

# LISA 4 U

This is the magazine written and edited by LISA students for students, parents, staff and friends of Linz International School Auhof

## LISA is celebrating 30 Years!

The LISA 30 celebrations started with a logo competition. There were several people involved in the designing of the Logo. The logo idea is from Paula Kainmüller (6L) and converted to vector arts by Ms. Dini Hross. A big thank you also goes to the Visual Arts department with Ms. Susanne Weiss. Her students provided several design suggestions. If you want to see all of the designs, then skip forward to page 7!

This edition of the LISA4U magazine contains teacher interviews and articles about different school subjects. We will continue this series also in the upcoming editions of this magazine.



### What's inside

#### Charity Project

Page 4



The 2021 Walkathon charity run will support a school in Nepal.

#### Book Review

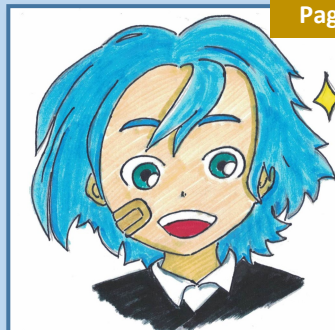
Page 5



Over 800 pages of reading! Adora presents one of her favorite books.

#### Anime Review

Page 9



We highly recommend the animated series *Sk8 the Infinity*.

#### Recipe

Page 20



Sarma is a typical dish made of cabbage leaves and minced meat.

Open the gate to the world!



## How it all began...

LISA is a school-branch of the Europagymnasium Auhof and was founded in the year 1992. As a state-run school, the goal is to serve the international and local community of Linz by providing an outstanding education using English as the main language of instruction. Today, LISA is considered as a role-model for other public international schools in Austria.

LISA has been an IB World School since 1997 and is the first public Austrian school offering both the International Baccalaureate Diploma and the Austrian Reifeprüfung ("Matura"). To this day, over 800 students have graduated from our school branch. Currently about 450 students are enrolled in LISA,

representing over 30 different nationalities. We are proud of our graduates, and we are also proud of our success over the last three decades.

Thirty years of success, also means to take responsibility for the future. As former head of School, Mr. Gottfried Jachs already stated during the 25-year celebrations: "We are deeply committed to developing core moral values and perspectives in our students, accompanying them in discovering their talents and building the confidence they need to step forward into the future!" This what was true in the past, shall remain true also for the future! Celebrate with us!

## A Welcome Message from our new Head of School

**D**ear LISA Community,

Let me introduce myself as the new head of Europagymnasium Auhof. Most teachers have known me as a committed colleague, and a great many students in all three of our branches have known me as their English, Psychology, Philosophy or German B teacher. I demand a lot, but I also give a lot. I am very outspoken, something that is not always easy to take, but I do enjoy spirited dialogue. I am quick-witted and have a strong sense of justice. Patience is not my strongest suit, but I am always willing to hear both sides of an argument or situation.

I was born and raised in the Siberia of Austria, in a region called Lungau in the southeast of the federal state of Salzburg, where it can get really cold. Before climate change became so apparent, we used to have a lot of snow every winter. One could say that I was born with skis on my feet. I took part in my first ski race at the age of three and I have been a devoted skier ever since. Biking, hiking and mountain climbing are among my favourite pastimes as well, but I have to divide my time between family, friends, work and my hobbies, so it is not always easy to make time for everyone and/or everything.

According to my grandfather I already knew that I wanted to become a teacher at the age of four. I love seeing what and how students think, I love learning something new every day and I get to share books and ideas which I love with my

students. Teaching is never boring because every day is different. Having the opportunity to accompany students as they grow and change sometimes makes my hair turn grey – thank heavens there is hair dye –but this keeps me young at the same time. Despite the fact



**Andrea Obermayr-Rauter**

that I will have to cut down on my teaching hours considerably, I firmly believe that I can use my skills and experience to contribute to a productive and safe environment for students and teachers alike where respect, integrity, and caring are taught and modeled.

In the past three weeks the task of running the school has seemed daunting at times. However, when I think of the highly motivated and supportive team of teachers I feel confident that we can create a climate hospitable to education. We want to keep the students the primary focus of our work. I am confident that we can raise outstanding citizens who have the skills and the desire to make a difference on a local, national and global level. I also believe that our cooperation between home and school is key to building trust and self-esteem in students.

I look forward to working together with you all. And don't forget: My door is open to everyone.

■ **ANDREA OBERMAYR-RAUTER**  
(HEAD OF SCHOOL)

## Congratulations IB Diploma Graduates!

**T**here is indeed a good reason to celebrate! After two years of some distance learning, some regular lessons and much uncertainty, the IB Exams of 2021 did finally start end of April.

The results were published on July 5th, and both students and teachers nervously awaited the results. There was no need to be nervous! The results were extremely good—as a matter of fact, one student received the maximum score of 45 points, a first in the history of our school.

There was a second reason to celebrate: Just days before the IB ceremony, we were informed that the government eased the Corona restrictions. The school's "Festsaal" was prepared, music was organized. And, of course, there was also the food that had to be catered. It is at this point that a big thank-you needs to be said to all people involved in the organization of this event.

■ **OLIVER KIM (IB DP COORDINATOR)**







## The 2021 Walkathon: Running for a good Cause!

On Friday, the 8th of October, parents, students and teachers alike put on their running shoes, in order to raise money for a good cause.

The Walkathon has been an annual tradition of this school for many years now and showcases the collaborative and unique spirit of the LISA family. After a year of lockdown, we were finally able to rejoice once again and run for the sake of helping others. The proceeds of the Walkathon are going to children in Nepal. Only 15 Euros are

sufficient in order to provide children with an education, clothes and food. Hundreds of people showed up to support this cause.

As always a massive buffet was provided, with cakes, fruit and anything else the heart desires. Additionally there were other fun activities to engage in, such as face painting.



While running, the enthusiastic participants could listen to catchy up-beat music, ranging from old-time classics to modern hits. Classmates and teachers encouraged each other to keep running, and not give up. While

the obvious goal was to raise money for charity, students were also motivated to run as many laps as possible, by the prospect of winning a free schoolday off.

Events like these demonstrate the importance of collaborative effort, in order for them to run smoothly. The Walkathon would certainly not have been possible, were it not for the parents, teachers and CAS students, volunteering to help out with the event.

All in all, we would like to thank all runners for spending their Friday afternoon at the Walkathon to raise money for such an important cause. It would not have been possible without your commitment! And we cannot wait to hopefully see you again next year!

■ EMMA KAISER,  
ANNA SANDHOFFER (8L)





# Together for Nepal

Whenever we hear a word, we immediately connect it with something that we have either seen or heard about. The same happens when we speak about Nepal. Everyone has heard about this country and associates something with it. Some may say that it's the country with the highest mountain in the world and others will connect it with poverty, assault, and bad living conditions.

Both associations with Nepal represent the truth. However, the living standards of many girls and women in this country are poorer than many of us can imagine, and some of those people are urgently seeking help. This is exactly what an Upper Austrian teacher couple by the name of Söllinger aims to do since 2015 with the help of volunteers in their project called "Child Vision Nepal".

Child Vision Nepal focuses on the group of people that is neglected the most, namely girls and women, and tries to enable them to have a better future. Their goal is to prevent child trafficking, especially along the border with India, provide them with security, proper clothing, daily warm meals and give them access to education by building schools. Currently, the project of Child Vision Nepal is building a new school in a leprosy village, supporting the banished families and their 56 children who are hindered from getting education due to the disease. With a donation of 15€, one child can be supported for one month!

Child Vision Nepal has already aided

a lot of women and children with living a better life, but there are still way too many people waiting for help. That is why we, Emma Neuhäusser, Una Koller and Mara Dessl from 7L, have set ourselves the goal of raising as much money as possible to support this incredible project.

We all know that building new schools and providing several hundred people with clothing and food every day is not cheap. But especially in the hard times during Covid we also know how significant helping together and supporting people in need is. And no matter how much each individual contributes, together it will be life-changing for so many people.

As part of our CAS project, we are going to organize bake sales at school, where all the raised money will go straight to Nepal. Additionally, you will be able to find out more about the living standards of girls and women in that country at the Walkathon and the LISA summer event at an information booth.

There is also going to be a poster and a wooden board about this amazing project hanging on the CAS board in our school. The latter will be filled with ping pong balls and updated regularly depending on how much money we have raised. This will give everyone the opportunity



**Paul Kößler (graduate) made the board to visualize the amount of money collected.**

to see the progress of the donations.

Let's fill these wooden blocks up together and put a smile on the faces of the people in Nepal!

■ **DESSL MARA, EMMA NEUHÄUSSER, UNA KOLLER (7L)**

**If you too want to donate, please contact Brigitte Lenz of the LISA Support Association or donate to the following account:**

**LISA Support Association  
AT44 1500 0006 5506 0010  
Intended purpose: Nepal**





# The Priory of the Orange Tree

*The Priory of the Orange Tree* is a gripping high paced fantasy novel by Samantha Shannon. If you are like me and have dreams of escaping into a world full of images, dragons, queendoms and more, this is the book for you.

The story centers around four main characters, Tané, Ead, Niclays and Loth, as their lives slowly intertwine and culminate to a truly epic grand finale. Tané is an orphan training to join the High Sea Guard, Niclays is an anatomist and alchemist who has been exiled from his country, Ead is a Chamberer for Queen Sabran of Inys and Loth is the Queen's childhood friend and heir to the estate of Goldenbirch. This book is rich in diverse characters and story lines and truly has something for everyone.

By far the most remarkable aspect of this book is the fantastic world

depicted, which really allows you to escape reality. *The Priory of the Orange Tree* has managed to fully establish an entirely new universe with diverse cultures, religions, and magic systems all within 804 pages. This book features various maps, a dictionary, as well as an account of the rich history of this world which helps to truly immerse the reader in the story. It explores the world's sociopolitical dimensions while still creating intimate bonds between characters that feel authentic and real.

Another aspect that makes this book so unique and spectacular is the creativity and thoughtfulness that went into every scene and character. Nowadays I often read books with recurring tropes and old ideas. However, in this book, Samantha Shannon exceeds expectations with

her innovative and imaginative writing.

She creates a completely new atmosphere setting the tone for the entire book. Even from the first few pages, Shannon's writing manages to enthrall you by her extensive character development. This, in turn, makes the reader more connected to the characters and can truly feel for them, which is essential for writing a good book.

*The Priory of the Orange Tree* is one of my favorite books that I have read until now. It captures me in ways that few other books have and the long time it took to read was truly worth it. To be frank, this book tore my soul apart, only to put it back together and rip it apart again! It felt like a long adventure in a far away universe, full of joy, sadness, rage, and excitement. I absolutely recommend this book to anyone who enjoys fantasy novels, detailed character development and exhilarating adventures.

■ ADORA SABAU (8L)

**Title:** The Priory of the Orange Tree

**Author:** Samantha Shannon

**Pages:** 830

**ISBN-13:** 978-1635570298

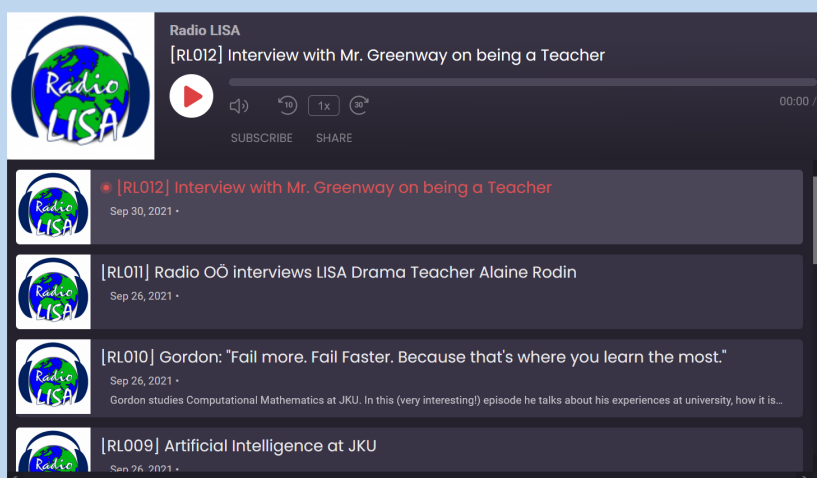


## Introducing: The RadioLISA Podcast!

CAS students are now making episodes for the RadioLISA podcast! What can you listen to? There are interviews of teachers and alumni, commentaries and many other things.

You can find the podcast in the "media" menu of the LISA website, or you can directly visit it here:

<https://lisa.europagym.at/radio-lisa-podcast/>





# An Insight into the History Department at the LISA

**S**ome might say history is boring, but we disagree. Not only is knowing history important in order to understand the world around us, but it is also incredibly interesting and quite frankly, fun. We interviewed the history teachers at our school and asked them to give us an insight into the LISA history department.

**LISA4U: How long have you been teaching history at the LISA?**

**Mr. Greenway:** This is my 5th year here.

**Ms. Gauch:** For either 7 or 8 years - I can't quite remember.

**Ms. Steinhauser:** I've been teaching here for 11 years now.

**LISA4U: Why do you like teaching history?**

**Mr. Greenway:** I don't like teaching history - I love it. I'm fascinated by history and find it really interesting and fun. It is also the easiest subject to get students interested in, even if they might usually not be that interested in history. I also think that teaching history involves some showmanship which I personally really enjoy as well.

**Ms. Gauch:** History is just brilliant I think; it's full of humans experiencing all kinds of drama, disaster and catastrophe. It's what makes us in a way - and that's why I like it so much.

**Ms. Steinhauser:** My fascination with history started in primary school with the subject "Heimatkunde". I was always interested in what is behind the world around me. For example: "Why is that house here?" My father was also

very interested in history as well, so once I turned 17 I decided that I wanted to study English and History.

**LISA4U: What's your favorite historical event to teach?**

**Mr. Greenway:** I would say my favorite topic to teach is World War I.

**Ms. Gauch:** I'm a big fan of Alexander the Great and generally am very fond of the Greeks and Romans.

**Ms. Steinhauser:** I am very much interested in human emotions more so than wars and conflicts. Mesoamerican history is one of my favorites but I also really like the Mayans and the Renaissance. If I could travel in time I would probably take a peek of what life was like in the 1920s.

**LISA4U: Is there a unique aspect to teaching history at the LISA (as opposed to other schools)?**

**Mr. Greenway:** I would say that the LISA is a unique school and because of that the way I teach history is different than at many other schools. At this school there is a very high level of interest which is rather

unusual and should not be taken for granted. Because of this I can let the

students get to know me on a personal level and I can use more humor because the students will know when it's time to get back to work.

**Ms. Gauch:** Having international students provides the history class with many different views of world history, because people get taught completely different things in other countries. Due to the IB we also tend to focus less on Austrian history.

**Ms. Steinhauser:** The language aspect makes history rather challenging to teach. On the one hand you have very eloquent students, but on the other hand there are also students who really struggle with being taught in English.

**LISA4U: Why do you think it's important to teach history at school?**

**Mr. Greenway:** It's a cliché to say that if we don't learn from history that it will repeat itself. History has shown a propensity to repeat the negatives of history over and over again. But I don't teach history to help students avoid making mistakes people have made in the past because humans will inevitably make those mistakes again. I personally think it is important to teach history because it makes you understand who you are and where you come from. But it also makes you think critically and analytically and helps us make intellectual decisions. Most importantly, history teaches us to write. A good historian has to communicate clearly in a written form.

**Ms. Gauch:** History makes us understand what is going on in our world right now. Lots of conflicts have their



Katharina Gauch



Stephan Greenway



Bettina Steinhauser



roots in the past and in order to understand, or even solve these conflicts, it is important to understand what happened in the very beginning.

**Ms. Steinhauser:** I think that the humanities are underestimated. There should be a shift to asking where we come from in order to be able to cope with the future. Exploring events or phenomena in the past, when done in a well-reflected way can only be beneficial for mankind. There are phenomena that always come back, and always show themselves again. It is important to learn how to read between the lines and to understand that one can never be fully objective when looking at history.

**LISA4U: Why do you recommend history as an IB subject to future IB students - and who do you recommend it to?**

**Mr. Greenway:** Why do I recommend it? I recommend it because I think it's kinda fun. The topics as well as the sources and materials discussed are pretty interesting. Who do I recommend it to? To university bound students who aren't afraid to work hard. A lot of times students want to pick history because they think it's going to be an easy class. But by virtue of how the IB exams are set up the IB history classes are very challenging. You have to cover an enormous amount of material and learn a lot about formatting of answers and essays. - So it's definitely not for the faint of heart.

■ ANNA SANDHOFER (8L),  
ISABELLA PRESCHERN (8N)

## LISA 30 Logo Design Competition

The creative design abilities of our students were challenged by a competition for the LISA 30 logo design. The brief was to create a logo for our 30th anniversary celebrations which depicts both, the celebratory mood of this anniversary year, as well as the international spirit of our school! Entries by students of various ages can be seen here. By a popular vote, the winner is an entry (already depicted on the front cover) by Paula Kainmüller (6L). Thanks to all the students taking part and congratulations to Paula!

**LISA**  
LISA 30





# IB subjects Economics and Business Management

I would especially like to give newer students an insight into the courses Business Management HL and Economics Core. If we go with the official IB definition, Economics is an “exciting, dynamic subject” that allows students to develop an understanding of the “complexities and interdependence of economic activities in a rapidly changing world”.

In simpler terms, this subject deals with the main underlying problem of our modern economy: the problems of scarcity, and of how we effectively allocate our resources. During the two years in the core course, you get the opportunity to look at topics from the view of an economist, studying microeconomics (supply and de-

mand) and macroeconomics (national economy and government policies).

To further deepen knowledge, the grade 7 usually has a trip to Ireland to pay a visit to the European headquarters of tech giants like Microsoft and Apple.

Although economics is no prerequisite for choosing Business Management as an IB subject, it surely forms a good base upon entering. As you may

have already guessed, Business Management tries to look at how to run a business the right way – or in other words – to make it profitable. The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts (don’t worry there’s not

too much Maths though!), marketing and operations management. In general, the course is very much connected to applying learned theories to real life companies. Nevertheless, the most exciting part of the course for sure is the Internal Assessment with which, every student has the chance to act as a business consultant actually assisting a real-life company with a problem they are currently experiencing. This allows you to make suggestions that may affect the company’s future, all independently, taking your own responsibility.

So, all in all, would I personally recommend the above-mentioned courses? Absolutely, as you learn skills for later life and actually get the opportunity to practice your knowledge through company visits and by acting as a consultant.

■ EDVIN ABAB (8M)

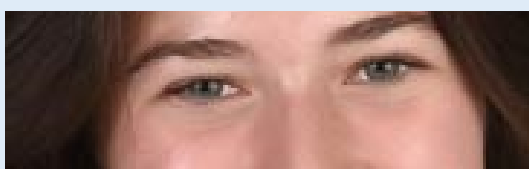
## Adora's Rant Column

Hi there and welcome to me complaining about everything and anything.

Today I will be talking about the impending doom that is my technology addiction. Between online school, Netflix and the random Wikipedia articles I read at 3 am, I am never off my phone. The fact that I am proud that my weekly average screen time on my phone is only 7h only further goes to show

that all I do in a day is stare at a screen.

Now you might be wondering “Adora, don’t you have any other hobbies?”. I do. Or at least I did at



some point, but all the things that I love to do like hanging out with my friends or going to dance class now suddenly involve my phone.

Another factor that fuels the flames of my addiction is the expertly crafted algorithms that send me spiraling into the deep depths of

YouTube. I am painfully aware that the little serotonin boosts I get every time I receive a message are only there so tech giants can generate more profit but at this point, I don’t even care anymore.

Now, I definitely don’t mean to sound like the silicon-valley tech bros in the documentary “the social dilemma”, telling you that ‘technology will be the end of humanity’ or anything like that. It is important to recognize just how many benefits come with the digitalization, but at the same time, as Socrates puts it: “Everything in moderation. Nothing in excess”.

■ ADORA SABAU (8L)

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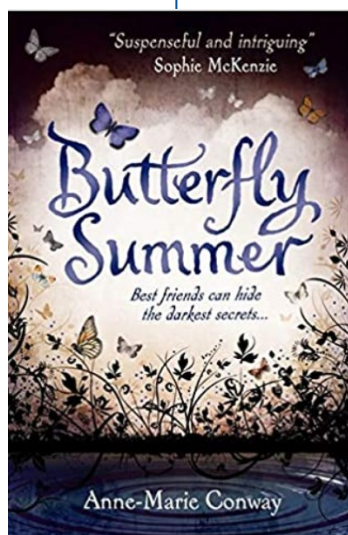
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# Butterfly Summer

*Butterfly Summer* is a novel written by Anne-Marie Conway and was first published in the UK in 2012 by Usborne Publishing Ltd. The book is about 12 year old Becky Miller, who recently moved to Oakbridge. She knows nothing about her father, who left Becky and her mum before she was born. While unpacking boxes, Becky finds a photo under her mom's bed. It shows her mom in the hospital holding a baby in her arms. The thing is, it was taken 12 years before Becky was born. Becky is brimming with questions. Who was the baby? What else is her mom hiding? The only remaining comfort is her best



friend, Rosa May, in the butterfly garden. But is she hiding something too?

My favorite character is Rosa May. She has a short temper, but, as mentioned in the book, is pleasant to be around when she is happy. She's an amazing swimmer and often tries to persuade Becky to go swimming. My favorite part of the book is the beginning where Becky finds the photo. The author introduces this in the very first chapter ( obviously to grab the reader's attention! ). One thing I didn't like about the book is that most of the important things happen

fairly close to the end, making it a lot to take in. I would recommend this book to readers who like suspenseful and secretive books. The book is a real page-turner. I give it a well-deserved 4/5.

■ JOVAN CVETKOVIC (2M)

## Butterfly Summer

**Author:** Anne-Marie Conway

**Pages:** 256

**Publisher:** Usborne

**ISBN-10:** 9781409538592

## Anime Review: Sk8 the Infinity

If you like skating, having fun and anime, we highly recommend the animated series *Sk8 the Infinity*. The main characters, and most of their friends, participate in skateboard races and compete against talented, and sometimes even crazy, competitors. This show is one of a kind and explains basic skateboarding knowledge like: how to do an Olly, and what a nose and a tail is. At the beginning of the show, Langa, who is one of the main characters and also a professional snowboarder, has just transferred to a new school in Japan, after growing up in Canada. He is taught how to skate by his new friend Reki. Coincidentally, we have friends who have improved their skating skills by watching this show. The moral of the story is quite simple to understand: Nothing is impossible. You can do the impossible if you set your mind to it. And friendship is very important, especially at critical times. We rate *Sk8 the Infinity*: 9/10

■ ANGELINA GARDINER (3M), SOPHIA HELER (3M)



# French Department at LISA

**Bonjour!** We all keep hearing the same things about French. It is a melodic language, the language of love, the language where people keep saying things like '*baguette*' and '*croissant*'. If you were to ask students at LISA, you would probably get an answer like '*French is the subject where I have to learn far too many tenses and vocabulary!*'. However, French is so much more than that.

As a matter of fact, the French language plays an important role in our school. For nearly 30 years French classes have been offered at the LISA and none of this would have been possible, without the commitment of our motivated French teachers.

Professor Eder and Professor Wochner have successfully taken on the challenge of teaching this foreign language to pupils and will continue to do so in the years to come. They have answered the following questions concerning various aspects of teaching '*la langue française*' at LISA.

## LISA4U: How long have you been teaching French at LISA?

**Ms. Eder:** I have been teaching French at LISA for ages, to be more precise since 1997.

**Ms. Wochner:** I have been teaching French at LISA for 27 years. In 1994 I was asked to teach the very first LISA class. French was a compulsory subject for all students back then.

## LISA4U: How does teaching languages at LISA differ from doing so at other schools?

**Ms. Eder:** It is more demanding because the teachers cannot rely on books, worksheets or vocabulary lists that are used at other schools. Teachers have to set up a great part of the material themselves.

**Ms. Wochner:** In the beginning, teaching French at LISA was a big challenge for me because, coming from an Austrian university, I had never taught French in English and I had to prepare my lessons very carefully. As there was no appropriate course book on the Austrian market, I went to London to find useful teaching materials and a colleague, and I designed the curriculum for our future students.

Another issue was that I didn't know how the LISA students would cope with the new situation of learning a language from scratch. What surprised me most was how quickly they picked up French and how easily they switched from French to English when studying grammar or vocabulary although their mother tongue was mostly German.

In general LISA students are very creative, open-minded and interested in other languages and cultures, so it is a great pleasure to teach them.

## LISA4U: Why do you think French is an important language to learn?

**Ms. Eder:** It is a language that is widely used around the world, and it is of great importance in the European Union. The most important reason

is that it reflects the French *savoir vivre* and the *joie de vivre*, i.e. knowing how to live a good life with intelligent enjoyment.

**Ms. Wochner:** French is still an important language for international communication and essential for anyone considering working for an international organisation like the United Nations, the European Union or UNESCO.

It is the language of culture - just think of literature, philosophy, music, science - and the language of culinary arts and fashion.

As French is less widely learned than English, speaking French often means a

career asset. A friend of my daughter got a job in the luxury industry – first in Paris and then in New York – only because she was able to speak French. French offers a good basis for learning other romantic languages. It is a very beautiful and analytical language. For me it is the most beautiful and romantic language, simply the language of LOVE.

## LISA4U: What advice do you have for all students taking French class?

**Ms. Eder:** Accept the challenge, plunge into the diverse culture of the francophone world, watch French movies and the hilarious videos of French youtubers, listen to the accent of the Québécois, sing along with French chansonniers or Ivorian reg-

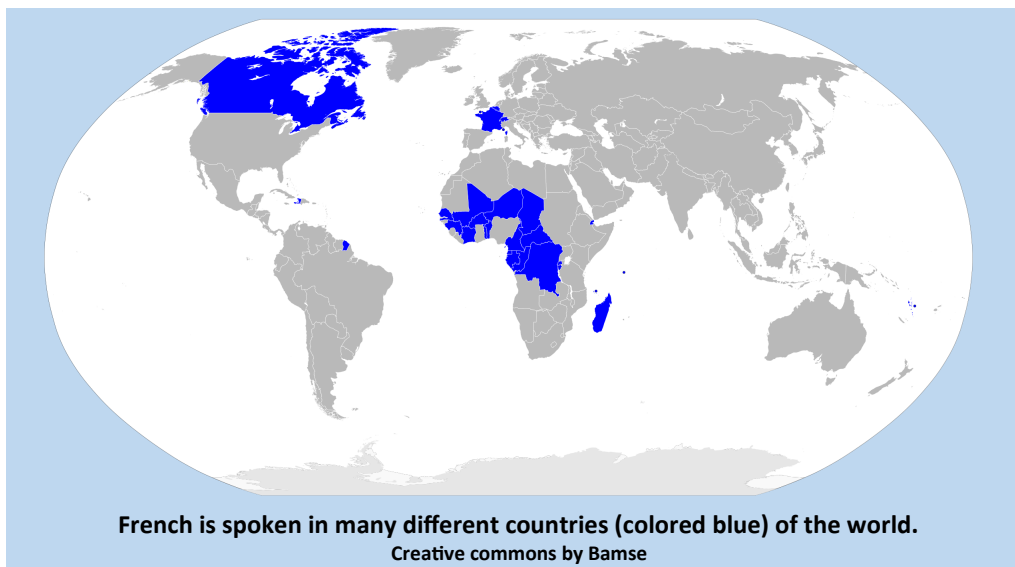


Gabriele Eder



Ingrid Wochner





French is spoken in many different countries (colored blue) of the world.

Creative commons by Bamse

**Ms. Wochner:**

With this new approach, authenticity and

foreign language immersion will reach unprecedented levels at the LISA. Students will be building their own French universe in the form of an apartment building located in a real French town. This building will be assigned tenants from all walks of life. Their interactions and actions will be the framework of all language learning.

As all this takes place in a real location, students will use real documents and information available to real residents via the Internet. Vocabulary, grammar, and structures will be taught as they become necessary for the situations the tenants have to deal with. All this comes with a lot of fun, interaction, and role plays, thus building a solid foundation of French vocabulary and structures.

**LISA4U: Thank you for your time!**

■ EMMA KAISER (8L)

gae singers and try out the French cuisine! Get into contact with French speaking young people and learn the grammar of this superb language by communicating with them. Learning about the culture of a French speaking country will enable you to learn a lot about yourself!

**Ms. Wochner:**

- Be passionate about learning this wonderful language.
- Go for full immersion: Listen, read and speak whenever possible.

- Take a trip to a country where French is spoken. It will boost your motivation and self-confidence.

- And never forget: PRACTICE MAKES PERFECT!

**LISA4U: The French department is making a change this year for the lower grades, starting with the 3L. What new program is planned and how will this benefit the students?**



**Borealis ist einer der global führenden Anbieter fortschrittlicher und kreislauforientierter Polyolefinlösungen und europäischer Marktführer in den Bereichen Basischemikalien, Pflanzennährstoffe und mechanisches Recycling von Kunststoffen.**

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In Linz beschäftigt Borealis derzeit rund 1.200 Mitarbeiter. Am Standort sind die Melamin- und Pflanzennährstoffproduktion, das internationale Forschungs- und Entwicklungszentrum (Innovation Headquarters - IHQ) und die Business Support Bereiche beheimatet. Borealis hat seine Konzernzentrale in Wien, beschäftigt rund 6.900 Mitarbeiter und ist in mehr als 120 Ländern aktiv.

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Keep Discovering

LISA4U | Autumn 2021

**Former US president Jimmy Carter once stated about his country “We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams.”**

Our school, the LISA is no different. With students and teachers speaking over 30 different languages from across the globe, we are a cultural mixing pot, accepting each other’s differences and traditions. Having contact with people from other nations personally helped me embrace my Austrian and Romanian sides, which I was insecure about in my youth. My dearest friends, whom I have met through this unique school, have made me open my eyes to how diverse the rest of the world is.

Getting to know people from different cultures is a crucial part of

growing up. As a child, you are interested in expanding your horizons – wondering what else is out there. The LISA never fails to give children and young adults that exact sense. I remember the first time I stepped foot in our school: My eyes were bright, and my mouth was left agape by how different other children were from me – culturally, linguistically, and morally. When I met my best friend Meghan, who is from Canada, we bonded over her food habits. As she sat down at her tiny desk in our class during our lunch break, she proudly showed me her so-called “Timbits”, which are tiny donut-balls sold by “Tim Hortons”, a well-known Canadian café-chain. After having a long conversation about typical school lunches in her country, we got closer, and eventually, I got an insight into not only their food habits but also Canadian morals and the typical “Québécois” attitude.

Furthermore, the LISA has shed a light on many foreign languages, like French or Portuguese. From “Bonjour” to “Obrigado” to differences between South African and American English. Wherever you turn in our halls, there is always one foreign word you will pick up – soon you can add that to your vocabulary and who knows? – one day we will have our own, brand-new language at the LISA (joke intended)!

It does not matter whether you are from the Netherlands, Belgium, French Guyana, or even Nepal, you will find people who you can bond with over typical habits in your country like for example: having milk tea for breakfast. Just like the popular proverb by Stephen Covey says: “Strength lies in differences, not similarities”. So, embrace your differences and grow together - After all, we are the LISA family!

■ MARA DIRLEA (7L)

## IB Physics: On the Laws of the Universe!

**Are you interested in how nuclear energy is produced? Do you want to know what kinds of waves exist? If yes, then the IB diploma physics standard level or higher level course is perfect for you.**

**Why did I choose physics?** I have always found physics intriguing because, in my opinion, physics explains how nature and the universe work through different theories and laws such as Newton’s law of gravitation or Einstein’s relativity theory. Furthermore, I also took part in the “Physikolympiade” in



Ruth Heckmann



Ruth Browne

4th grade which also motivated me to choose Physics SL.

**What did I learn in physics?** We covered many topics that we had already learned in the core course such as mechanics, waves or electricity, and magnetism in greater depth. At the beginning of the lessons, we always learned the theory, and then we worked through some examples. Since physics involves many formulas, it is an advantage if you like math. From time to time, we have also done some cool experiments,

for example, when we calculated the mass of an electron using Helmholtz coils and an electron gun.

**My advice:** Print out the formula booklet and familiarize yourself with them since they are the basis of the course. Furthermore, start writing your IA in the summer break between 7th and 8th grade because the 8th grade will be very stressful. I also recommend that you revise each chapter after you have learned it in the course and do some practice questions by yourself. Using this method, you will have less work when you start revising before your IB exams.

■ SARAH MAYRHOFER (graduate 2021)



# Speech Contest „Sag’s Multi“

Do you like languages and speeches? Then the bilingual speech contest “Sag’s Multi” is perfect for you! In this article I would like to share my experience with you.

Sag’s Multi is an Austrian speech contest where students have to hold speeches in two languages, one has to be German and the other one can be chosen.

During the speech you have to switch often between the languages, and you can decide yourself whether you want to repeat the content in the other language or carry on the speech. This year Prof. Wochner organised the contest in our school and I decided to

participate because holding a speech in two languages sounded like a challenge.

The Sag’s Multi contest consists of three rounds. From the initial 6 students participating from the Europagymnasium, two of us reached the final round. In the pre-round you have to film a video of your 3-4

minute long speech. I held my speech in Czech and German. Concerning the topic, you could choose one out of six topics. My first topic was: “Insta, Tik Tok, wisch und weg” (“Insta, Tik Tok, wipe and gone”) where I talked about the negative influence of Social Media on teenagers. In the main round you had to do a video of a 6-8 minutes

jury. For my final speech I chose the topic “Demokratie braucht auch meine Stimme” (“Democracy also needs my voice”) where I talked about current issues that endanger our democracy.

Unfortunately, none of us two Europagymnasium finalists won the contest. However, I am proud that I

reached the finals and I am also very happy that I participated since the contest motivated me to speak confidently and freely and showed me that the opinion of young people matters.

Furthermore, the other finalist, Clara Daniela Führer Holguin and I had

an amazing day with Prof. Wochner in Vienna, where we did a Vienna tour and celebrated the finals. In conclusion, although it was a lot of work to prepare three speeches, it was worth participating since it was a unique experience that really helped me to become a more confident and better speaker.

■ SARAH MAYRHOFFER (graduate 2021)



long speech and you were permitted to take the same topic or choose a new one. You can watch my main round speech on the YouTube channel of Sag’s Multi. Finally, the students that reached the final round which took place in Vienna had to choose a new topic and hold a 6-8 minute long speech in front of the

## LISA Library News: Welcome to Ms. Birgit Foulkes-Jones!



Birgit Foulkes-Jones

After five lovely years of managing the LISA Library and managing the CAS Service training of students in the library, due to significant increase in my own teaching hours, I have now handed over the responsibility to a new member of LISA team, Ms. Birgit Foulkes-Jones. Let’s welcome Ms. Foulkes-Jones and look out for novelties that she is planning to introduce in our ‘small but mighty’ library!

■ ANA CALO



# €8000 Project Funding for the App “Peopling”

A team of students was inspired by the pandemic to create the app “Peopling” to meet new friends based on mutual interests. With their app they won 2 hackathons (programming competitions) where they received 8000€ project funding in total and they are also finalists of the business competition “EDISON Junior”.

In this interview Co-founder, Co-CEO, and LISA student Sarah Mayrhofer will give insights into how “Peopling” started.

**LISA4U: How did Peopling start?**

**Sarah Mayrhofer:** It all started last year in June when I saw an ad for the online business challenge “#beapirate challenge”. At that time, I was bored because of all the lockdowns and the challenge sounded very intriguing. Therefore, I asked some friends who are good at programming whether they would like to join.

**LISA4U: How did you come up with your idea?**

**Sarah Mayrhofer:** We had several ideas, but we decided to pursue the Peopling idea because we thought that real friends were now more important than ever, and we also knew many young people that struggled because of loneliness during the lockdown. Thus, we wanted to create an app to help them.

**LISA4U: Can you explain your app in detail?**

**Sarah Mayrhofer:** Of course. If I would have to describe peopling in



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one sentence, I would say that we are like the dating app tinder, but only for friends and not as superficial. Basically, you can register with a nickname and your age and you can enter your interests, for example, sports or a music style you like, and a short description of yourself. You can also select an avatar because we do not want our users to be judged by their appearance which is why they are no real pictures. Then you enter a location where you like to meet up with your new friends, for example, the main square in Linz. Finally, you can see the profiles of other people nearby with similar interests. You can also see current events and meeting suggestions based on your interests. To ensure more security, you can chat or video chat with new friends before meeting them.

**LISA4U: How do you want to monetize your app?**

**Sarah Mayrhofer:** We want to launch our app in Linz and expand after that. Since we won the hackathon “Linz Hackt” organized by the

city Linz and 6000€ project funding, they offered us their support and network. Therefore, we want to set up cooperations with restaurants or free time activity providers with the help of the city Linz. For example, if you buy a ticket on our app, we get a certain percentage of the price. Also, we want to set up some cooperations where the user will get a discount or a free drink, for example. Additionally, there will be advertisements with affiliate links to products that suit the user’s interests.

**LISA4U: What are your next steps?**

**Sarah Mayrhofer:** Currently, we are working on finishing programming our app and we are also polishing our design and logo. We also have a meeting with a marketing agency which is a partner of the city Linz that will help us with the marketing. Furthermore, we applied to some start-up funding programs that would also support us financially.

**LISA4U: Who is your role model?**

**Sarah Mayrhofer:** As we are from Upper Austria, the app “Runtastic” of course.

We are also very happy that we have Bernhard Lehner as one of our mentors who was also a mentor for the Runtastic team.

**LISA4U: Do you have any tips for students that would like to launch a start-up?**

**Sarah Mayrhofer:** I would say it is essential to have a motivated team. Furthermore, if you have a cool idea just enter it in some business competitions/ hackathons. For example, we didn’t believe that we would win the hackathons since we were the youngest team, however, in the end, we have won both. Another advantage of these competitions is networking. We have made the experience that the start-up community is very nice because many inspiring people offered us their advice and support.

For more information follow Peopling on Instagram: [peopling\\_official](#)

■ SARAH MAYRHOFFER (graduate 2021)



From left to right: Sarah Mayrhofer, Klaus Luger (Mayor of Linz), Jürgen Schierz, Caterina Englmaier, Lisa Jobst, David Nemecek

# LISA Teacher Feature:

## Interview with Ms. Margit Gusenbauer



Margit Gusenbauer

**F**or this LISA4U edition Mrs. Gusenbauer, a beloved math teacher and my “Klassenvorstand” for two years, kindly agreed to be interviewed – thank you!

**LISA4U:** Could you please shortly introduce yourself to the readers?

**Ms. Gusenbauer:** My name is Margit Gusenbauer and I have been working at the Europagymnasium Auhof in the LISA branch for 25 years as a math and formerly as well English teacher.

**LISA4U:** Did you always want to become a teacher?

**Ms. Gusenbauer:** Yes, always! And even after all these years, I love my job and being in School.

**LISA4U:** What, in your opinion, is so special about our school?

**Ms. Gusenbauer:** For me, regarding teaching, it is the combination of math, because I teach math, with the English language, which is very special since this is something you cannot find anywhere else.

**LISA4U:** You now only teach math, but used to teach English as

well, and these two subjects are quite contrary, so did you prefer one of the two or did all fulfil you alike?

**Ms. Gusenbauer:** I preferred English at the beginning but then I stopped teaching it as math teachers were much more demanded. I only teach math now and, in the meantime, I have come to love it!

**LISA4U:** How would you describe your teaching experience during the lockdown?

**Ms. Gusenbauer:** I think teaching is very much connected with a classroom and meeting people and seeing students. So, during the lockdown, there was of course a way of teaching these times, but it was not teaching itself since teaching is being in a classroom and getting in contact with people.

**LISA4U:** Is there anything positive you will take from the pandemic and this critical time?

**Ms. Gusenbauer:** The technology, which is now much more common practice in school, which is, I think, a good outcome. And we have seen

that we can teach without being in the classroom which is something no one has ever thought.

**LISA4U:** Is there anything in particular you would like the readers of the magazine to know?

**Ms. Gusenbauer:** Well, I would like to say that after all these years I have been in school, and I have been teaching for quite some time, I still love going to school every day. I like teaching and working together with students. This is probably also due to our school, due to my colleagues and due to you students.

**LISA4U:** I would like to thank Ms. Gusenbauer very much for her time and agreeing to be interviewed.

**Ms. Gusenbauer:** Thank you and all the best!

■ MAXIMA KRAGE (7L)

## 2L Trip: The Roman Museum in Enns

**A**t the Roman museum in Enns our class got to see layouts of the Roman army and of their lives. We saw how they dressed and what they ate. We also watched a video about a general of the army and how he lived. There were touch screens where we could do quizzes about the Romans and a photo shooter where you could make yourself a Roman soldier. Most of the interesting things are inside the museum so it is



perfect for rainy days. The attraction outside was a tower built on the 22 of April 1212. In summer there is a convenient ice cream store next to it.

I recommend the museum for anyone interested in Roman culture.

■ AARON SCHATZ (2L)





Elisabeth Jenner-  
Braunschmied

# An Insight into the LISA Music Department

I have interviewed Ms. Jenner-Braunschmied, who teaches music and German, to ask her a few questions about her connection to music, and to inquire about opportunities our school offers to students who are interested in the subject.

**LISA4U:** What was your first instrument and how old were you when you started learning it?

**Ms. Jenner:** My first instrument was the recorder, everyone learned it in school at that time. So I learned it at the age of six, although I had already started learning a little when I was five. That was my first instrument, but two years later I started learning the piano, which was and still is my main instrument.

**LISA4U:** Which other instruments apart from the recorder and the piano can you play?

**Ms. Jenner:** I play the flute and the church organ, although for the organ I have never really learned it but I played it for a very long time. And I also play the oboe and a little guitar.

**LISA4U:** What do you like about music? Why did you decide to teach this subject?

**Ms. Jenner:** I just love music and I think it's a great thing to do. Playing instruments and so on is nice and healthy, also for the brain. Singing in the choir and singing with classes...I think that's just a very nice experience. And since I think everyone listens to music, everybody feels connected to it. I guess that music is important to everyone, really.

**LISA4U:** How long have you been teaching music at this school?

**Ms. Jenner:** I have been teaching Music here for 13 years.

**LISA4U:** Then you have been teaching here for quite a while, so what do you think makes teaching music at the LISA special?

**Ms. Jenner:** I've always loved the fact that there is this international component in the LISA: having international colleagues, speaking English. For me it was very new to speak English while teaching; it was a challenge. But I like challenges [laughs]. I myself learned a lot

**Ms. Jenner:** It's really open to everybody who plays an instrument, from year 1 to year 8, we've even had some singers, so it's very open. Through the sometimes weird constellation of instruments I usually have to arrange the songs myself.

**LISA4U:** What kind of music does the orchestra play? And where do you perform?

**Ms. Jenner:** We didn't perform a lot last year, but generally we perform at school events like for example the Summer Event and Spring Gala. Overall, the students decide what we play, so it depends.

**LISA4U:** What other possibilities does the school offer LISA students that enjoy music?

**Ms. Jenner:** Students in years 5 and 6 can choose between either drama, choir or band. So if you enjoy singing on your own or with just a few people or if you play a band instrument then you should maybe join the band. This is also always a nice group of people who perform at different school events.

**LISA4U:** Lastly, what makes the LISA more special than other schools in terms of musical possibilities it offers? What makes it different from other schools?

**Ms. Jenner:** I think it's good that we have these options of band, choir, and orchestra. And of course the IB music lessons are different compared to other schools.

**LISA4U:** Thank you very much for your time.

■ LISA-MARIA BRUNNER (8L)



Music teacher Veronika Wimmer receives the "Meistersingerschulplakette" for the BRG Auhof

over time because there were many words that I didn't know right away, for example. What I also like is the teaching approach they have in Great Britain, where they do more creative stuff like composing, which we also have because of the IB. So I think teaching music at the LISA is different to other schools, in the most positive way.

**LISA4U:** You are part of the school orchestra, could you tell me more about it, for example, who can join?

## Head of English as a Mother Tongue: Interview with Mr. Edward Woolner

**T**his year, a new program is being implemented at our school. For a long time, students taking English mother tongue classes known as English A, had been mixed with pupils doing English as a foreign language. Starting this year though, a new department, spear headed by Edward Woolner is being created, putting a greater emphasis on reading and really studying literature. On Friday, three students sat down with him to find out more.

**LISA4U:** So, for all our peers reading, what is your name?

**Mr. Woolner:** My name is Mr. Edward Woolner.

**LISA4U:** And Mr. Woolner how long have you been the Head of the English A department?

**Mr. Woolner:** Well English A has never had a head of subject or course-coordinator before. The role only started being discussed at the start of the 2020/2021 school year and was created in April of this year, so I have only been doing the job for about 6 months now.

**LISA4U:** What drew you to the job, and why did you accept it?

**Mr. Woolner:** I saw it as an exciting opportunity to bring innovative ideas to the English A subject and I saw a lot of potential in our school because of the increasing number of students with English as their academic language and therefore studying English as their mother tongue.

**LISA4U:** What do you plan to do with the English A department? How is it going to influence the IB?

**Mr. Woolner:** I am not planning to make any major changes because the idea of having a head of the English A department was to make English A

its own subject, instead of having it combined with English as a foreign language also known as English B and to make it clear to the parents, students, and colleagues what is being taught and how it is being taught. Therefore, a new transparent syllabus needs to be drawn up in the lower school so that parents, students and teachers all know what is happening in the English A classroom. Something that would be published on the school website and easy to find!

**LISA4U:** What are the key differences between English A and English B?

**Mr. Woolner:** The fundamental difference between English A and B, is that English B is a language course based on learning English as a foreign language, and English A is mainly a literature course and intended for those pupils who have English as their main academic language and mother tongue. For example, the English A group would read more literature and analyze texts, whereas the English B group would look at how to write diverse types of texts, do reading comprehensions, listening exercises and learn grammar.

The key difference is that English B students would not need a lot of prior knowledge about English. However, ideally in English A, by secondary school, you are expected to have a good idea about the English language as a whole. Pupils of English A should be focusing on boosting their vocabulary range through reading a number of literary texts and practise writing more analytically.



Edward Woolner

**LISA4U:** Is the goal of English A to educate students as they would in English speaking countries?

**Mr. Woolner:** Ideally, we would be teaching English A in a way that is similar to places like in English speaking countries. Although all teachers have a different teaching

style, for example, some of our international teachers who have studied abroad have a teaching style resembling the way English is taught in countries like the USA or Great Britain, where English is the country's first language. It's also important to remember that English has more

words in use than many other languages and actually our goal is to improve the word power of our pupils through language exposure and encourage the use of a broader vocabulary.

**LISA4U:** What is the ultimate goal of the English A department?

**Mr. Woolner:** The initial goal of the English A department is to highlight the difference between English A and English B. The ultimate goal is to provide classes that would be more easily recognizable to a native speaker of English and have a fully functioning syllabus that prepares students of English A for the IB and further.

**LISA4U:** Alright it was nice talking with you, and I hope to hear more from you and the English A department soon!

**Mr. Woolner:** Alright, thank you.

■ YOSEF CERAIA (4L), ALY NASSAR (4L),  
DAVID ROMERO PROBST (4L)



## Random Thoughts on... the LISA

**LISA**  
THOUGHTS

I have been writing this column for quite a while now and it was only a matter of time until this very school was subjected to my random thoughts. So strap yourselves in for a ride because I definitely have some (school magazine appropriate) opinions that I am willing to share.

I have been going to this school for seven long years now, during which I have developed a rather complicated relationship with it. On the one hand I have to say that attending this school has shaped me into the person that I am today. I have many happy memories here and have also grown quite fond of the so-called "LISA spirit". On the other hand, my academic career at this establishment has driven my sleep schedule into ruin and would have probably caused me some serious stress-induced hair loss by now. (Thank God I don't have any hair). Now, it is possible that I do not have this school, but my incredibly poor time-management skills to blame for this, but that is beside the point. Having an enormous work-load

and a tendency to spend several hours on TikTok everyday are not mutually exclusive and surely enough do not make for a relaxed and productive school career.

When telling people that all subjects at this school are being taught in English they tend to be impressed and are led to believe that every student here has mastered the art of speaking a vast number of



languages fluently. The truth is that most LISA students have lost their ability to communicate using strictly one language at a time. As a matter of fact it seems that LISA students have developed their own means of communication. It consists of a highly complex system which basically involves throwing around words in whatever language they happen to come to

your mind first and hoping that the person you're talking to is able to keep up. As a result it is not unusual to hear three to four different languages used in a single conversation. The Duo Lingo Owl would be proud.

Being a student at this school entails spending countless hours complaining about it, but defending it ruthlessly once somebody outside of the LISA dares to say a bad word about it. That is the LISA Spirit at work. We often hear the phrase "we are a LISA family" and besides being the chorus of a very catchy song is also a sentiment that one can actually witness when walking down the halls. Even when meeting people who have graduated from this school many years ago, you will still be able to have a conversation with them about how annoying it is to walk up the three flights of stairs every day or how hard it is to try and track down Mr. Kim in the hallway. Once you are a part of the LISA family, you don't ever truly get to leave anymore (it's like a long-term contract that you forget to read the fine

print of). Jokes aside, this school manages to bring together unique individuals from all over the world and makes us bond over our differences. The LISA allows us to embrace our quirks and encourages individuality, which sadly not all schools do. And it does so with word and deed and heart.

■ ANNA SANDHOFFER (8L)



## Sarma, one of the best Serbian Dishes

Sarma is a Serbian (although some people say differently) dish which is made from cabbage leaves and minced meat. It is served mainly on special occasions like Slava or other holidays. It is not healthy, but if you want it to be, you can add less meat or replace part of the meat with some buckwheat, although that is not the traditional method.

### Ingredients

- 1 head of Sauerkraut
- 500g of mixed minced pork meat
- 3 onions
- 2 carrots
- 2 tablespoons of sweet paprika
- 2 tablespoons of salt and pepper
- 1 coffee cup of long grain rice
- 3 bay leaves
- Some oil and water
- Smoked bacon (optional)

### How to make it

Cut the onions and fry them in the oil until they are semi-transparent. Add the minced meat and carrots and sauté for about 7 min. Add the rice and paprika for about 10 min to simmer. Then set aside to cool.

Take as many leaves from the sauerkraut as possible and remove the stalk. Take the remains of the sauerkraut



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and put them in a large saucepan and add the bay leaves. Place the minced meat filling in the middle of the cabbage leaf and fold the right and the left sides to the center and roll it into a roulade. Fill the pot as tightly as possible with the 'sarmas-in-the-making' and fill it with water. Then put the smoked bacon (again, not mandatory) in between the roulades. Bring it to boil over high heat, then simmer on a low flame for about 4 hours. And the last step, as Serbs would say, Уживајте у јелу!

■ JOVAN CVETKOVIC (2M)

## Trip to the Moldau

On the 5<sup>th</sup> of July (Monday) the 3L, soon 4L had a trip to the Moldau. The Moldau is a river in Czech Republic. Each group got their boat in Vissy Brod and gave it back in Rozemberk. We were allowed to go on that trip because we won the walkathon again.

The day we went there the weather wasn't the best-that means that the sun wasn't really shining a lot and sometimes it rained a bit but luckily there were no thunderstorms. Even though it was quite cold many people fell or jumped into the water which also wasn't the warmest...

We rafted on the river for around 2 to 3 hours. In between we took a break and the first boats waited for the slower ones. In each boat there were between 4 and 6 people and there was one boat with

teachers only. We rafted down 3 slopes. After the 2<sup>nd</sup> slope we saw some boats which had capsized or turned around. These boats were mainly canoes but also one of our boats... I think it was the one from Mr. Wakolbinger.

At the end most of us were really cold and we were happy to be back again from a great trip and from Rozemberk we took a bus back to the starting point which was our school. When we arrived at the school building everyone was free to go home.



We would like to thank our teachers who made this trip possible, as well as the Europagymnasium Auhof and the LISA support association for supporting us.

■ ELENA ROITNER (3L)