 Creating Interview Texts: Transcribing and editing conversations between students in mixed-country teams on the theme of "reading culture."

 "Book of the Month" Archive: Compiling reviews, student comments, and summaries of selected books each month throughout the project.

 Literary Selection: Selecting the most successful original stories and poems written by students for the "Future Writers" section.

 Cultural Heritage Dictionary: Preparing idioms and proverbs in different languages, along with their meanings and cultural stories.

Teacher Name	Student Name	Finaly Book			
Erent Silvia Lacramioara	Moldovan Mihai Razvan				
ILIIN IONELA	Duca Ariana				
Ujica Luminita	Zagrean Antonia				
Dehelean Alin	Baies Alina				
Ayşe GENÇ	Ada Mira Ahmet Erhan				
Bucur Luminita	Bucur Manuel David Ionita David Frunza Cardon Eduard Apostu Rares				
Bucur Luminita	Aron Ryan Rares Glagia Patrick H Cotosa Alex				


2. Team Teachers


Team :2

 Design Team: Professional layout created using Web 2.0 tools (Canva, Madmagz, Flipsnack).

2. Collaborative Design Process

 Design Template Determination: Creating a common magazine template on Canva or Madmagz that all partners can work on.

 Visual Material Gathering: Organizing event photos, student drawings, and book cover images in high resolution.

 Mixed Teamwork: Students in the "Design Team" organizing the pages using Web 2.0 tools (page layout, color palette selection).


Digital Transformation: Converting the completed PDF draft into an interactive, translatable digital magazine using tools like Flipsnack or Heyzine.

Teacher Name	Students Name				
Coppola Addolorata	Alyssa				
Lubica Budayová	Michal, Veronika, Sophia, Olívia, Zuzana, Šimon, Soňa, Lukáš				
Serbay BEBEK	Akıllı ADANALI				
Esin EMRE	Wanera.one				
Suzana Drampa	Melina, Vaggelis, Sophia, Maria, Nikoletta				
Pınar ÖRNEK	Dolunay 1A				

3. Team Teachers

Team:3

 Language: Multilingual structure (Blending of project language and local languages).3. Interactive and Technical Applications

 Entertainment Corner Creation: Placing book-themed puzzles and quizzes prepared by mixed teams using LearningApps or Wordwall as QR codes or links on the page.

 Multilingual Structuring: Blending content in the project language (English) and local languages (Turkish, Romanian, etc.) and adding it to the page layout.

Dissemination and Finalization

 Credits Page: A professional credits page containing the names of all participating schools, teachers, and student teams involved.

Teacher Name	Students Name				
Serpil Akkol	Kaan	Nisa			
Tuğçe Kabaklı	Mehmet Ömer	Zeynep HİRA			
Orhan Korkmaz	Derin				

Project Overview

The project will produce several collaborative digital outputs accessible on the public TwinSpace and school websites: a collaborative e-book, an international podcast, an interactive virtual exhibition, a digital album with contest entries, and a recorded online award ceremony. These resources will remain available as examples of good practice in integrating literature, creativity, and digital competences. It will also lead to improved school practices, as teachers will enhance their use of ICT

tools (Padlet, Canva, Flip, BookCreator, Google Slides) and adopt collaborative, international teaching approaches. Expected results: Students will develop creativity, digital skills, teamwork, intercultural communication, and confidence in sharing their work internationally. Teachers will gain expertise in digital tools, strengthen international collaboration, and exchange good practices. Schools will benefit from increased visibility, innovative teaching methods, and sustainable resources for future projects. Long-term impact: Students will acquire knowledge about world literature and cultures, while teachers will integrate collaborative and digital strategies into regular lessons.

Event Description

Future Writers" Magazine

A professional-looking magazine featuring all activities, interviews (if any), and book reviews conducted throughout the project.

📖 Content: Student interviews, "Book of the Month" section (one book recommendation for each month), and puzzles prepared by mixed teams. It will include idioms and proverbs.

📖 THE FANTASTIC WORLD OF LITERATURE

2nd Edition: Future Writers, Global Voices

"A book is not just a story, it's a bridge that transcends borders."

This special issue of our digital magazine, the exciting final product of our project, brings together the creativity of young writers from different countries and the unifying power of literature.

🔍 What Awaits You Inside the Magazine?

- 🗣️ Young Writers Talk: Special interviews between students from our mixed-country teams. Candid dialogues on reading habits and passion for writing!
- 📖 Book of the Month: In-depth reviews and recommendations of groundbreaking works selected each month throughout the project.
- 🧩 Fun Corner: Interactive puzzles, word hunts, and book-themed quizzes prepared by the mixed teams. •

🌍 Cultural Heritage: Idioms and Proverbs: We delve into the roots of literature! The stories of wise sayings, shared values, and cultural motifs in different languages. •

👉 Future Writers: Selections of original stories and poems written by our students throughout the project.

🔧 Technical Details and Collaboration

This magazine is not just a printout; it is the work of a complete "Mixed Country Team":

📖 Editor's Desk: Content selection by students from different countries.

📖 Design Team: Professional layout created using Web 2.0 tools (Canva, Madmagz, Flipsnack).

📖 Language: Multilingual structure (Blending of project language and local languages).

🌟 Why Should You Read This Magazine?

When you hold (or click on) this magazine, you will see not only the words on paper, but also the shared dreams of children from all over the world

[Teacher Tasks Form](#)

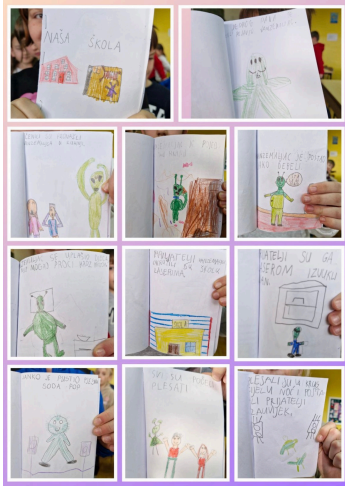
Special interviews between students from our mixed-country teams. Candid dialogues on reading habits and passion for writing!

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Student Work Showcase:

Anja Hrain, III. primary school Varaždin, Croatia

The students were very proud of their book.



Ayşe Genç Sanatoryum Anaokulu/ ANKARA

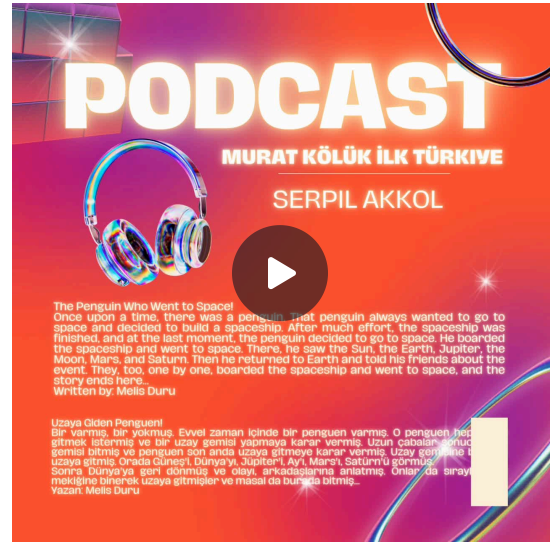
Our students suggested books, and together we reviewed them.



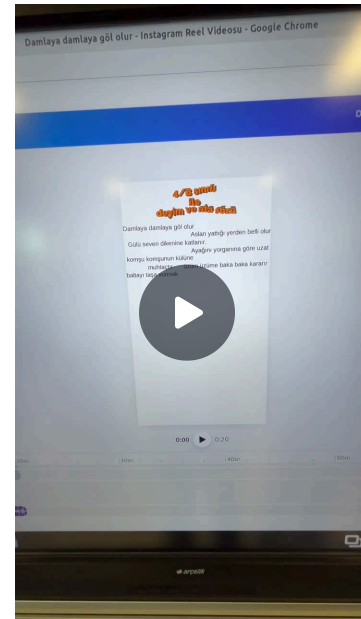
First, the students discussed the topic of the book they were going to write. Then they worked in pairs: one student wrote the text while the other created the illustrations.



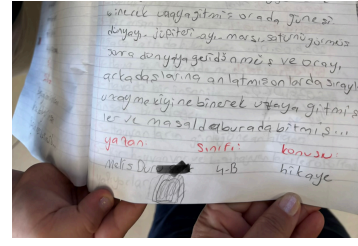
Serpil AKKOL Murat Kölük İlkokulu Türkiye



Serpil AKKOL



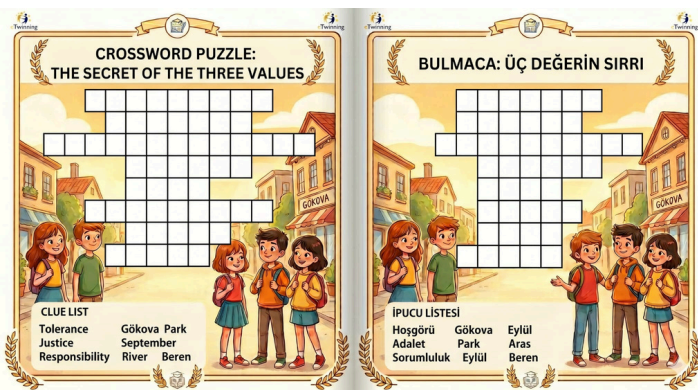
- **Focus:** [Serpil Akkol Murat Kölük Primary School, Türkiye



Students from Murat Kölük Primary School in Türkiye made a podcast of the story written by

- **Focus:** Serbay BEBEK- Şükran Çobanoğlu Secondary School, Türkiye
-
- **Key Activities:** Discover the Value-Driven Crossword Challenge!
- We are excited to present our "Story of the Month" crossword puzzles, thoughtfully prepared in both Turkish and English! Based on our collaborative story, The Secret of the Three Values, these puzzles offer a fun, interactive way for students to engage with key universal themes.
- As a dynamic dissemination activity for our project, this game challenges students to recall the core values represented by our characters: Eylül's tolerance, Aras's justice, and Beren's responsibility. By finding the hidden words from the clue list, learners can test their comprehension, strengthen their vocabulary in both languages, and celebrate the collaborative spirit of our international journey.
- Grab a pencil, explore the town of Gökova with our characters, and see if you can uncover the secret of the three values! Happy solving!

- **Focus:** Esin EMRE/ Şükran Çobanoğlu Secondary School, Türkiye
- **Key Activities:** As our Book of the Month, students explored the magical world of Harry Potter and took part in a variety of reading and discussion activities. They examined the story, characters, setting, and main themes while sharing their thoughts and opinions with their classmates.
- Throughout the activity, students discussed their favorite characters and memorable moments from the book. They reflected on important values such as friendship, courage, loyalty, determination, and the importance of making the right choices. By exchanging ideas and participating in discussions, they developed their critical thinking, communication, and reading comprehension skills.
- This engaging literary experience encouraged students to read more, express their ideas confidently, and appreciate the joy of reading. Exploring the adventures of Harry Potter inspired their imagination and creativity while helping them build a stronger connection with literature



Story of the Month: The Secret of the Three Values ✨

For this month's eTwinning activity, our students collaboratively wrote an inspiring story titled "The



Secret of the Three Values." Through a park renovation project theme, the story highlights how tolerance, justice, and responsibility can create wonders when combined. During this process, our students enhanced their creative writing skills and improved their language proficiency by translating the story into English. We are proud to publish this beautiful work in our school magazine!

- Serbay BEBEK- Sarı ADANALI/ Şükran Çobanoğlu Secondary School, Türkiye

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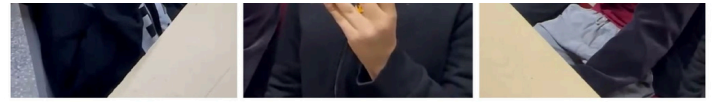
Student Work Showcase:

THE SECRET OF THE THREE VALUES

It was a sunny spring morning in a small town named Gökova, where everyone knew each other and everyone lent a helping hand. Three close friends lived in this town: Eylül, Aras, and Beren. All three attended the same school, yet their personalities were vastly different. Eylül was tolerant and patient. Aras attached great importance to the sense of justice. Beren, on the other hand, was highly responsible and would always do whatever needed to be done right on time.

One day, their teacher walked into the classroom and made an announcement. A project competition was going to be held among the students to renovate the old park located in the center of the town. The design of the winning group would actually be implemented in real life. Eylül, Aras, and Beren immediately formed a group. They were thrilled because this park was a place they had been going to since childhood.

Before starting the project, they decided to talk to the townspeople and learn about their wishes. Eylül approached everyone with patience,



- Kind Girl& Lily Adana

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Student Work Showcase:

[Description of student projects/achievements under Raquel's guidance]



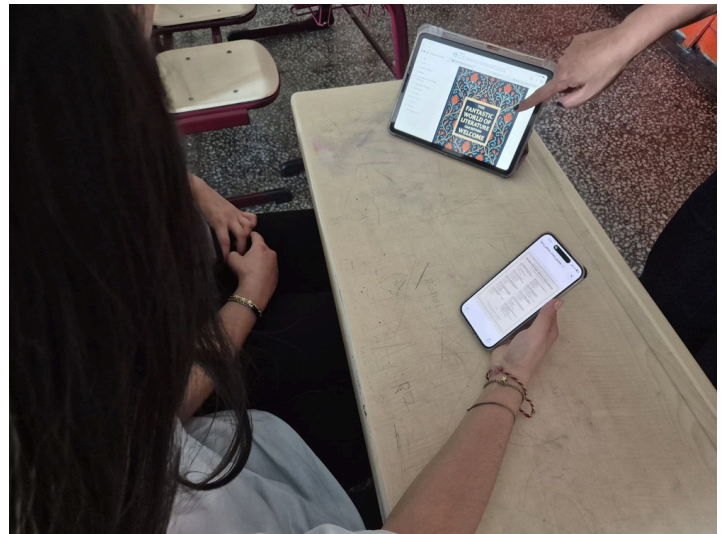
listening carefully to what each person had to say. A child wanted a slide; an elderly person wanted a seating area; a youth requested a bicycle path. Eylül treated everyone with the same tolerance. However, the requests were so diverse that it was difficult to make sense of them all.

One day, Aras said, "We are listening to everyone, but we must be fair when making decisions. We need to consider everyone's wishes equally." The others loved this idea. Aras wrote the suggestions in a notebook and categorized them all. This made it much easier to understand which requests were truly desired by the majority.

Yet, even though that part of the problem was solved, there was still a major hurdle. There was very little time left to submit the project, and there was still a lot of work to be done. That was when Beren stepped in. Guided by her sense of responsibility, she emphasized that they had to stick to a plan and listed the tasks to be completed each day. But her job didn't end with just writing a list; Beren also ensured that everyone did their work diligently. While Eylül did the drawings, Aras measured the park area and did the calculations. Beren, meanwhile, systematically transferred all the information into the project file.

Finally, the project was complete. While evaluating the submissions, the teacher liked their project the most. This was because it took people's wishes into account, offered a fair evaluation, and every single stage had been prepared with a great sense of responsibility.

The town's Mayor called them to his office and thanked them. "This park is not just a design," he said. "This park shows what can be achieved



Beauty lily and Hazel Elly



when tolerance, justice, and responsibility come together."

Serbay BEBE
Çobanoğlu Se
kran
tiye



Months later, when the park was completed, the whole town attended the opening ceremony. The child who wanted a slide was happy. The elderly people who wanted a resting area were pleased. The young people thoroughly enjoyed the bicycle path. There was a look of satisfaction on everyone's face.

Watching the park, Eylül, Aras, and Beren smiled with pride. Eylül thought about how tolerance brings people together. Aras realized how justice resolves chaos. Beren, on the other hand, saw that being responsible brings success.

That day, they understood that:

Tolerance brings people closer,

Justice protects everyone's rights,

Responsibility ensures that tasks are completed.

- **Focus:** [Briefly mention their STEM focus/contribution]
- **Key Activities:** [List key activities or projects]

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Student Work Showcase:

[Description of student projects/achievements under Eleftheria's guidance]

- **Focus:** Wordwall Games and Our Books
- **Tuğçe KABAKLI Sanatoryum Anaokulu Türkiye/ Ankara**
-
- **Key Activities:** They introduced the books they chose to their friends, made recommendations, and explained why they chose that particular book.

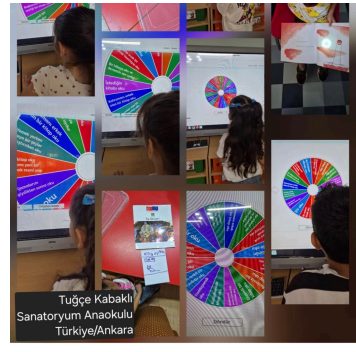


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Student Work Showcase:

We created a fun book-themed game using Wordwall. We spun the wheel and did the task of silently describing the book we chose to a friend. We spun the wheel again and did the task of reading the book outside in the garden. We spun the wheel again and did the task of reading the book with a flashlight. We spun the wheel again and did the task of redesigning the cover of the book we chose. We spun the wheel again and did the task of reading the book to a friend. We created a game with many fun tasks like these.





- **FOCUS:** Luminita Bucur, Primary School, Romania

- **Key Activities:** Finally, the project concluded with students working in groups to create and develop their own stories.



Luminita Bucur, Primary School, Romania

Finally, the project concluded with students working in groups to create and develop their own stories.



- **FOCUS:** Suzana Drampa/3rd Primary School of Serres/Greece

- **Key Activities:** [List key activities or projects]

[Placeholder for Video Embed]

Student Work Showcase:

Suzana Drampa/3rd Primary School of Serres/Greece

We created chain stories in groups. Each group received an envelope with many words, They chose 10 key-words and started a story using them. Then, the story continued from team to team twice and returned to the first group, who had to read how their story continued and find the right ending. We had lots of fun, inspiration and imagination



Cuprins

Capitolul 1: Castelul

Capitolul 2: Familia regală

Capitolul 3: Grădina palatului

Capitolul 4: Invazia

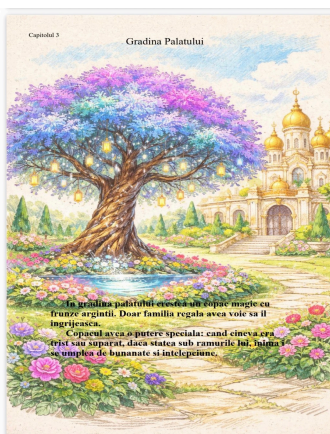
Capitolul 5: Magicianul

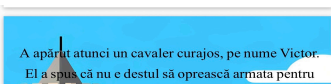
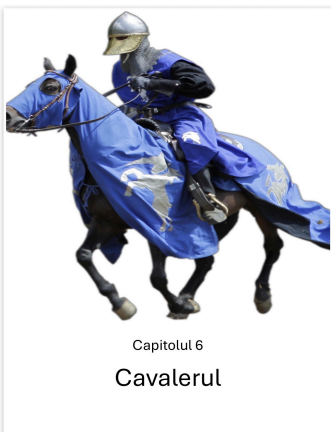
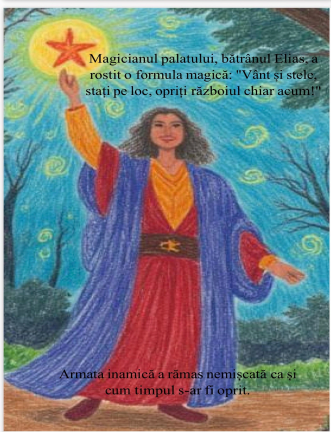
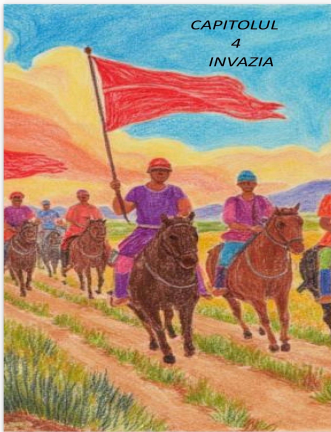
Capitolul 6: Cavalerul

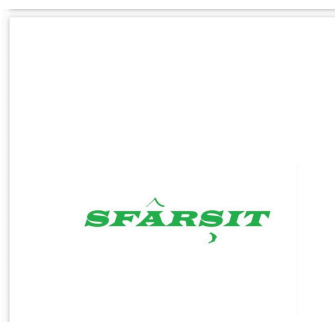
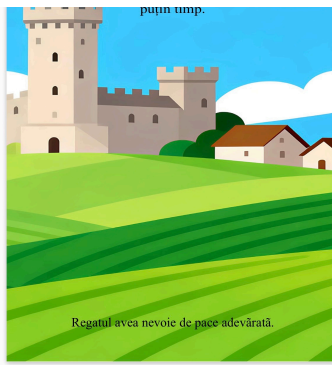
Capitolul 7: Salvarea

Capitolul 8: Recompensa

Capitolul 9: Final feroce







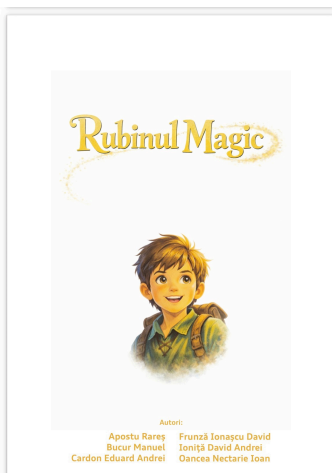
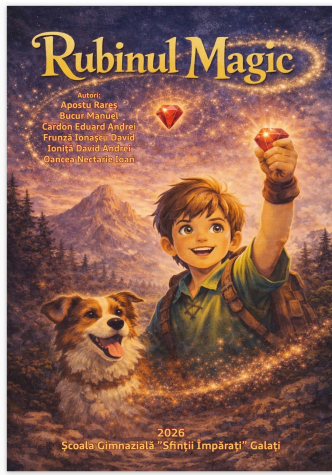


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Student Work Showcase:

Luminita Bucur, Primary School, Romania

Finally, the project concluded with students working in groups to create and develop their own stories.



RUBINUL MAGIC

Capitolul 1 – Grupul misterios

Andrei avea 10 ani și era un băiat curios, cu ocolii mereu strălucitori de dorința de a descoperi lucruri noi.

În vacanța de vară, a plecat la bunici, la țară. Acolo totul părea mai interesant: grădina strălucă, apa rece și mișcările curioase ale câinilor erau foarte interesante.

Într-o dimineață, Andrei se joca împreună cu cățelul său, Max. Când se îndreptă prin curtea cămin, deodată, a văzut și a început să sune cu lăbăle lișgă o casă veche, pierdută dinaintea așezării în toată liniștea.

— Mă, ce-ai găsit acolo? a rău Andrei.

Dar Max nu se opri. După câteva minute, în grupul alături se vedea ceva din lumină. Andrei a sărit și a început să corăreze plămâni cu mîini. Sub stăruință, grădina se ascundea un cântec de cântec vechi.

Aventura abia începuse...



Capitolul 2 – Cufărul cu lucruri

Cu înțina bătrânului tate, Andrei a scos la iveală cufărul. Era mic, din lemn închis la culoare, cu oțeluri metalice ruginate. Avea un lacăt ciudat, rotund, pe care erau gravate unele necunoscute.

Pe capac era scris cu litere ȳteze: „Cine deschide, sã știe magia cere curaj!”

Andrei a încercat să forțeze lacătul, dar nu a reușit. Atunci a observat că lacătul avea un mic spațiu în formă de cerc, cu o sămăcătură în mijloc. Probabil era un cod.

— Poate se referă la o cheie specială... a șoptit el.

Și a dat omnia că trebuie să afle mai multe. A luat cufărul și a fugit în curtea, la bunica.



Capitolul 3 – Descoperirea cărții

Bunica a privit cufărul cu uimire.

— Unde-ai găsit?

După ce Andrei i-a povestit totul, bunica a oftat.

— Cred că e timpul să afli o poveste veche din familia noastră.

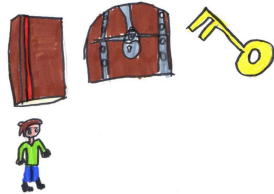
Dimis-un dulap prăfuit, bunica a scos o carte foarte veche, cu pagini îngălbenite. În ea erau scrise povestiri ciudate, aproape de neînțeles.

— Sunt cuvinte vechi, incantări, a explicat bunica. Sora-Sora Ștefăniucă lăsa a fost un om prețios la lucrurile tăiate. Se spune că un vâjzător răsărit a aruncat o vâjzătoare asupra soarelui, făcând oamenii să se certe și să uite ce însemnau bunătațea și să fie foarte triști. Aceasta a scris cu litere aromane, astfel încât nimeni să nu poată afla ce scrie în carte.

În carte era desenat un rubin roșu, strălucitor.

— Doar Rubinul Magic poate rupe vâjz, a citit Andrei cu voce tremurată.

Și atunci a înțeles: cufărul ascundea rubinul.



Capitolul 4 – Incantația

Bunica i-a explicat că magia nu înseamnă putere asupra altora, ci curaj și bunătațe.

— Dacă vrei să deschizi cufărul, trebuie să rostiești incantația cu înțina curată.

Andrei a luat cartea și a citit cu atenție cuvintele vechi. Lacătul a început să vibreze ușor.

Dimis-odată, corăul de pe lacăt a strălucit roșu. Se potrivea perfect cu desenul rubinului din carte. Cufărul s-a deschis încet. Înăuntru se afla un rubin mare, roșu ca focul. Lămina lui strălucitoare.

— Acesta e Rubinul Magic, a șoptit bunica.

Dar în clipa aceea, afară s-a auzit un vâjz puternic. Andrei a strigat și a fugit înăuntru până pe o scară.

— Trebuie să dai în becul unde a început totul, a spus el hotărât.





Capitolul 5 – Mina Roșie

Legeamă speram că veșea fusese scosă din Mina Roșie. Fără să stea pe gânduri, Andrei s-a pornit la drum, cu Mina alături.

Drumul era greu, iar cerul întunecat. Pe colțuri se auzeau, vădit devenea tot mai puternic, ca și cum arva începea să-l sperie.

Ajunsa în mină, Andrei a scos rubinul. Părea palid, ca o lămpă stinsă. Dar, mină era presărată de un număr și de un număr însemnat. Acum era din nou. Mina l-a vădit pe Andrei. Dragonul a fost ademenit cu un os.

Andrei rostogolește încântat:

— Pentru bucurie. Pentru fericire. Pentru sat. Pentru oameni, a spus el.

A ridicat rubinul spre cer.



Capitolul 6 – Veșea se reapare

Rubinul a strălucit atât de tare încât a luminat întregul înim. Noii s-au scutrit, iar vântul s-a sperit brusc. O căldură blândă s-a răspândit peste sat.

În acea clipă, veșea s-a rețut. Oamenii au început să-și zăbovească din nou, să-și vorbească frumos, să-și simțască cu încredere și să-și dea.

Rubinul și-a pierdut strălucirea puternică și a devenit o simplă piatră roșie.

Andrei l-a privit și a zăbovit. Nu rubinul fusese minime, ci căsuțelul lui de a face ca era bine.

În din nou el. Andrei a uitat să se întoarcă spre colț — în lămpile celor care stăg să fie buni.



*O poveste din lumea pășunilor
care se povestește de a crede în tine
scrie și distinge cu imaginație și pasiune de elevii*

Școlii Gimnaziale "Sfinții Împărați" Galați

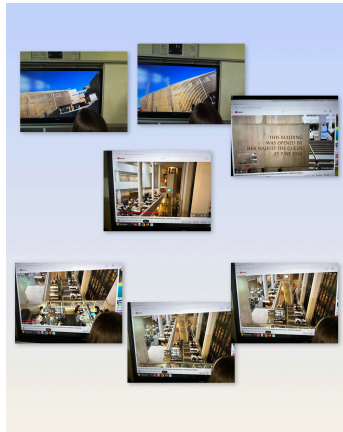
- **Focus:** [Briefly mention their STEM focus/contribution]
- **Key Activities:** [List key activities or projects]

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Student Work Showcase:

[Description of student projects/achievements under ΑΛΕΞΑΝΔΡΑ's guidance]

- **Focus:** Orhan Korkmaz Murat Kölük Primary School
- Dear friends, thank you so much for being a part of this project. I am very happy. Our students also learned many wonderful things and had a lot of fun. Thank you so much for your cooperation and friendship.
- **Key Activities:** The British Museum Library and Archive houses a vast collection of unique manuscripts, rare books, and historical documents accumulated since the museum's founding in 1753. This archive meticulously documents the history of artifacts in the museum's collection, records of archaeological excavations, and the institution's own institutional memory. Open to researchers today, it is one of the world's leading academic resources for those wishing to study human history and cultural heritage.**[Placeholder for Video Embed]**



Türkiye



The British Museum Library and Archive

The British Museum Library and Archive houses a vast collection of unique manuscripts, rare books, and historical documents accumulated since the museum's founding in 1753. This archive meticulously documents the history of artifacts in the museum's collection, records of archaeological excavations, and the institution's own institutional memory. Open to researchers today, it is one of the world's leading academic resources for those wishing to study human history and cultural heritage.

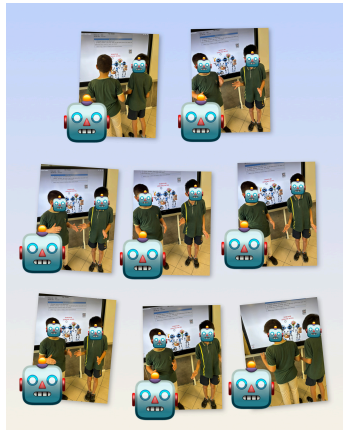
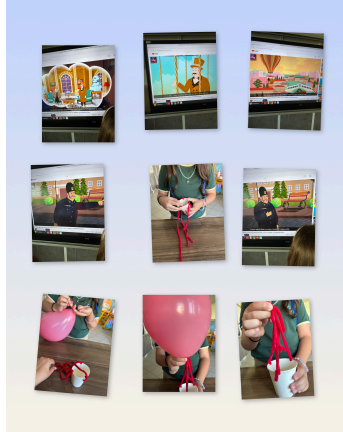


Orhan Korkmaz Murat Kölük İlkokulu



Student Work Showcase:

The book "Around the World in 80 Days" was read, the video was watched, and a balloon was created.



Students at Orhan Korkmaz Murat Klk Primary School in Trkiye listened to a lesson on robots in their Turkish class. They acted out scenarios such as "Do robots feel?" and "What would we do if we were robots?".



Book Recommendation

[Placeholder for Survey Data Visualization/Summary]

Idioms and Proverbs

[Placeholder for Parent Testimonials/Summary]

Selections of original stories and poems

- **Focus:** Lubica Budayova, Secondary School, Komenskeho 6, Spišské Vlachs, Slovakia
- **Key Activities:** Creative writing chain story
- **Student Work Showcase:**



- **Focus:** Lubica Budayova, Secondary School, Komenskeho 6, Spišské Vlachy, Slovakia
- **Key Activities:** Our students created a puppet show based on Julia Donaldson's book [The Gruffalo](#).
- **Student Work Showcase:**

The mystery hospital in Venice



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1952

The old villa stood at the edge of a quiet Venetian canal, its pale walls stained by centuries of air and secrets. Long ago, it was a children's hospital. Sick children were brought there with hope in their eyes - they were left alive. When the hospital closed, people said the spirits of the dead children stayed behind, angry and forgotten.

Months later, the doctors who worked ^{and} there died ~~one~~ by one in strange accidents. Venice whispered that the children had taken revenge.

On a Halloween night, ^{the} villa came alive again. Its new owner, Isabella Marchi, had decided to host a Halloween party for children, trying to turn the house's reputation into nothing more than a spooky legend. Lanterns glowed, light echoed through the hall's dark walls, and for a few hours, the villa almost felt warm. Among the guest list was a man who did not belong, Thomas Hale, a nice man who was traveling through Venice, had received a mysterious handwritten invitation. It looked like a child wrote it. No matter his explanation, curiosity and ~~into~~ instinct made him accept.

He arrived just before sunset. The children's party ended early. Soon, only Isabella, a few members of her friends, and Thomas remained. That was when

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rest. He ran up and slowly approached
Isabella. But it was too late.
In a split of a second she jumped. Everyone
gasped. But she on the other hand
had a smile on her face. Suddenly,
a white shadow enveloped her waist
and gently put her on the ground.
All of them were baffled with the
scene. She told them to get to her
second house and she would explain
half an hour later they were all sitting
on a coach with coffee in their hands.
Isabella was first to speak. She explained
that she was really scared. She knew
she had to sacrifice herself. But
the moment she stepped off the edge,
her daughter's voice told her not to worry
and felt a strange presence. She also
told her that no one could enter
this villa if they were related to any
of those children. So she as the owner
decided to demolish the house.

The next morning they got to work.
After a month of hard work, the
house was nowhere to be seen.
Some time passed and almost
everyone forgot about the "haunted house".
But Isabella and the others
visited the property many times in a while.
It was just a memory but they still
can describe how they all felt that night.



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