

Welcome!



Welcome to the first **Celebration of Learning Course Magazine**, by **EOI Fuengirola C1.1B students**, coordinated and edited by their **teacher, Michelle Ford**. This learning and evaluation tool was designed thanks to our wonderful work, so we could all celebrate and assess our progress in the last term in the **Celebration of Learning Month** in May – in the framework of our decisions on promotion to the second half of the level or consolidation in the first (*evaluación continua*).

The work published here teaches and inspires. It reminds us of the value of learning to become independent and resourceful **lifelong learners** of English at the advanced level, but also of how precious it is to share and **work in teams**. We did so, in small groups and at plenary, in class; on the eCampus platform at the teacher's site (talkingpeople.net), and on a students' whatsapp group. We did so **against all odds**, for it was the **second Covid-19**: we fought contagion, survived the actual illness, all the different kinds of problems the situation brought about, and the teacher, our coordinator, fought **chronic pain** resulting from a forced weekly work shift on Fridays to the mornings. (As this mag is published in May 2022, she is making good progress getting better after having had to leave her post in the public system in 1 October, 2021. We send her our best wishes for a full recovery. The freelance teaching project she will earn a living with in course 2022-23 will be announced on her new site talkingpeople.es).

We hope our mag can help other advanced learners **enjoy their use of English**, encouraging the development of curiosity for the language and the people who speak it -- key to find ways of fitting the use of English into our everyday very busy lives! It's true a language learning opens up a universe, making our lives more interesting and knowledgeable, and helping us evolve into wiser, more empathetic human beings.

Dear readers,
Thank you for reading and feel free to share with people who might find it useful.



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Learning in Covid Times (Lead)

Together we have created a lead on what this II Covid learning year has been like.

<p>Ahmed</p>	<p>The situation in this course has been tough. From the first moment we all understood, then as a class group, we came together as a great team to fight against this situation, obviously guided by our tenacious, hard-working and committed to just causes, our dear teacher.</p> <p>Our great achievement has been the creation of a comprehensive and united group willing to share, help and work for lifelong learning and therefore grow in learning simultaneously, ensuring that no one gives up.</p> <p>Now a beautiful phrase comes to my mind, I don't remember at all who wrote it, "I am the yeast and you are the dough", this should be said by our dear teacher.</p>
<p>Valentín</p>	<p>This year has been very hard for everybody. It was hard to lose the job, it was hard to be at home thinking what can be done to change your future, It was hard to enroll in class when you know that the distance is really important with this type of illness, sometime I felt that I was taken a huge risk going to class and be in a place with many people from different places, specially when you go home and don't meet with anybody else to keep you safe from this illness. Some of our colleagues have been isolated because they were in direct contact with people with covid or had covid themselves. So it wasn't a good year.</p> <p>Besides that, the year has passed and I have been lucky enough that I haven't got it yet. I hope to be vaccinated before the end of summer and we all can start a new course with our brain and soul in this project that is lifelong learning.</p> <p>Despite Covid, we have learnt how to make progress and how to pursue becoming lifelong learners.</p>
<p>Andrea</p>	<p>My thoughts about Covid</p> <p>The consequences of the COVID pandemic are perhaps as dire as the virus, because many people have lost their jobs and do not even have money to feed their children. Government aid does not cover the needs of the people. This is to ponder!</p> <p>It is up to us to help others!</p>
<p>Mari Carmen</p>	<p>It was a really hard course because of the virus. After Christmas I was scared and I didn't go to the lessons for some days. Fortunately, I felt safe again and I came back. I wanted to say I always felt safe in the class, all of us were wearing masks (our faces were a mystery), we used hydro alcohol liquid and the windows were always open. In winter it was cold however we wore two sweaters and a clam coat. Apart from that, we learnt a lot and we laughed a lot. We spent a wonderful time together. I hope we'll be together again next year.</p>
<p>Lorenzo</p>	<p>Thanks to you all for this incredible experience. Although this course has been marked by this terrible pandemic, we have successfully adapted to this situation. I hope to see you soon!</p>
<p>Begoña</p>	<p>We are just finishing this (different? strange? hard? all of them?) course where we have had to get used to not seeing each other's faces. It was as if we had shared nine months of our life with strangers -- charming strangers whom I hope to find again next</p>

	<p>course, but this time, without masks, without lockdown, without opened windows in winter, without COVID and <i>with</i> our consolidated C1 level.</p> <p>Best wishes and break a leg, my dearest classmates!!! -- including our English teacher, of course!</p>
Paola	<p>This year has been quite different and difficult, although I have enjoyed the course a lot. My classmates and teacher couldn't have been better. The dynamism of the course and the several tasks we did were the best to improve our listening and vocabulary of different topics. I'm happy with the final result and I hope next year will be better.</p>
Verónica	<p>I didn't go to class much but learning in times of Covid has been a bit overwhelming due to the use of the mask, however, in the end, I almost got used to it. I hope that next year I will go back to my classes with normality and we can all forget about this horrible year in all the senses.</p> <p>But guess what, nothing will be like before. Our society evolves in the way we allow it to do so...</p> <p>Many thanks to the teacher Michelle who has helped me at all times and guided me during the course.</p>
Carmen	<p>Although this year has been difficult because of the situation, I have enjoyed the course a lot . Of course I have missed more activities in groups and even meeting my mates after school, but in class we couldn't have done it better than we did.</p>
Jesús	<p>This course has been different, but there has been a very pleasant classroom atmosphere. Michelle has always been kind and encouraged us from the first day. We have been ill (Covid or Flu) some days, but we have been able to be virtually in class. Everything has been easing our path in this Covid-school year.</p>
michelle	<p>This has been very hard year, but also a year full of exciting and heart-warming learning and collaborative events! (And a great break for the planet! Will we manage to avoid the planet becoming a desert at the end of this century?) As a teacher, outside class, due to illness and problems at work, I felt very vulnerable, in spite of my knowledge and experience. However, I felt very much respected by people in class, and this has allowed me to work happily when we met, trying to guide peeps' learning and assist them in some way. Not online, though! :D I got lost on the platform and my numerous email accounts! I did not manage to give feedback without great delays, so people ended up giving me their work on paper! It was safer! Without their understanding, we would have had a situation of complaints and frustration for all. So thanks for that!</p> <p>I love people who decide to study in their adult life full of obligations. This year, I've been totally in love with the people who against all odds have kept trying to focus on their learning, be collaborative classmates and share their work and make up for my forgetfulness!</p> <p>In my view, we have been a live example of those anonymous people who throughout the centuries have kept alive the best in human nature, this time in the midst of a changing world with a pandemic making us vulnerable!</p> <p>I <i>do</i> wish you all the best and never to forget what we learned this year! It will assist you as independent and resourceful lifelong learners!</p>



Contributors

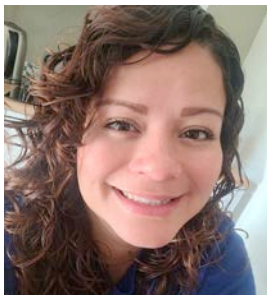
Here are the people who survived in Evaluación Continua! In a group of 20, 15 of them followed the course against all odds! One person will take the C1.1 course again, a wise decision! Congratulations to all!!



Mari Carmen with the C1 Resource Pack before Isabel Ruiz Ruiz's poster for our I Feminist Cultural Week, "Women Transforming the World" 2019. Mari Carmen has been a dedicated group rep, always helping people communicate (whatsapp message carrier! between the group and I when I forgot things), and helping me remember things, too! Thanks so much for all that!

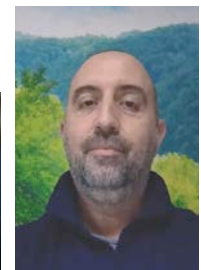
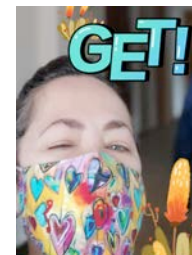
Ahmed, a passionate worker on language, who worked on improving his command over the tenses using *We Should All Be Feminists*, by Ngozi Adichie! -- the essay which he had already read for itself!

Thanks so much for this inspiring work!! It will show other students how to address consolidating the use of tenses while Reading and selecting Useful Language.



Here on the left is **Paola**, our very creative communicator and entrepreneur. Another reliable and hard-working person who makes our lives better! Paola is one of the few who handed in her listening logs at the end of the month! She's been my guiding star in times of total confusion because I got lost forgetting to direct the ship, because of my Bad Head this year. Thanks so much, Paola!

Begoña, our British-English rep along with **Valentín**. She is an *avant-garde* woman full of courage, empathy and *joie de vivre*, a Lion Club volunteer, too. He is a curious lifelong learner, with energy to open new doors... and even paint them!



This is **Marina**, one of the very much admired teachers working in primary school, in times of COVID -- which made it still harder and still more joyful. That's what education is like! Extreme, exhausting. That was the only reason why we couldn't have her with us as often as she wished, but her work in good English has always been keeping us company!



Miguel Ángel is a Mathematician from outer space -- hahaha -- connected to our very busy world via being a rep in his trade union and of course our amazing course, which is very much connected to the world out there, too.



This is **Jose**, looking for some Useful Language in Mary Poppins, a source he preferred to watching TV series because he's a book lover! Jose devours books! We do know, he told us amazing stories!

Apart from learning from his empathy, **Sergio** helped us with Business English, his field of expertise, both at the conversational level and on online communication! Here he's pointing to a Mina Loy collage!



This is **Fran** in Ireland before he met us! The place is so interesting! It's in Ireland!! Our sister Ireland! A doctor and a surgeon in the public healthcare system, Fran has inspired us also with his outstanding work as a learner! Thanks so much for that!

Here is **Andrea** with Mary Poppins, the audiobook we read in part in class! Now it'll be difficult to forget it was written by Pamela Lyndon Travers! Andrea did an amazing task this year as you will find out. Read on!



This is **Lorenzo**. He was adopted a bit later on, but when he arrived he brought lovely waves and presents! It was November, and we were engrossed in working on the Human Rights Declaration, and shazam! He gave us all a beautiful booklet with the HR Declaration in English! But we *do* have to tell you all, it had not been improved with our corrections to include women as human beings, avoiding all those "he, his, mankind" and the like! Still, we loved it and can use it now to

consolidate our understanding of legal- administrative language, of how to avoid sexist language and of how much society has changed some notions since 1948!

This is **Carmen**! A wonderful English teacher in primary, and a wonderful English lifelong learner! She did so well with her English in spite of saying all the time against all evidence she was doing nothing! Please, improve your self-evaluation



skills, will you? I *do* still wonder, Carmen, Why not Canadaaa?! :D Muack!

Here is **Jesús**, who was accepted as a teacher in the USA and will be leaving soon! Please, come back! We need kind competent people here, and we have so much to offer! It's true it never sounds like people appreciate it, but it does feel we are needed every single day! Enjoy your stay!



Verónica could not make it to class that often because of Covid, but she followed the course and we have to say that she speaks English like an Irish native! We did meet on videoconferences, I mean, **Sofi**, Veron and I! :D





Lesley Forever, by Begoña

I am not sure if fairies exist. Never mind! But I know a real warrior Princess. From her fears she has been able to stand up and defeat cruel dragons that were taking over her body. Today her lungs are clean and we both have learnt to breathe life.

This is a brief poem I wrote to Lesley in my English classes about two months ago. She loved it, she was very happy. Later she told me that she was very proud and had shown it to everyone at the residence.

The poem was my way of giving her encouragement, of showing her my admiration and my joy at the great good news that the doctors had given her: after those harsh chemo sessions, the cancer had disappeared from her lungs. Our Princess had taken a giant step in the fight against her disease. And I say "our Princess" because that's how we affectionately called her – we, the friends who wanted to be with her in this difficult time, in what would be the last months of her life.



It was not long ago when I met Lesley. A new volunteer came to the Lions Club and we were store mates. She was a dynamic, restless English lady with a serene look and a very sad story: in the midst of lockdown, Patrick, her husband, had suddenly died. Patrick, her Giant Gentleman, as she called him. She had been left alone in the perverse company of a cancer that invaded several areas of her body.

I immediately felt the need to protect her, to love her, because we had had some similar experiences, and to my compliments, my jokes, my laughter... she reacted with one of the most sincere smiles of gratitude I have ever seen, with much affection and much joy. Between us came magic.

We shared a short but intense friendship, and after we had cried and laughed together, talked about Patrick and my mother, about our fears, our vulnerability... we decided we were not alone -- from that moment on, she would be my older English sister, and I her younger Spanish sister. And still with tearful eyes, but laughing, and despite the problems with language, we understood each other perfectly well, and decided we were strong women and that fist up, as Barack Obama said, "We could."

With Pilar and Sue, the four of us made an almost perfect team, "All for one, and one for all..." as in the novel D'Artagnan and the Three Musketeers by Alexander Dumas, trying at all times to ensure our friend was well taken care of, was not afraid and did not feel lonely. Lesley was filled with strength and courage and could... Where did you get so much energy, my lady?

She bet on life. She wanted to rest, not to think and live the present intensely. That's why she decided to go to the residence to address the new chemo sessions that would definitely kill that cruel dragon I mentioned in my poem.

But, My God! Unexpectedly, it couldn't be! Another terrible and ruthless monster attacked her by surprise when she was at her weakest, and Patrick was the only one who could do something for her: he came for her, to free her from so much suffering.

Bon voyage, my sweet friend.

To all the people we've lost.

To those who remain, take heart.



Methodology

Learning How to Learn at the Advanced Level

The C1 Resource Pack

by Mari Carmen

Well, this methodology lets you learn English in real situations, watching a TV series, film or documentary, listening to the radio, reading original books and in class the students tell the others what each is doing at home. In this way, the rest of the class learn new ways to learn. The teacher always uses original materials. In class we listen to original audios and read original texts or books.

Personally speaking, I read some chapters of *Mary Poppins* by Pamela L. Travers, *We Should All Be Feminists* by Chimamanda Ngozi Adichie and *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie. I learnt two poems by heart. I learnt the one minute audio of Pluto by heart! It explains how Pluto is no longer a true planet. This was a challenge for me. When I listened to the audio for the first times I thought it was impossible to understand and I couldn't believe that I could learn it by heart in the end, though I had to listen to it zillions of times! Actually, in that process, suddenly I realised that I'd just learnt it! So I recorded a video for my classmates! You can watch it if you like! (EFL Learners Speaking English. C1 Playlist. "Learning a piece of news by heart")

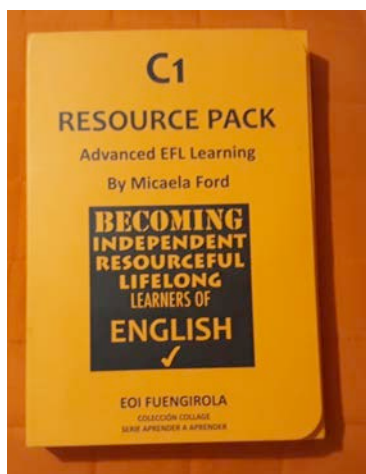
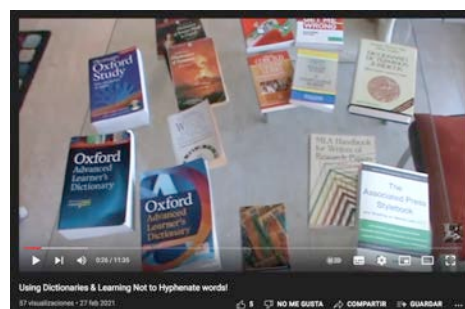


I also bought an advanced English-English dictionary and I am learning many details about the words, grammar and the language.

Now, at the end of the course, I know more things than at the beginning. For example, I

have knowledge of why Pluto is not in the Solar System any longer, about the history of post-it notes, I know facts and myths about the full moon, things about Helen Mirren, Marilyn

Monroe, Mina Loy, what happened to the Mirabal sisters, the original story of *Mary Poppins*, not the one you watch in films -- for example, chapter 8 is really awesome, it was worth it to read it. I totally recommend it to you... I am more knowledgeable of the Human Rights Declaration...



Speaking of a textbook, who says we don't have one? The teacher created the *C1 Resource Pack* in 2016. It contains a lot of cards (more than 70) which explain how to learn English independently. You can find tips for listening, writing, reading and speaking. Although the students work freely with original materials, they learn a lot of grammar, vocabulary, useful language, they learn about their own mistakes...

To get the C1 certificate, students have to study for two years. That's why, in my view, it's really important to have the same teacher both years. Whichever methodology we use, if you start one way you should finish the second course the same way. I hope I'll have the same teacher next year to complete my certification.



Lesson Diaries

Lesson diaries, written on the eCampus forums, allow learners to keep a memory of what was done in class, and practice writing and online communication, plus all the learning the things we do in class and people's questions and comments bring about. We are sharing some examples, edited by the teacher.

Mari Carmen. Thursday, 29 Oct

Mari Carmen broke the ice on the Talking People eCampus forums, an elearning platform I rushed to create when I learned I was going to teach groups I had not chosen or prepared this year. It was OK, because I can teach any level, as I'm a very experienced teacher, as you could see, right? :D

Useful Language (UL)

Not this one, the other.

The more I listened, the more I enjoyed the poem (Comparative structure)

Did you look it up?

What does that involve? (pron. + Involve). Formal text, job interview. When you are offered a job (passive) you ask: What does the job involve?

Begoña needs the** copies because she missed* the** last lesson.

She didn't make it to class: Not the best situation for this expression.

Functional Translation, LoM

The best situation would be when you call someone: "I'm sorry. I cannot make it to the meeting. I'm stuck in a traffic jam." Or when you say: "The other day I couldn't make it to class."

Functional translation: What would be the best situation for this sentence? When would we use this sentence?

List of Mistakes (LoM)

*missed = "didn't come"

**the last lesson: it becomes specific because it refers to a specific lesson.

Vocabulary

- A people = un pueblo
- Peoples = pueblos
- The p/Police = the group, never a person

Register. Create a list. Example

The best/safest is not to use slang

SLANG	INFORMAL/ EVERYDAY	NEUTRAL/ SEMIFORMAL	FORMAL/ ELABORATE
HUMONGOUS	HUGE/ VERY BIG	HUGE/ VERY BIG	ENORMOUS
COP	COP	POLICE OFFICER	POLICE OFFICER

Learning with Poems

- "Dreams" by Langston Hughes by Paola by heart:
- Hold fast (agarrarse fuerte,) a broken-winged bird (Go to Speaking – Poems)

Grammar. Descriptive Language. Modifiers (C1 Language Items from poem)

1. Compound adjectives: a broken-winged (bird). Our examples: a blue-eyed (woman), a wide-shouldered girl, a long-legged police officer, a blue-bearded man, a six-year-old boy (year: without "s" because here it's an adjective)
A blue-eyed woman was approaching us. She was wearing a dark blue overcoat, which...
2. Prepositional phrases: a woman in black / with an umbrella
While I was waiting I saw a man with an umbrella who looked suspicious
3. -ing clauses (instead of rel. clauses, *who is wearing*): a woman wearing a flowered coat
There were some people playing cards, and some others chatting amiably...

Homework (HW)

- Using would: C1 items. For hypothetical situations (Homophones “Knock on wood”)
- Do a list w. words too simple for certain texts: big, many, good, bad, go, very...
- Register in the calendar, your oral or OP (Oral Presentation) or whatever you did in class (e.g. RA=Reading Aloud) What day did we read aloud Mary Poppin in class?
- For next day: Minisaga.
- November Oral Presentation (3 o 4 minutes)
- Look up “involve” in an English-English dictionary
- Notice in radio: language in weather reports and sports reports

Michelle's reply to Mari Carmen's post / Teacher's feedback

Wow! Excellent work! Excellent report of a lot of what we did, yes!

- *can not = cannot*
- *When would be use this sentence? = (I'm not sure of what sentence it refers to) > When would we use this sentence? (¿Cuándo usaríamos esta frase?)*
- *The best is not to use slang, unless you are very close to the people you are communicating with, but still, it's risky! They may feel uneasy!*
- *Compound adjectives: a woman with a flowered coat / a woman with a colo(u)rful coat*
- *Homophones: would - wood*

MAKING YOUR VOCABULARY RANGE RICHER

List simple words that are too simple for our writing tasks, and then look for synonyms in context (because the choice will depend on the words we apply the word to). Examples:

- **big**: a large estate..., a large dress, a double espresso...
- **many**: a great deal (of projects), a great many people, a truckload of people...
- **bad**: a horrible day, an evil person, it was mistaken...
- **good**: an absolutely brilliant day, an interesting conversation...
- **go**: We *visited* museums, *drove* to Málaga, *walked back home*, *left* (go=ir, leave=irse, marcharse)...

Verónica. What we did in class. Tuesday, November 3. Functional Translation

Me estoy cansando

- I'm growing tired
- I'm getting tired

Me he quedado sin tinta

- I used up all the ink
- I've run out of ink

Cómetelo todo. ¡No dejes ni un guisante!

- Eat your peas up!
- Eat up your peas!

Se está haciendo de noche

- It's getting dark
- It's growing dark (more literary or threatening!)

Homophones

I'll, *Isle* and *aisle* have the same pronunciation. In these examples and in *island* you don't pronounce the “s”! Why is that? Well, it comes from a mistake a monk made! He thought OE “ie land” (land surrounded by water) had an “s” because he was thinking of “insula” in Latin! But people never pronounced an “s” so...

A **saying**: Allá donde fueres, haz lo que vieres. When in Rome, do as Romans do.

The Pluto **Listening**. We identified the topic and then did a dictation.

Learning to take down dictations

- In British English we say full stop, but in American English they say period.
- Punto y aparte: new paragraph
- Guion: dash. The use of dash in Spanish and English is different.
- Guion largo: long hyphen. It is used for people speaking.
- Dos puntos: colon. The use of colon after “Dear Ms X” in English is very formal. You can use a comma and it is ok.

Sergio. Work in class. 5th November 2020

- VOCABULARY. To make a promise & To keep a promise
- When you feel let down by sb you love

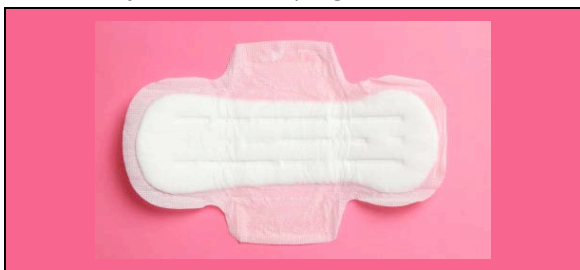


- LoM. TENSES. VERY GOOD MISTAKE ON MY PART!
You **won't be able to**..... No podrás
I **have never been able to**... Nunca he podido
HMWK: Find UL where I can use these two tenses with "can" (able) so I can learn the correct way of saying it!
- READING. The main work we should do for this term is have a look at "Overview of evaluacion continua." We should call it "Document number 1"
- UL. We don't have many weeks to go - No quedan muchas semanas
- Sorting out photocopies = clasificando/clasificar fotocopias
- This symbol "# " and abbreviation "no." mean "number" in English
- SPEAKING. We listened to Jose a giving an Oral Presentation about a book and then we talked about it, plus other topics / some other things I can't remember now!

Begoña. Tuesday, 10th & 12th

VOCABULARY, EXPRESSIONS

- Lines. Son versos, también frases de un guión
- "**This** long." Es una expresión que necesita estar acompañada de una gesticulación: Jose wrote a text *this* long (Jose escribió un texto así de largo)
- **Homophones:** Flea. pulga + To flee, huir



EXPRESSIONS:

- When I am on top of things: Cuando lo tenga todo controlado
- Passion can move mountains: La pasión puede mover montañas
- I am on the rag: (Literalmente, "estoy montada en el trapo". Es una expresión para decir que se tiene la regla).

Mari Carmen. Tuesday, 24th Nov

Hi,

Today we were **talking about art for most of the lesson!** Different views to understand it. It was amazing to hear the opinion of all of us.

We also talked about **how our likes as they change along our lives** or depending on our friends or our experiences. When you were a teenager you didn't like something. However, when you grow up you love it!

Carmen recited a poem called Wild Geese by Mary Oliver and **Andrea** told us the story Coyote Kills a Giant by the Navajo people. By heart!! Amazing! Good night.

Francisco. Re:Tuesday 24th Nov

Hi! Thank you so much for contributing this summary.

Valentín. Re:Tuesday 24th Nov

Here are some corrections in case they are useful (and I'm right! :D)

READING. Michelle recommended us to read several books (Mari Carmen took a picture of the covers and sent it to our whatsapp group)

LISTENING. We listened to a Helen Mirren interview on a podcast and corrected the exercises of **DOC 8.**

Several **new classmates** have joined the group in recent days. Michelle has explained again how the course goes, how to use the website and do the tasks we have to do. Of course, she gave them the copies she's given us so far.

Before that, **Jose recited** a stunning poem by William Blake, The Garden of Love; **Veronica**, another one by Marilyn Monroe and I Mina Loy's "There Is No Life or Death" (See below Speaking - Poems)

Different ways to understand art. It was amazing to hear the opinion of all of us.

We also talked about how our likes or tastes have changed along with our LIVES, depending on our groups of friends or experiences. When you were a teenager you didn't like something. However, when you GROW up you love it.

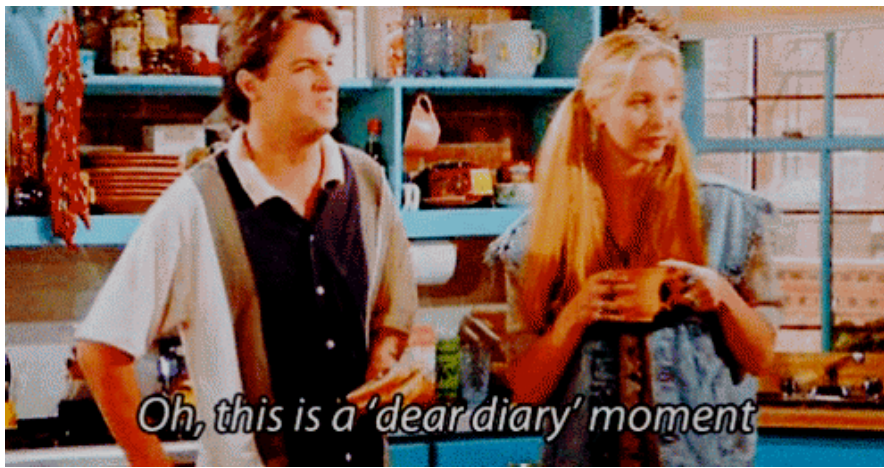
Good night. (= Goodbye, not Hello)

Mari Carmen. Re:Re:Tuesday 24th Nov

Thanks, Valentín!!

Michelle. Re:Tuesday 24th Nov Oh, thanks!!

Yes! I love this group! I jotted down a statement from each of you. I hope to find those notes and post them here! But it was one of those conversations that give you food for thought and allow you to discover new points of view. And then... We started with a poem and ended with a story! Orgasmic!!!



Learning Reports

Learning reports have a two-fold aim: they help learners be aware of their work and progress (how they improve their lifelong learning and develop their learning habits), and offer the teacher and the learner relevant information of the work done outside the classroom (self-assessment, teacher's evaluation, coevaluation).

Paola's October Report

1st of October, 2020

Mary Poppins. Chapter 1. L, 4 times. L&R, 1 time

7th of October, 2020

Introducing myself

8th of October, 2020

Mary Poppins. Chapter 1. L&R, 1 time

11th of October, 2020

I started to watch a TV serieS in English speaking with English subtitles called How I Met Your Mother. I watched episodes 1, 2, 3 and 4 of the first season.

12th of October, 2020

I watched episodes 5 and 6 of the first season of How I Met Your Mother serieS.

Elementary Spelling Podcast. L, 2 times.

13th of October, 2020

I watched episodes from 7 to 17 of the first season of HIMYM.

14th of October, 2020

I watched a conference in TED Talks called "Lesson on leaving the world better than you found it". The speaker is Sophie Howe. Lb*

I was listening TO poems to select which one to SAY in class: About bridges, by Marilyn Monroe. LR, 1 time
Child, by Sylvia Plath. L, 2 times

The chosen poem was Dreams by Langston Hughes.
L,5 times and LR, 5 times.

15th of October, 2020

I watched episodes 17 - 19 of Season 1 of HIMYM
I wrote on the forum. (What?)



16th of October, 2020

I watched episodes 19 to 22 of Season 1 of HIMYM

18th of October, 2020

I watched episodes 1 and 2 of Season 2 of HIMYM

20th of October, 2020

I listened to music and wrote some expressions and UL
I will share in the forum.

21st of October, 2020

Mary Poppins, Chapter 2. L, 2 times. LR, 2 times.

Pluto listening. L, 2 times.

The Helen Mirren interview. L, 2 times.

22nd of October, 2020

Covid Video. Lb, 1 time. Pluto listening. L, 2 times

23rd of October, 2020

I watched episodes from 3 to 9 of Season 2 of HIMYM

I listened to music and wrote some expressions and
UL, I will share in the forum. I love the Australian
singer Karise Eden.

26th of October, 2020

Pluto listening. L, 2 times. LR, 1 time.

Helen Mirren. L, 2 times.

Valentin's March Report

Hello! Here you have my report

Listening:

- Mary Poppins Chapter 1 to 4 (again)
- Mary Poppins Chapter 8
- Listening Activity: Interview to a Linguist
- Talk Radio Europe while driving the car
- Learning by ear by heart the poem Wild Geese by Mary Oliver
- Barak Obama Speech
- Kamala Harris Victory Speech
- Biden's Inaugural Speech
- TED talks
- Spotify. Learn English Podcast – Danny Channel and Adept English Podcast- Hilary Platt
- English TV Channels

Writing:

- I have been writing a minisaga
- I wrote in the eCampus forum about Kamala Harris, Biden, and Barak Obama Speeches
- I wrote UL on the forum

I watched a movie, The Hunger Games. I wrote some useful vocabulary and UL. I will share on the forum.

27th of October, 2020

Mary Poppins, Chapter 2. L, 1 time. LR, 1 time.

28th of October, 2020

I was prepared my poem presentation. Dreams by Langston Hughes. LR, 10 times.

I watched several conferences on TED Talks to choose one to prepare my OP:

"Social media and the end of gender" by Johanna Blakley. L, 2 times

"Why the gender-based marketing is bad for business" by Gaby Barrios. L, 1 time

The chosen conference was "5 ways to creat stronger connections" by Robert Reffkin.

I watched a movie, "Sherlock Holmes ", because I wanted to find passives phrases, I will share them on the Forum.

29th of October, 2020

I rehearsed my poem presentation. *Dreams* by Langston Hughes. LR, 10 times.

I did my Poem oral presentation :)

- I wrote my OP
- I usually WhatsApp with my English-speaking Friends
- I have sent a few emails in English to a company
- I have been preparing the OP of my WF

Speaking:

- I had a few meetings with my ex-boss. I have helping him as a translator at the Town Hall, ITV station, Traffic Office in Málaga
- I USUALLY go with my ex-boss every month to the doctor as a translator
- I went as a translator with my neighbours to the Police Station in Marbella
- I had coffee and lunch with English-speaking friends
- I have learnt by heart Wild Geese and the Pluto piece of news. The videos are on my Youtube channel.

Mari Carmen's March Learning Report

This is what I did in March.

- Documentary: My optopus teacher
- Series: Bridgerton episode 1 (4 times)
- Series: Behind her Eyes. 6 episodes (50 min each)
- Series: Firefly Lane. Season 1. 10 episodes (50 min. each one)
- Documentary: Redesign my brain. Make me smarter
- Series: The world according to Jeff Goldblum. Episode 8 (Rvs) 25 min. and 9 (Coffee) 25min.
- Reading *The Absolutely True Diary of a Part-time Indian* (34 pages)

- Watching a Monica Rodondo Arias's youtube video about mediation 7'40"
- Reading the article: How To Call In Sick At Work (With Examples) <https://www.glassdoor.co.uk/blog/how-to-call-in-sick/>
- TED talk: How to have constructive conversations 10'40"
- 22/03/2021 Talk to Zofia from London (1 hour)
- Series: This Is Us. Several episodes of season 4 (4-12)
- Kept reading the *C1 Resource Pack* (Listening, Reading)
- Reading and Listening to *Mary Poppins*. Chapters 1, 2 and 8
- 29/03/2021 Talk to Zofia from London.(1 hour and 15 minutes)
- 30/03/2021 Talk to Begoña (OP Review and Mary Poppins) (2hours)
- 31/03/2021 Talk to Begoña MP Chapter 2. (1 hour)

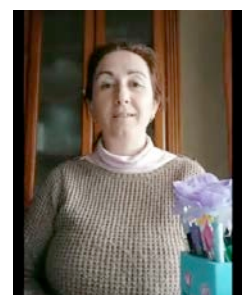
Listening & Speaking Work

Listening Tasks. A Favorite!

Pluto is no longer a planet!

Here are some examples of how we work during the course in *Promoción por Evaluación Continua*. As you will see, the group, we all can learn from how each learner addresses the tasks suggested by the teacher.

Video: Explaining & Illustrating an Evaluación Continua Listening Activity with a one-minute audio with no transcription: [Pluto Listening Work for EC](#) (in Michelle Ford's Improvised Covid Channel!) **Mari Carmen's** oral exercise in minute 1'42"



National Geographic News Podcast

Text description: 1 minute oral English, 175 words

Type of English: US American

Content organization (Outline)

- The news: Pluto drops out of the list of planets because it's not a true planet!
- Updated definition of a planet
- Pluto's case

Valentín's exercise here: [News on Pluto. National geographic news. C1. EOI Fuengirola](#) Thanks!!

Using the audio for self-dictation

Andrea's work It's not the end of the world as we know it, but it is the end of the solar system as we know it -- say goodbye TO Pluto! Yeah! According to scientists, Pluto is not NO longer a true planet, Pluto WILL NOW BE considered a DWARF planet. So now there will only be eight true planets from Mercury to Neptune. ReseArcheRs recently voted on the new definition at a meeting of the International Astronomical Union in Prague, in the Czech Republic. This group is responsible for the naming of all things celestial. In the new definition, to qualiFy as a full fledged planet, an object orbiting our AROUND THE sun has to BE LARGE ENOUGH THAT IT'S (IT HAS) BECOME ROUND DUE TO the force of its own gravity and IT also has to dominate the neighbourhood around his ITS orbit. The reason WHY Pluto got demoted? BecAuse it doesn't dominate ITS neighbourhood. There is another body that is about half the size of Pluto that orbits along with it, and true planets must be far longer LARGER than their moons.



Marina's (self-corrected)

Task 1: Identifying the topic

Pluto disappears from the solar system

Task 2: Taking it down as a dictation

It's not the end of the world as we know it, but it's the end of the solar system as we know it -- Say goodbye to Pluto. According to scientistS, Pluto is no longer a true planet. Pluto is now being considerED a dwarf planet. So now there will only be 8 true planets from Mercury to Neptune.

Researchers recently voted on the new definition at the A meeting of the International Astronomical Union in Prague in the Czech Republic. This group is responsible for the naming of all things celestial.

In the new definition, to qualify as a full-fledged planet AN object orbiting our AROUND THE sun has to be large enough that it's become round due to the force of its own gravity and it also has to dominate the neighborhood around its orbit. The reason (WHY) Pluto got demoted? Because it doesn't dominate itS neighborhood.

Fran's Listening Assignment: Pluto No Longer A Planet

1) Listening & note-taking. I've heard the audio several times, at least 5 times. I've worked on the vocabulary and taken some notes.

Language work

- Demote: we could also use downgrade. The opposite of Promote
- Rephrasing: Besides this headline, it can also be said Pluto is not a planet anymore.
- Orbit: as a noun; to orbit: verb
- Full-fledged. A good example of its kind, with all of its characteristics
- Responsible for

Notes for retelling

- THE Solar System has changed since Pluto is not a true planet anymore. That's a statement* from scientists gathered in Prague. [*Well, it's a decision they reached after scientific analysis and discussion]
- So, from now on there are only eight true planets since Pluto has been demoted to the status of a SO CALLED "dwarf planet."
- The main reason IS BECAUSE Pluto doesn't dominate the neighborhood around its own orbit, since, there is another [*celestial – this is poetic language, "the naming of all things celestial" used with humor in the audio] body as large as? Pluto orbiting along with it.

2) Taking it down as a dictation: this is what I've understood!

It's not the end of the world as we know it, but it is the end of the Solar System as we know it. Say goodbye to Pluto! According TO scientists, Pluto is no longer a true planet. Pluto will now be considerED a dwarf planet, so now there are only 8 true planets from Mercury to Neptune.

Researchers recently voted on the new definition at the A meeting of the International Astronomical Union in Prague in the Czech Republic. This group is responsible RESPONSIBLE for the naming all thingS celestial. In this new definition to qualify as a full-fledged planet an object orbiting AROUND THE our Sun has to be large enough that it HAS become round due to the force of its own gravity, and it also has to dominate the neighborhood around its orbit.

The reason Pluto got demoted? Because it doesn't dominate its neighborhood. There is another body HALF the size of Pluto that orbits Along with it, and true planets must be far larger than their moons.

The Human Rights Declaration

Reading & Listening. Speaking

The HR Declaration was passed by the United Nations on Dec 10, 1948. Reading it allows us to get acquainted with legal-administrative language, learn about one of the most important ideas we have managed to produce for learning to live together in peace and notice how we have actually evolved towards even more empathetic notions.

International Documents for a Kinder World

Group activity in class (previously at home individually)

December was our Human Rights month. We used the Human Rights Declaration for a number of activities and learning processes:

- we learned about the language in legal-administrative texts by reading it and selecting Useful Language (follow-up, see Writing Appeals)
- we listened to the librivox audio, to practice reading aloud with good pronunciation, stress and intonation
- we read it aloud in class
- follow-up pronunciation work: /-ed/ endings, on the Talking People Podcast and by listening to stories in the past
- we considered which articles would need updating due to social change because society has changed a lot since 1948 (namely, broader notions of respect for human identities, like including women as people, broader notions of family and marriage) and edited just the part of sexist language (he, his, him, man)
- we posed controversial questions like that of the omission of peoples without a nation-state or an acknowledgment for animal rights
- we selected an article or two, and in class read it out loud or told it by heart, and then
- we spoke or wrote about we had chosen this or that article

Examples for Avoiding Sexist Language in the Human Rights Declaration				
man Preamble	mankind Preamble	brotherhood Art. 1	him Art. 8	his, him Art. 10
human beings a human being a person people (attention to agreement with the verb, plural or singular)	humankind	solidarity empathy	them (agreeing with EVERYONE, singular. Acceptable) her or his (alphabetical order, not the usual) his or her (ordinary collocation)	their, them (agreeing with EVERYONE) her or his, them

Our Favorite Human Rights Articles

Remember you can write or videotape yourself! and we can upload it to EFL Learners Speaking English!

Paola's work

I read and listened to HR Declaration video. My favorite Articles are:

Article 1: Freedom of Expression

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20: Freedom of Assembly

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

I discussed these articles in class on December 19th 😊



Ahmed's work

Article 19. Freedom of Expression

After spending some hours reading the Human Rights

Declaration looking for some Article that suits me right in terms of my personal experiences, I found a few, but due to the fact / because I have to choose only one, I have chosen Article 19.

Reasons for this decision:

Since I was a child my friends have come from different cultural backgrounds: nationalities, races, and religions. We would always play together without noticing any differences between us.

When the primary school days arrived we were separated for several hours a week. none of us knew the reasons why. The answers from our teachers, our fathers and mothers were always the same "You should not be with them. They have another religion."

This prohibition made me curious, and year after year that desire to know grew. Then I decided to examine / delve into religions. So I asked my friends about the books they were using in those bizarre classes. One of them lent me a thick book named the bible. For fear that my parents would scold me I hid the book and read it in a short time. By the way, I understood no more than a forty per cent! The only thing I was certain about was religions were hazardous to our friendship. I could never express this idea with full freedom throughout my childhood and my youth.



Later, when I reached my teenage years, I was always outraged by the disappearance and death of some of my neighbours and people in my city, just because they had different opinions of how to govern a state – they wanted to get rid of the dictatorship. In those times I had replaced the Quran, the Bible and the Torah for a book given to me by a close friend who his whose eldest big brother had been murdered. He warned me about the risk of carrying this book with me -- it could even be death. So I had to hide it in our storage room (basement?) and I read it from time to time at night when all the members of my family were asleep. I understood this book better than the previous ones. So I learned about the book – it was called The Capital and it was written by Carl Marx. And so I started my risky reading at night. But I knew I could not express these ideas with full freedom.

Later I joined a clandestine group. Some people in it had slight differences in their opinions, but they had in common the hope of an end to the dictatorship. Unfortunately, all of us were registered on a black list. We were always the first to be persecuted when there were protests or some "revolutionary activities." Sadly, some of these people were "disappeared" or murdered.

Faced between choosing to live with the devil or crossing the deep blue sea, I decided to flee and live in a democratic state. This was possible because I had good grades and some knowledge of the Spanish language. I was admitted to a Spanish university.

As you can see, all of my life I have been going after freedom of expression. Even today I have to express my ideas carefully and wittily in some forums. But this is another story...

Learning Poems by Ear

Listening & Speaking

Learned by heart & shared here by Mari Carmen, Ahmed, Miguel Ángel, Paola, Jose, Jesús, Verónica

Mina Loy's "There Is No Life or Death"

Mari Carmen

[Listen to the poem](#)

I learnt this poem by heart. The process of learning it was really rewarding. After a zillion times listening to the poem I felt ready to tell my classmates at plenary. I enjoyed it a lot, what's more — the more I listened to the poem the more I loved it.

About Mina Loy

Ahmed

Mina Loy studied art in England and Germany and achieved some success as a painter at the very beginning of the 1900s. After several years in the heart of Parisian literary and arts society, Loy moved to Florence, where she spent time with the Futurists and with expatriate artists and writers, including Gertrude Stein. She began publishing poetry in magazines during this period. When World War I began, she served as a volunteer nurse in a hospital before moving to the United States in 1916.

Mina Loy was born in London on December 27, 1882. She studied art and became a part of the avant-garde movement. She was recognized for her feminism and her modern verse, and her poems, especially her wartime work, often dealt with sex. Her poetry disturbed a few of her contemporaries, like Marianne More or Amy Lowell, but she was admired by [William Carlos Williams](#), and dadaists like Marcel Duchamp or Arthur Cravan, whom she married. In 1923 Loy returned to Paris, where she published *Lunar, Baedeker*. In her later years, Mina Loy became reclusive, lacking any interest in building a reputation for herself. She died on September 2, 1966, in Aspen, Colorado.

Source: summary from Bio at [Poets.org](#)

This Is Just to Say, by William Carlos Williams

Miguel Ángel

As my first contact with a poem in English, I decided to start with an easy one, because I'm not very good at memorizing. But I *did* feel that this poem had a message for me...

Teacher's note: "Moreover" posed a coherence/cohesion problem... Can you see?

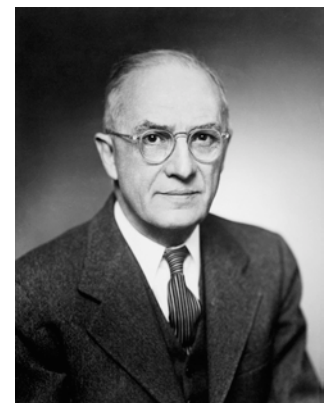
[Listen to the poem](#)

This is Just to Say

I have eaten
the plums
that were in
the icebox

and which
you were probably
saving
for breakfast

Forgive me
they were delicious
so sweet
and so cold





Langston Hughes's "Dreams"

Paola

I learned two poems.

[Listen](#)

Dreams

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.



& Shakespeare's "To be or ..."

To be, or not to be, that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles
And by opposing end them. To die—to sleep,
No more; and by a sleep to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to: 'tis a consummation
Devoutly to be wish'd. To die, to sleep;
To sleep, perchance to dream—ay, there's the rub



[Listen](#) at the Talking People Podcast

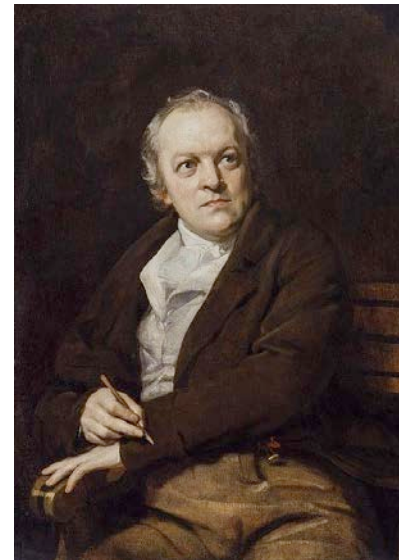
Monologue in *Hamlet*, Act 3, Scene 1, spoken by Hamlet

William Blake's "The Garden of Love"

Jose

[Listen to the poem](#)
& [Learn about Blake](#)

Original etching by
William Blake with his
own poem



Blake by Thomas Phillips (1807)

Emily Dickinson's "This World Is Not a Conclusion"

Jesús

This World is not Conclusion.
A Species stands beyond -
Invisible, as Music -
But positive, as Sound -
It beckons, and it baffles -
Philosophy, don't know -
And through a Riddle, at the last -
Sagacity, must go -
To guess it, puzzles scholars -
To gain it, Men have borne
Contempt of Generations
And Crucifixion, shown -
Faith slips - and laughs, and rallies
Blushes, if any see -
Plucks at a twig of Evidence -
And asks a Vane, the way -
Much Gesture, from the Pulpit -
Strong Hallelujahs roll -
Narcotics cannot still the Tooth
That nibbles at the soul -



This poem is difficult to understand because of its complex vocabulary and also because of its vision of the afterlife. I sent a video reading it because I couldn't make it to class that day, and my classmates watched it in class!

Marilyn Monroe's Bridges

Verónica

Marilyn Monroe and Arthur Miller in front of the Queensboro Bridge, New York, 1957



'Oh damn I wish that I were
dead -absolutely non existent-
gone away from here -from
everywhere but how would I...
There is always bridges
- the Brooklyn bridge, no,
I love that bridge
(everything is beautiful from there
and the air is so clean)
walking it seems peaceful
even with all those cars
going crazy underneath.
So it would have to be
some other bridge
an ugly one and with no view - except
I like in particular all bridges
- there's something about them and besides
I've never seen an ugly bridge.



The Brooklyn Bridge

by Veronica

When it opened in 1883, the Brooklyn Bridge was the longest suspension bridge in the world. A title that was soon taken away by other constructions, but... Who needs records being the Brooklyn Bridge?

The most iconic of all the bridges in New York rises in the southern part of the East River and links the neighborhoods of Dumbo and Brooklyn Heights, in Brooklyn, with the neighborhood of Civic Center, in Manhattan.

Thanks to its spectacular structure, and the wonderful views it has of the New York skyline, the Brooklyn Bridge has become one of those icons of the city that every traveler dreams of crossing, either on foot, by bicycle or on board a cab.

If you want to enjoy the views of the bridge from the mainland before crossing it, the Brooklyn Bridge Park (in Brooklyn) and the South St. Seaport neighborhood (in Manhattan) will give you a unique perspective.

Mission for all!

Notice US American English in the description of the Brooklyn Bridge! Can you see why?

Neighbor is American English, while neighbour is British English! Is it the answer? :-)

Yes, well done, and there is more!... Read on...

US English - UK English

Spelling: neighborhood, traveler* **Vocabulary:** cab (Europe: taxi)

Remember the rule of when we double the last consonant?

The ending syllable needs to be stressed and there needs to be a single vowel and consonant at the end:

begin > *beginning* *versus* *travel* > *traveling*

*Exceptions! But with the ending "l" British Eng doubles in all cases!

Important sociocultural info!! About traveller in Britain:

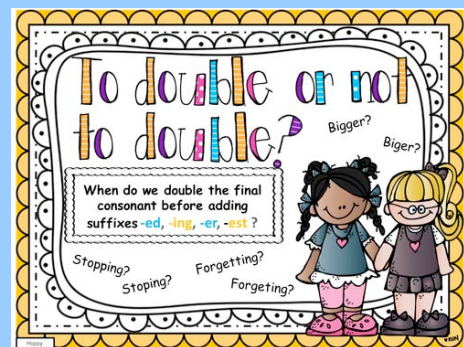
If you hear "traveller" most of the times it's about a group of people who is / are discriminated against, the *travellers*. They live in vans, and may travel from place to place.

Traditional travelling groups have lived and travelled in Great Britain and Ireland for centuries. They include diverse groups such as Romany Gypsies, Irish Travellers and Scottish Gypsies and Travellers. Like other ethnic groups subjected to prejudice and discrimination, Gypsy, Roma and Traveller communities have their own languages, traditions and customs that guide their way of life and they are passed on through the generations. Within all groups cultural values are strong with emphasis on the extended family supporting each other.

Source: the Birmingham City Council website

Consequently, focusing on the use of the term, a "traveller" in the sense of someone who travels is not usual in British English. If you find notices in pubs saying "No travellers", it is about this appalling discrimination to ethnic groups, not about tourists.

In all English varieties: "Travel" as a noun is hardly ever used because it's related to someone who travels like Gulliver, for a long period of time. "Trip" is the generic noun in all Englishes, and "travel" is the verb.



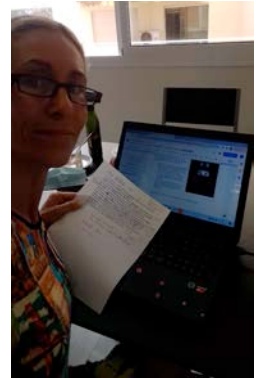
Learning to Tell Stories

Coyote Killed a Giant

The only student who learned a story by ear by heart this year was **Andrea**! In the first quarter, she told us the Navajo/Diné Nation story “[Coyote Killed a Giant](#)” (talkingpeople.net > Nature & Culture > People > American Indian)! It was amazing! Thanks, Andrea, for your outstanding performance!

We encourage everybody to learn it, and to read Coyote stories from the American Indian mythology, full of humor and wisdom!

- [Here is an outline of the story](#) in case you learn it so you can see an example. You need to register to download it, but you can read the card without doing so.
- Here is a video where you can listen to [the story in the Navajo language with subtitles in English](#)! Do! And notice the humour!!!
- On the Talking People Website you can find more [American Indian literature, writers, artists](#)



Using a Story to Build Your Own

Training in Cohesion (Narratives) with TV Series: Rachel’s Story (episode 1, season 1)

The idea of this exercise is to listen and learn, and then to select the language items that build the flow in a narrative. Any items you want to learn, but if you focus on the items that build a narrative you learn cohesion. It’s also good for developing awareness in the use of tenses. But listening to the selected piece is key, because through repetition we also learn syntax unconsciously!

Dear students, notice the small editing changes – cohesion and making the telling more dramatic (comedy)

Tasks 1 & 2. We watched this episode at home several times, to train for a session of Dramatized Reading and we had those sessions, playing different roles. It was fun to do & watch.

Task 3. Follow-up exercise: After underlining Useful Language that allows you to learn to tell stories improving your transitions and connectors, change the original narration into one of your own.



On the Road! by Francisco

The setting: in my car, I call a friend of mine

Francisco: Hi! How are you doing?

Francisco’s friend: Hi, I’m doing really well, and you?

F: Oh I’m in big trouble!

FF: What’s wrong?!



F: Oh, God... Well, it started about one hour before I got here. I was driving to work in my brand new car, and I was engrossed listening to an interview on TRE radio (I like this radio station so much! It helps me improve my listening skills while commuting, you see.) **when all of a sudden I realized** that I had forgotten to fill up the tank!! **And then I got really nervous, and that’s when** the car stopped! How on earth could this happen to me?! **You know, I mean** I usually check the level of fuel

everyday, but lately I’ve been so stressed that I didn’t even remember! **Anyway,** I had to make my car work, otherwise I was going to create a traffic jam, **and I started wondering** “Who should I phone? My boss to tell him I’ll be late? Road assistance?” **So, anyway I didn’t know where to go, what to do. And I know that you and I have** recently undergone some kind of tensions, **but you are the only person I know who** lives nearby and I was thinking that maybe you could bring me some fuel...

FF: I’ll be there in a few minutes

F: That’d be great. Thank you indeed!



My Monologue on Rachel's! by Paola

Oh God... Well, it all started about an hour before finishing my manicure. I was in my room where I was watching my favorite youtuber, Ratolina, speaking about makeup. When all of sudden my phone rings -- I realize I was late to meet my friends! It was our first time out after the covid pandemic. So I got really freaked out, and that's when it hit me how much I my time management had suffered! I was just wasting my time y'know, I mean, I should've already left!! Anyway, I rushed to change and I started to makeup and 30 minutes later I was ready to leave my lock-up and enjoy the night after one year without discos. I didn't know where to go first, but my friend had everything planned to make the most of our evening together. And believe me it was the best night out in my life!



Fire! by Mari Carmen



Well, it all started about half hour before my English classes. I was in the kitchen where I was organising my stuff in my bag, and I was totally engrossed in that when all of a sudden, I smelt smoke and I looked out the window, I saw there was a lot of smoke and flames. I grabbed my kitten and puppy and ran! That's when it hit me: I was rushing down the stairs without having called my sweet old next door neighbour. So I rushed to her door and banged like a maniac! "Get out of there!" We started running down the stair and when we got downstairs I wondered what to do next, where to go. All of a sudden, I remembered my friend Monica, who lived nearby, so we walked to her house.

Two hours later, we managed to get back to our houses, where there hadn't been personal damages, only some material damages. Unfortunately, I missed my very useful English lesson. What a shame!

Listening for Useful Language

Picking up Verbs in Conversations

by Carmen

To fall out with (SB): To argue with someone and stop being friendly with them:

*He left home after falling out with his parents.
She'd fallen out with her boyfriend over his ex-girlfriend.*

To make up for (STH): To solve a situation

She gave him a bottle of wine to make up for missing his birthday.

You need to do something to make up for your rudeness.

To nod: To say yes with your head.

Many people in the audience nodded in agreement.

When I suggested a walk, Elena nodded enthusiastically.

To break away: to leave or to escape from someone who is holding you.

He grabbed her, but she managed to break away.

One or two of the tourists broke away from the tour group.

To break away: to end a relationship or connection.

The small radical faction broke away from the independence movement.

What is the difference?

- **TO REMEMBER (STH):** this refers to your memory, it is about information that you hold and you store in your memory. *Do you remember the holiday we had two years ago?*
- **TO REMIND (SB) OF (STH):** causes someone to think of something, to make someone remember something. *The weather today reminds me of that holiday.*
- **TO REMINISCE:** to think about the old days. *We reminisced about our childhood together*
- **TO MEMORISE:** to learn something by heart. *I memorized the poem!*

Business Conversations

Sergio

Hi to all!!! I have been collecting some UL from a Collins book called *Speaking for Business*. But let me start with some tips you might be interested in...

Point 1. To start conversations, small talk is useful

This means talking about ordinary things with enthusiasm, interest or conviction. The most usual "small talk" is asking about where they come from, or what they do... and when you are asked the same questions, be ready to add some interesting information about your work and about your city. It's also very important to empathize with your conversation partner, so if they are smiling and cheerful, be ready to laugh, if they seem serious, be serious too.

These are some useful sentences for small talk:

- What do you do exactly?
- How did you get here?
- How long did that take ?
- Have you been here before?
- Where do you come from?

I hope it's useful!

Sergio Conejo

Re: Useful Language for Business SPEAKING

Hi again, guys !!

I'm going to continue with more tips from the book.

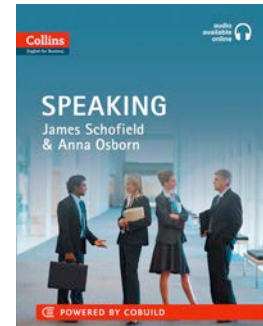
Point 2. Talking about jobs

Useful **tips** when you are telling people about your job:

- be brief and precise
- show how your job benefits people
- make sure that your description is relevant to the person you are talking to
- avoid technical terms or acronyms unless talking to a fellow expert
- accentuate the positive aspects rather than negative

Useful adjectives to describe jobs, and phrases as examples:

I hope you find this information interesting!



- My job is quite interesting / challenging / monotonous
- It is very rewarding to work with children
- I find my job quite stressful when my phone won't stop ringing
- My job as an Estate Agent is very absorbing
- I am always learning new things, which makes my job very demanding but also very fulfilling

Useful prepositions and examples

- as : I work as a journalist
- on : I work on the media
- for : I work for/at a multinational German company / for underprivileged people
- in : I work in the Costa del Sol area / name of company
- Under: I work under a very inspiring manager



Learning Sports Language

After listening and listening to sports news, Jose wrote a piece instead of gathering useful language. Great idea! Wonderful job!

A short-handed Malaga drew with two second-half goals from Juande

Jose

Sergio Pellicer's team began slowly and without concentration. It seemed like a new disaster when after 15 minutes, Hugo Rama and Venancio **got / scored two goals**.

The Malaga backline looked worryingly more vulnerable with every **cross** (pass?), and Lugo nearly obtained a third with another **free-kick** just before the break.

Caye Quintana **saw the red card** and Malaga **went down with two goals** and a man (one player less?).

The blue-n-white began **the second period** more positively.

During **the second-half**, both sides were unable to **create clear chances**.

But Malaga never lost hope to get / **reap the fruits from their labour** and **kept attacking** until **drawing** the duel in minute 88: near the time limit, number five **levelled the scores** WITH another Joaquín **cross** - this time with his head - so Juande could score.

Finally, La Rosaleda's team **rescued a point** after a constant endeavour. They avoided Lugo's remaining efforts and **broke with an unexpected point**.

It was a game in which the best and worst of Malaga **WAS on the grass**.

Football Glossary on <https://www.topendsports.com/sport/soccer/terms.htm>

Gathering Useful Language while Watching TV

Mari Carmen:

Firefly Lane

Last night THE NIGHT BEFORE (indirect speech) he was drunk and kissed her and the day AFTER he couldn't remember.

- He: I'm so sorry.
- She: It's okay. Really. I mean, it's water under the bridge.

This Is Us

- Happy you came.
- A: You sure you don't want me to come with you guys and you move in?
- B: The car's pretty packed, so there's only really room for two of us.
- You look stunning.

Michelle: EXCELLENT! Found the word ROOM = espacio!

Dawson Creek

- A: What do I do?
- B: It's your call.
- A: I'm supposed to be taking care of you.
- B: You do*

*Michelle: EXCELLENT! You heard / found "supposed to" and... Notice this, people! Translation: *Si que lo haces - haces = present, that's why the auxiliary here is DO instead of ARE.*

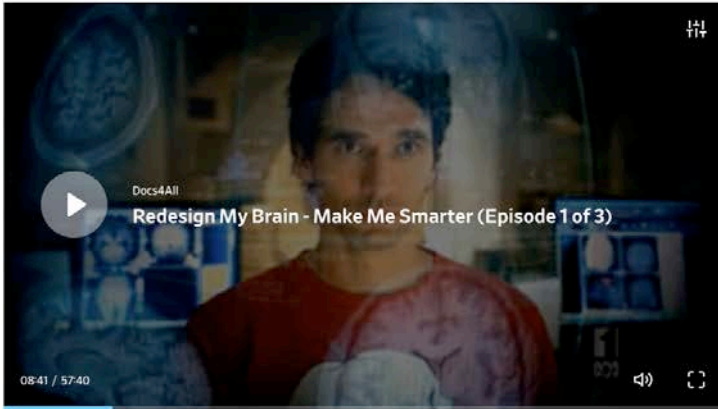
Emily in Paris

- A: And how do other men feel around you? Or other women. As you please.
- B: I usually prefer men.
- A: Mm, he seemed very friendly with you.
- B: I think he was just being French.
- A: And you find him attractive?
- B: Yes! No! He's married. I met his wife.
- A: So you do find him attractive...



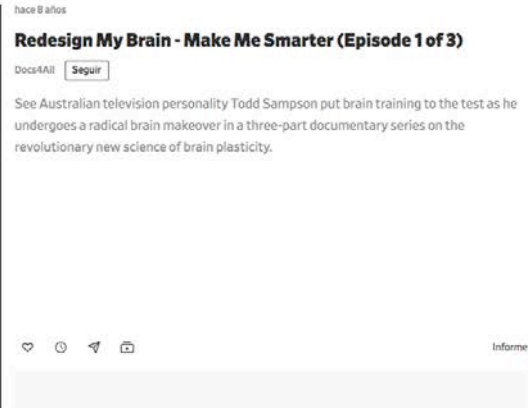
- She: Doug isn't actually coming. We're not together any more.
- He: So you're single? In Paris?
- She: So single!

Marina:



- There's not so much to be happy about.

Michelle: EXCELLENT! So 1 & 2: Consequence. So 3: Intensifier! So 4: so much, quantifier



Redesign My Brain. Make Me Smarter!

(neuroscience **documentary**)

- I'll be pushed (tested, probed) to my limits
- Strap yourself in! (Join me! As in a ride at the funfair, with adventure!)
- I love how you take so much enjoyment! (Ironic, kind of formal language)
- Reveal = show (formal way)
- Stuck: Two hours with my head stuck in that machine!

- The more practice I get, the better I'll get! (comparative structure)
- But there's still room for improvement

New Amsterdam (TV series)

- She needs a pat on the back
- We'll put them in foster care
- No shortcuts
- You'll probably be discharged today (dar de alta del hospital)
- What 's the point?
- Keep me in the loop! (Keep me posted)

Sherlock Holmes (movie)

Paola

I'd like to share some examples of passive sentences I found when I was watching the movie of Sherlock Holmes:

- You were informed of its truth
- A lie was told by someone in this room
- The stolen money was found by the police
- You are sentenced to practise black magic
- Our secret system have steered the world towards good for centuries
- He was conceived during one of our rituals
- She was offended
- This coat was designed to protect of fire

WHICH TV SERIES? WHO BY?

- ...that didn't take long
- Let me get that straight
- Well, break a leg tonight
- You kept him from me my entire life?
(This is a question without the auxiliary verb "did", so then the verb is in the past, like in Spanish!)
- You missed button
- I'm gonna pack my bag
- Everything's gonna be just fine

- Put her through (a phone call)
- Don't you think that now is the worst possible time?
- He got so mad at me! (angry, in the USA)
- I don't know how much longer I can do this
- I haven't seen you in a while
- I('ve) got nobody left to believe in



Language Awareness in Everyday Life!

Source: work posted on the eCampus Forums

Verónica

ABRIGARSE!

Abróchate el abrigo que hace frío: Button your coat. It's cold.

La cazadora se abrocha con cremallera: The jacket is done up with a zipper.

Paola

Hello wonderful people!

I have been watching some movies and videos, as well. I have been listening to music with a lot of interesting UL. You can check it out below.

Movies: **The Hunger Games**

- Underdogs: Desvalidos
- Steady: Estable
- Spark: Chispa
- Bow: Arco
- Curfew: Toque de queda
- They must be very proud of you.

Tiktok videos:

- You can say DULL instead VERY BORING
- You can say HIDEOUS instead VERY UGLY
- You can say WEALTHY instead VERY RICH

When you **don't understand** something in English you can say:

- Could/Can you repeat that for me, please?
- Could/Can you say that again, please?
- What was that, sorry?

Songs:

- [Hopeless](#) by Karise Eden
- Who do you want me to be?
- [Maybe you can love me anyway](#) by Karise Eden
- No matter how hard you try.

I hope you have found THIS useful for your English training! xx

Sergio. Thank you Paola. There are words that I HAD never heard before. So I think it is really interesting UL! **Mari Carmen.** Thank you so much Paola!

Understanding Weather Reports

Everyday life includes a lot of weather talk, and we've been lucky enough to have Valentín work on this, based on his experience of listening to Weather Reports!

Valentín

General vocabulary. Here are some typical expressions used in weather reports:

- a high of twenty degrees
- a low of -25
- 20 percent chance of snow
- mainly sunny
- sunny with cloudy periods
- record high/low
- above/below average temperatures
- a few flurries
- 5-day forecast
- in (air from another region is arriving)
- temperatures are going to drop/dip (go down)
- temperatures are going to plunge (rapidly get very cold)
- temperatures are going to rise/climb* (go up)
*Personification: metaphoric use
- temperatures are going to soar (rapidly get very hot)
- a warm/cold front is moving

Clear or Cloudy

Bright: (adjective) full of light; when the sun is shining strongly

In a conventional solar still the production of fresh water in bright sunny weather and with warm air temperature is about 5.5 L m⁻² d⁻¹, according to the depth of the water in the solar still.

Sunny: (adjective) the sun is shining and there are no clouds

Clear: (adjective) without clouds

The cause of the crash, which happened in clear weather, was not immediately known.

Fine: (adjective) not raining, clear sky

Partially cloudy: (adjective) when there is a mixture of both blue sky and clouds

Summers are mild, featuring episodes of cloudy weather interrupted by sunny days.

Cloudy: (adjective) with many clouds in the sky

Overcast: (adjective) covered with cloud; dull

Gloomy: (adjective) with dark clouds and dull light; some people consider this weather depressing
Sometimes the cloud lowers to ground level and it becomes harder to see...

Fog (noun)/ foggy (adjective): thick cloud close to land

Mist (noun) / misty (adjective): light fog, often on the sea or caused by drizzle

These conditions sometimes prevail in misty or foggy weather, more particularly at sea, and thus give rise to the phenomena known as "looming."

Haze (noun) / hazy (adjective): light mist, usually caused by heat

Freezing Cold

Blizzard: (noun) severe snowstorm with strong winds

Frost: (noun) a layer of small ice crystals that forms on the ground or other surfaces when the temperature is cold
As April slipped into May and the last threat of frost passed, she began planting them in the garden.

Hail: (verb) when frozen rain falls as small balls of ice (hailstones).

Hailstones: (noun) the small hard balls of ice that fall from the sky

Storms of extreme violence, accompanied by torrential rain, and in rare instances by hailstones, are of not uncommon occurrence.

Snow: (noun/verb) frozen rain that falls from the sky as soft snowflakes

Snowflake: (noun) an individual piece of snow

Sleet: (noun/verb) snow or hail mixed with rain (often with some wind)





Types of Rain

Damp: (adjective) slightly wet (often after the rain has stopped)

Drizzle: (verb/noun) to rain lightly with very fine drops

There was a drizzle of snow on the high ridges, rain below, and mist everywhere.

Shower: (noun) a short period of rain

Rain: (verb/noun) water that falls from the clouds in drops

Downpour: (noun) heavy rain

The day had held mixed weather with bright, warm sunshine being followed by very heavy downpours of rain.

Pour: (verb) to have heavy rain

It's raining cats and dogs: (Idiom) To rain heavily

Torrential rain: (noun) very heavy rain

Flood: (verb/noun) to become covered in water usually due to excessive rain

Types of Wind

Breeze: a gentle wind (often nice or refreshing)

Blustery: blowing (strong) gusts of wind

It's the ideal choice for a cozy winter's night by the fire or a blustery fall evening.

Windy: continual wind.

Gale: a very strong wind

Thus the stream bed, from which at first the water might be blown away into a new channel by a gale of wind, ultimately grows to be the strongest line of the landscape.

Hurricane/cyclone/typhoon: a spiral arrangement of thunderstorms that produce winds and heavy rain

I hope this is useful.

Listening to Political Speeches. US Elections

Listening & Writing. Peer correction of mistakes

*On the eCampus forums: Students post opinions & their selected Useful Language and language work
In class. Task: Students check other students' mistakes on forum posts*

Comparing Obama's & Biden's first inaugural speeches

Valentín

When I heard Biden speech it got more to my heart than Obama's Speech.

Maybe its the wording, more simple, or maybe the way he speaks but Obama's speech was to me more like coming up from a book, like he studied more what he was going to say. I think he is a lawyer, and it did sound to me in that way. As a lawyer speech.

Biden's speech is coming from his heart and he is more into earth, saying things that did happen but not from the resentment and looking for all Americans future.

To me was more believable.

Valentín's checked mistakes as identified by people in class: Biden's speech, got, Obama's speech, it's, more simple (also simpler), speaks, coming (from), (had) studied, (in), --, is coming / comes, down-to-earth, did happen/happened (why emphasis here?), resentment, looking for a future for all Americans, To me, it was.

Carmen

I have never heard before a political speech. I trust no one. Despite this fact, Biden has sound real. I felt as an American and I felt proud of his words. I am not sure if he is lying or being sincere, but the truth is that the message get into my heart. It made me think about all the problems that our 21st century society is living. You dont have to be american to understand the importance of respecting others, and to worry about environment and the pandemic situation. You just have to be human. Biden just talked about world's problems and I wish his speech could be listened by all the society to open minds, to awake people from the dream they are in. We have too much work to safe our world from us. We have destroying the world given and it is a pity, because its wonderful and has lots of things to offer and enjoy.

Carmen's checked mistakes: I had never heard a political speech before. sounded, American, if, (that), got, about, facing/enduring/experiencing, don't, American, the environment, the pandemic situation, Biden talked / addressed, the world's problems, heard, everybody so they would open their minds, awaken from, save, ourselves,

We didn't manage to finish checking the following posts, but the teacher has edited the mag, so hopefully everything we read is correct! Check out the List of Mistakes section for our selections!

Jesús

Hello everybody!

First of all, I've felt that the speech is easy to understand. It has a very reach vocabulary about our "positive future" but Biden's speaking is slow and deliberate. I wish it were the listening of a test! :P

Anyway, I have found a wide vocabulary about positive words to use in some texts:

- | | | | |
|-----------|------------|--------------|----------------|
| - Renewal | - Overcome | - Boldness | - Defeat |
| - Resolve | - Strength | - Faith | - Path forward |
| - Bold | - Pledge | - Peaceful | |
| - Defeat | - Folks | - Optimistic | |

And some "negative words":

- | | | | |
|--------------|---------------|------------|----------|
| - Restless | - Hatred | - Foolish | - Failed |
| - Resentment | - Lawlessness | - Struggle | - Strife |

Many of them are less common to use in texts but could be very interesting to increase our vocab.

Moreover, I would like to copy some sentences that I have enjoyed and chosen from the Biden speech:

"Today, we celebrate the triumph not of a candidate, but of a cause, the cause of democracy."

"The will of the people has been heard and the will of the people has been heeded."

"We have learned again that democracy is precious."

"Democracy is fragile."

"And at this hour, my friends, democracy has prevailed."

Another amazing part of the video is when he quotes Abraham Lincoln: "When he put pen to paper, the President said... 'If my name ever goes down into history it will be for this act and my whole soul is in it. ...My whole soul is in it...'"

In every second he shows a close Biden and with a desire to govern for all US Americans. I have never heard a political speech in English. I think that all politicians are liars, but he might be able to keep his word considering the situation in which we have today.

On the other hand, I have found a very funny video. And if you like James Corden, you will enjoy it very much. It talks about Biden's peech and JLo and Lady Gaga's moments singing.



Francisco

It's the first time I listen to a full politician speech, too. I was totally impressed, since it sounds like sincere and not by heart but from the heart. We all know the podwer of politicians to search for captivating words, though.

I've read the speech twice and noticed that maybe the word he mentions the most may be: Unity. He invests many time speaking about unity, its meaning and its purpose. And I absolutely agree with him. / Democracy makes it possible for people to live together and fight together against adversity even if they have different thoughts. Democracy unites and does not separate.

This is a fragment of the speech I am referring to, and I actually consider it the most important part:

Uniting our people.	We can overcome this deadly virus.
And uniting our nation.	We can reward work, rebuild the middle class, and make health care secure for all.
I ask every American to join me in this cause.	We can deliver racial justice.
Uniting to fight the common foes we face:	We can make America, once again, the leading force for good in the world.
Anger, resentment, hatred.	I know speaking of unity can sound to some like a foolish fantasy.
Extremism, lawlessness, violence.	I know the forces that divide us are deep and they are real.
Disease, joblessness, hopelessness.	But I also know they are not new.
With unity we can do great things. Important things.	
We can right wrongs.	
We can put people to work in good jobs.	
We can teach our children in safe schools.	

Thanks

Ahmed's Commentary

If we compare Trump's speech with Biden's speech, there is no comparison. Biden's speech seems much more sincere. Trump rambled on in a monotonous tone and said a lot of things that are simply not true. It's surprising that Trump supporters aren't bothered by his candidate's constant lies.

I will sleep better at night knowing that a sincere man of admirable character occupies the presidency (is in office) of the most powerful country in the world.

Michelle's note: Dear Ahmed, I left out the three pages of your thorough work on language on this speech for reasons of balance in contributions! I hope you can forgive me!

Oral Presentations

Speaking. Listening



Vaccination

by Fran

Make sure you watch this OP at the EFL Learners Speaking youtube channel!

https://youtu.be/H7fXlw_jyCO

Loving Learning on the Net!

Paola

Paola shared with us the audio resources she uses to expand her vocabulary range! We were impressed with her dynamic presentation and very happy to learn about uses of Tic Toc for language learning!

TED TALKS

NEW WAYS TO IMPROVE AND ENJOY YOUR ENGLISH!

Oral presentation by Paola Garrido

NETFLIX

Logos for Spotify and TikTok are also present.

LEARN

LANGUAGES | VARIETY | DEVICES | PREFERENCES

ENJOY

TED TALKS

Ideas worth spreading

- Conferences
- Podcasts
- Miniseries
- and more

LISTS | SUBTITLES | RECOMMENDATIONS

Spotify

- Music
- Podcasts
- Audiobooks

MOOD | GENRES | RECOMMENDATIONS

NETFLIX

- Series
- Movies
- Documentaries

SAVE | SUBTITLES | ACENTS

TikTok

- Short videos

FUN | QUICK | TIPS | ACENTS

THANK YOU FOR YOUR ATTENTION!



The Big Bang Theory TV Series

Miguel Ángel

Miguel Ángel's personal TV Series project was this series, and this was the OP he decided to put together to tell us about it. Notice he also introduced us to Genial, an online resource we can all use, provided we leave our work there.

Link to the visual presentation: [OP on Big Bang Theory!](#) We recommend you check it out because this part has fave quotes by each character!

This is a summary of the oral presentation (including Useful language)

The Big Bang Theory is a US comedy which premiered on 24th of September 2007 and ended on 16th May 2019. The producer was Warner Bros. It had 279 episodes through 12 seasons. It had 52 nominations for the Emmy awards, among others.

The TV-series begins with the arrival of a candidate to be an actress, **Penny**, to the neighboring apartment shared by **Sheldon and Leonard**. Leonard falls in love from the first moment with Penny.

- Difficulty of the male protagonists to relate to people outside their environment, mainly female.

Dr. Sheldon Cooper is a theoretical physicist.

- He was an exceptionally gifted child. He went from the fifth year of primary school to university, he has two doctorates.
- He is a fanatic of Star Trek, especially Spock.
- He is brilliant and rational but extremely proud and arrogant. He is aware that his intelligence is superior to that of most people and of his own friends, whom he frequently makes him see. He always mentions that he has an IQ of 187, as an argument in favor of him in frequent discussions;
- He has total lack of empathy, emotional immaturity, black humor, involuntary racist tendencies and is unable to detect sarcasm.
- He is too jealous when his teammates reach certain goals that he could not.
- He has no interest in sex



Dr. Leonard Hofstadter, an experimental physicist.

- He is passionate about comics and video games. He also is lactose intolerant
- His goal in his life is to make his neighbor Penny fall in love with him,
- He is sincere, detailed and practical.



Penny, waitress and candidate to be an actress.

We have no surname of this character (not surprising for women).

- She is a waitress, until she leaves that job in the seventh season to start her career as an actress.
- Her goal in her life is to be a great Hollywood actress.
- She is cheerful, funny and open-minded but very unsure of herself. Her decisions have led her to make several mistakes.
- Her romantic relationships have always been bad, since, as she describes them: "Either I only date insensitive idiots, or they were great and I turned them into insensitive idiots".



Dr. Rajesh "Raj" Koothrappali, an Astrophysicist.

- He is a Hindu (this character represents the stereotype of a Hindu who resides in the United States).
- As for his family, he comes from a wealthy family.
- His goal in his life is to be able to have a girlfriend without questioning him about his attitude.
- At the beginning he's very shy and unable to speak to women.
- He is Jewish
- His goal in life is to have a good wife & a good family.
- He is very conceited but with bad results. He believes that all women are attracted to him, but the reality could not be more different.
- He is a bit of a pervert.

Howard Wolowitz, a Mechanical Engineer.

Dr. Bernadette - with a supporting role in season 3 and protagonist of season 4 onwards, microbiologist doctor.

- She has a Ph.D.
- Her voice is very high-pitched.
- Her goal in her life is to be an independent woman through her work.
- She is sweet, kind, sincere, tender and loving with everyone. Upon meeting her mother-in-law, Bernadette stops being sweet and has certain lapses of madness and high stress, which even overwhelms and intimidates anyone, friend or not.

Dr. Amy Farrah Fowler with a supporting role in season 3 and protagonist of season 4 onwards, a neurobiologist.

- From the fourth season, Sheldon meets Amy Farrah Fowler thanks to Howard and Rajesh, who posed as him on a dating website. They start a "relationship", considering themselves boyfriends from the fifth season after signing a

"Relationship Contract". Despite this, they do not act like other couples: neither shows of affection are exchanged, nor do they have sexual relations

- As her education, Amy turns out to be very old-fashioned and somewhat disturbing in her conversations, having some homosexual tendencies when dealing with Penny.
- Somebody's just got burned - Alguien ha salido escaldado
- I'll leave you be / I'll let you be - Te/Os dejo en paz
- the Old School – La vieja escuela / Not that old school – No tan tradicionales
- I can soldier through this - Puedo pasar el mal trago
- Easy-peasy, oh, so breezy – ¡Qué fresquito más bueno me corre por el cuerpo!

USEFUL LANGUAGE

- You're such a snitch – Eres un soplón / ¡Qué chivato!
- A bit of a snag – Un pequeño inconveniente
- This is over the line – Esto se pasa de la raya

- Cutting the line - Colarse
- It's one of a kind – Es único (una cosa? or...) He's one of the kind (Es único - él)

And the last example of Oral Presentations this year...

International Animal Rights Day

by Veronica

In this example, we share a Celebration of Learning Oral where Verónica, a vegan and greatly involved in working for a world where we share the planet with other animals in less aggressive ways, decided to tell us about a question we could reflect upon, even if we are omnivores: the proposal of trying to protect animals like we try to protect humans with the Human Rights Declaration. She also selected some of her favorite vegan cooking resources for us. We hope you enjoy it all! You can also listen to her performance in class in Celebration of Learning Month (May) at the EFL Learners Speaking youtube channel!

On **December 10**, International Animal Rights Day is celebrated. This date was chosen because it coincides with the Universal Declaration of Human Rights proclaimed by the United Nations on December 10, 1948.

The **aim** is to **raise awareness** of the situation of many animals that are used and exterminated throughout the planet, so that animal rights, the rights of all species, are recognised and respected.

The aim is that ~~the~~ **animal rights**, WHICH all animals should have, regardless of their species, should be recognised and respected.

Two of the most important **issues**, for animal right defenders, have to do with how we share the **space** with them: overcrowding cases, or in the case of the scientific community, when they are used in **experiments**.

All over the world and every day, serious **abuses** against animals are committed: poaching, elimination of their natural habitats, their use for the 'enjoyment' of human beings, trafficking... The list is too long and governments, too often, look away.

Although the declaration of animal rights was proclaimed at the UNESCO headquarters the declaration was not signed by UNESCO or the United Nations. In fact, it does not appear in the list of international days on its website. Today, it is the **Animal Law Ethics and Sciences Foundation** which is monitoring the declaration. In fact, forty years after its proclamation, in 2018, they updated the text, which was approved by its honor committee.

The declaration **STILL** has no legal validity **TODAY** but **countries are invited or encouraged to publish laws that protect animals**.



What can we do as individuals?

We might not be able to do much on a large scale, but with small actions we contribute to the change.

For example, do not buy / stop buying brands or products that test / tested on animals. Buy organic when possible. Other examples are Do not abandon animals in the streets or, choose a healthier lifestyle or diet. The vegan diet excludes all animal products, whether it's for food, clothing or footwear. This is healthier for the animals, for the environment, for the planet and also for ourselves! Do you have doubts about this?

The **vegan diet**, if it is done correctly, has a lot of health benefits and will help you to reduce cholesterol, to lose weight, it's full of vitamins, minerals and antioxidants and helps the immune system. If you are interested in switching to this kind of diet I recommend you check out some delicious vegan recipes at / on [Feasting on Fruit](#), [Oh, She Glows](#), [Minimalist Baker](#), [Forks Over Knives](#), [Fat Free Vegan Kitchen](#), [The Vegan 8](#), [Straight up Food](#) among others... On these sites, you will find tons of delicious vegan recipes made with wholesome and low-fat ingredients. Just a warning -- it can become a HEALTH addiction!

animal
EQUALITY



It's More than just a Colour

by Jose

Blues is a music genre which originated in the Deep South of the USA around the middle of the 19th by African-Americans. Its roots are in African musical traditions, Africa-American work songs and spirituals.

The origin of the word "Blues" could come from "blue devils", meaning melancholy and sadness, a depressed mood. But maybe also derived from Britain in the 1600s in relation with "hallucinations coming from excessive alcohol ingestion".

The three most usual instruments of Blues are the guitar, the piano and the harmonica, especially the harmonica. Harmonica gives to the Blues a deep sense, like the sound of the soul. In the notes of the harmonica you can find out a lot of stories (oppression, love, sex, drink, friendship...)

Blues was born in the South but it moved to the North soon, to Chicago, through Route 61, along the Mississippi River.

The most famous first Bluesman was Robert Johnson, in the 30s, thanks to the recordings. He died at age 27, creating "The 27 Club" (you know, musicians who died at 27, Janis Joplin, Jim Morrison, Jimmy Hendrix, Kurt Cobain, Amy Winehouse...).

Promptly, the Blues crossed the border of the skin colour and many white musicians fell in love with this music.

And on the other side of the Atlantic Ocean, too. Many European musicians and bands have been very good bluesmen (Eric Clapton, Van Morrison, The Rolling Stones, John Mayall and Lito Blues Band in Spain)

Over time, many women have been Blueswomen, too. Mamie Smith in the 20s, Bessie Smith in the



30s, Billie Holiday in the 50s and Koko Taylor and Janis Joplin in the 60s, have been involved in this kind of music.

Not anyone can be a Blues musician, it must be in people's DNA.

So, in the darkness of a summer night, with Bourbon in your throat and Blues in your ears, you close your eyes and the spirit of the Deep South will invade you.

To conclude, I'd like to mention I had the privilege to enjoy a B.B. King concert in the Malaga bullring in the 1990s. It was magic.

Expressions with BLUE

- I'm feeling blue - I'm blue - I'm sad & blue - I've got the blues
- I've got the Monday blues
- Out of the blue = Suddenly
- Once in a blue moon = rarely (rara vez, de pascuas a ramos)
- She's all black and blue after the accident = bruised all over
- The term "blue-collar" refers to a type of employment. Blue-collar jobs typically involve manual labor and compensation by an hourly wage. Some fields include construction, manufacturing, maintenance, and mining. Working class jobs.

Evaluating our listening work

Sergio. Our listening exercises have been very demanding but this is really interesting to improve our listening skills. My favorite one was the listening project based on the documentary called "Redesign my Brain." First we worked individually on it at home, then we watched it in class and corrected the answers to check our level, and after that we started to train on how to understand sounds and words easily even with noise in the background.

Verónica. In general I love listening activities, they are like little challenges, which are very rewarding when you do understand everything very well, and a bit disappointing when you don't, but then we need to keep going and don't give up ever!

Reading & Language Work

Useful Language & Functional Translation

*Selecting UL allows us to focus on the kind of language structures and items we wish to learn. UL lists are meant for practical purposes: for us to browse every now and then to remember, as we read out loud and prepare our bodies to use them in real life! **Functional Translation is – in a nutshell – "correct" translation.** Finding the equivalent in our language, trying to be loyal to the original wording. It is not Literal Translation. It needs to sound natural Spanish, not some sort of strange language.*


FT is connected to avoiding the old ways of non-learning English, whereby people think that one word is equivalent to the other and the key is "learning vocabulary". Languages are about combining words in structures, and the way we look at reality is not always from the same place, so structures and words can be very different, e.g. I like English is not Yo gusto inglés but Me gusta el inglés, as you know. Me regalaron un libro is I was given a book. Les tengo mucho cariño... Oh! here we go... That'll depend on participants, context, situation, tone... I love them very much / I'm very fond of them / I'm very attached to them... Not to mention cultural concepts like fish&chips or espeto, which can be used to mean much more than just naming what you eat.

*Here is **Ahmed's** precious work.*



Ngozi Adichie’s We Should All Be Feminists

by Ahmed

USEFUL LANGUAGE	FUNCTIONAL TRANSLATION
	
I had spoken at a different TED conference a few years before, giving a talk titled “The Danger of the Single Story” about how stereotypes limit and shape our thinking, especially about Africa.	Había hablado en una conferencia TED diferente unos años antes, dando una charla titulada "El peligro de la historia única" sobre cómo los estereotipos limitan y moldean nuestro pensamiento, especialmente sobre África.
I was about fourteen. We were in his house, arguing, both of us bristling with half-baked knowledge from the books we had read.	Tenía unos catorce años. Estábamos en su casa discutiendo, ambos enfurecidos con conocimientos a medias de los libros que habíamos leído.
So I brushed it aside and continued to argue.	Así que lo dejé y continué discutiendo.
At some point I...	En algún momento yo...
...which was heady enough power on its own	Que era un poder embriagador por sí mismo
There is a wonderful fixture in Lagos: a sprinkling of energetic young men who hang around outside certain establishments and very dramatically “help” you park your car.	En Lagos tenemos un arreglo maravilloso: hombres jóvenes energéticos distribuidos fuera de ciertos establecimientos que con grandes gestos teatrales te ayudan a aparcar tu coche.
I saw realization dawn on Louis’s face,	Vi que Louis se daba cuenta.
A man who walks into the same hotel is not harassed	Cuando un hombre entra en el mismo hotel no es objeto de ese acoso.
..and I know that they don’t intend harm, but it is one thing to know something intellectually, quite another to feel it emotionally...	... y sé que no pretenden hacer daño, pero una cosa es saber algo intelectualmente, y otra muy distinta sentirlo a nivel emocional.
Anger has a long history of bringing about positive change.	La furia tiene una larga historia de generar cambios positivos.
I have a friend, an American woman, who took over a managerial position from a man.	Tengo una amiga, una mujer americana/ estadounidense que asumió un puesto directivo de un hombre.
In her own	Por su cuenta
On her own	sola
It didn’t occur to any of them...	No se le ocurrió a nadie...
She let her resentments simmer.	Decidí tragarse el resentimiento hasta que se le pasara (simmer down) Dejó que sus resentimientos le bulleran por dentro (We need more context to understand the meaning of this sentence fully, Ahmed.) (See vocabulary.com)
How they have been raised to believe that their being likable is very important and that this “likable” trait is a specific thing.	Cómo se les ha educado para creer que ser agradables es muy importante y que este rasgo de “ser agradable” es algo específico.
There are far fewer guides for men about pleasing women	Hay muchos menos manuales para hombres sobre cómo agradar a las mujeres.

We do a great disservice to boys in how we raise them. We stifle the humanity of boys.	Hacemos un gran perjuicio a los chicos en cómo educamos. Reprimimos la humanidad de los chicos
We teach them to mask their true selves, because they have to be, in Nigerian speaking—a hard man	Le enseñamos a enmascarar su propio yo/ su propia identidad, porque tienen que ser, en habla nigeriana, hombres duros.
What if their attitude was not ‘the boy has to pay’, but rather, ‘whoever has more should pay’?	Y si su actitud no fuera ‘el chico tiene que pagar’, sino más bien, que pague quien tenga más.
But if we start raising children differently, then in fifty years, in a hundred years, boys will no longer have the pressure of proving their masculinity by material means.	Pero si empezamos a educar a las personas pequeñas de forma diferente ¡entonces en cincuenta años, cien años, los chicos dejarán de tener que demostrar su masculinidad materialmente.
And then we do a much greater disservice to girls,...	Y por otro lado ayudamos mucho menos a las niñas
What if we decide to simply dispose of that word.	¿Y si dejamos de utilizar esa palabra?
I was struck by this	Me extrañó esto / Me chocó
I am expected to aspire to marriage.	Se espera que aspire a casarme./ Se espera de mí que mi aspiración sea el matrimonio.
The sadness in this is that a wedding ring will indeed automatically make her seem worthy of respect, while not wearing a wedding ring would make her easily dismissible	Lo triste de esto es que un anillo de bodas de hecho la hará parecer automáticamente digna de respeto, mientras que no llevarlo, la haría fácilmente ignorada.
...while a man at a certain age who is unmarried has not quite come around to making his pick.	...mientras que para el caso de un hombre de cierta edad que no se ha casado, la explicación es que no se ha decidido a elegir aún.
We police the girls.	Controlamos a las chicas.
We praise girls for virginity but we don’t praise boys for virginity (and it makes me wonder how exactly this is supposed to work out, since the loss of virginity is a process that usually involves two people of opposite genders).	Alabamos a las chicas por la virginidad pero NO a los chicos (lo que me hace pensar cómo cuadra esto, porque normalmente la pérdida de la virginidad implica A dos personas de distinto sexo).
Gang raped	Violada/o por un grupo, objeto de violación múltiple
...And so girls grow up to be women who cannot say they have desire. Who silence themselves. Who cannot say what they truly think. Who have turned pretence into an art form.	... Y así, las niñas crecen hasta hacerse mujeres que no pueden decir que sienten deseo. Que se silencian a ellas mismas. Que no pueden decir realmente lo que piensan. Que han convertido fingir en arte.
This comes, I think, from the insecurity triggered by how boys are brought up, how their sense of self-worth is diminished if they are not “naturally” in charge as men.	Esto viene, pienso, por la inseguridad provocada por la forma de educar a los chicos y de cómo su sentido de autoestima disminuye si no están a cargo como hombres
Some people will bring up evolutionary biology and apes, how female apes bow to male apes—that sort of thing.	Algunas personas sacan el tema de la biología evolutiva y los simios, cómo las hembras se inclinan ante los machos--ese tipo de cosas.
She refused, protested, spoke up when she felt she was being deprived of land and access because she was female.	Ella se negó, protestó, protestó cuando sintió que la estaban privando del acceso a la tierra por ser mujer.



LW from Reading Literature

Paula Hawkins’s novel Into the Water

Carmen, with sociocultural contributions by Michelle

Language Work

Be gone for good: se ha ido para siempre (hablando de una muerte)

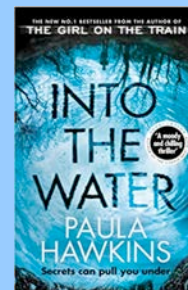
Drag me back: traer de vuelta a la fuerza (a rastras)

to be idle: estar inactiva/o, parada/o, desocupada/o. Your account needs to be idle for 24 hours

As a headless chicken: como pollo sin cabeza

To be by myself: estar sola; I prefer to be by myself; also, on my own

Michelle: A great deal of work below is a great example of how good it is to work with monolingual dictionaries! All of it is a great example of how resourceful you are when doing language work! That certainly explains your rich language and vocabulary range English!



VERB	ADJECTIVE	NOUN
to grieve . Sufrir No one should have to grieve alone. to despair . Desesperarse I never despair when faced with a challenge.	grieving children In addition, grieving parents may attempt to smother their anger with drugs or alcohol. desperate The desperate situation of refugees is unfair. The man sounded desperate, so I decided to help him.	grief The widow overcame her grief with the help of her friends. despair . Desesperación After two days of despair, the climbers were finally rescued.

VERB	NOUN
SNORE: roncar; to breathe in a very noisy way while you are sleeping: Sometimes my husband snores so loudly, it keeps me awake at night.	I could hear loud snores coming from Jim's bedroom.

ADVERB (despite)	ADVERB (greater degree)	ADJECTIVE
still B1 despite that: You may not approve of what he did, but he's still your brother. I know you don't like her, but you still don't have to be so rude to her.	still B2 to an even greater degree or in an even greater amount: The number of people killed in explosion is likely to rise still higher. The company is hoping to extend its market still further.	still staying in the same position; not moving: Children find it difficult to sit/stand/tay still for very long. A still drink is one that is not fizzy (= with bubbles): Would you like still or sparkling water?

VERB, PHRASAL

Pull the car over: echar a un lado el coche. I had to pull over and stop the car

Michelle: to pull a car over to the side of the ... road: to stop or park a car at the side of the road. I was pulled over (to the side of the A4 road) by the police for speeding

Pull the car out / Pull out the car: sacar el coche

Pull up: aparcar. She'd stopped chopping onions when she'd seen the car pull up.

Michelle: Wonderful, Carmen! Thanks! I learned to use this verb as I read Nancy Drew! Give it a try!



oncoming: algo que está al llegar. *There seemed to be no way of averting the oncoming crisis. The oncoming car is red.*

fall out with: To argue with someone and stop being friendly with them.

He left home after falling out with his parents. She'd fallen out with her boyfriend over his ex-girlfriend.

make up for: reconciliarse, hacer las paces, compensar a alguien por algo, solucionar

- *She gave him a bottle of wine to make up for missing his birthday.*
- *I worked extra hours to make up for the time I had missed.*
- *You need to do something to make up for your rudeness.*

come back to do sth / **for** sth (Volver para hacer algo/ a por)

to **nod** ASENTIR:

- *Many people in the audience nodded in agreement.*
- *When I suggested a walk, Elena nodded enthusiastically.*
- *She looked up and nodded for me to come in.*

to **show up:** aparecer (presentarse). My brother showed up at the party an hour late.

grab at sth/sb; to try to get hold of someone or something quickly, with your hand

The bus driver halted suddenly so I grabbed someone's arm not to fall!

widely used in everyday life in place of many verbs: *Let's grab something to eat, Let's grab a cab* (TV series)

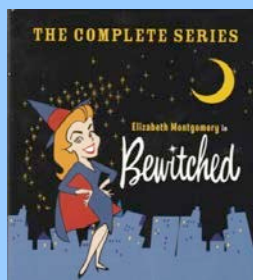
drop back; to return to a lower level, value, price, etc.: *Unless something totally unexpected happens*

bewitch, verb [T], to attract or interest someone a lot so that you have the power to influence them: *He was bewitched by her beauty.*

to put a magic spell on someone or something in order to control him, her, or it

bewitched, adjective, extremely attracted to something, or completely controlled by something: *Once kids step inside a circus tent, they're bewitched.*

bewitching, adjective
bewitching actress



TV Show

<https://youtu.be/RUaMD3CuSLU>

dismiss verb (NOT TAKE SERIOUSLY) C1 [T] - to decide that something or someone is not important and not worth considering: *I think he'd dismissed me as an idiot within five minutes of meeting me. Let's not just dismiss the idea before we've even thought about it.*

to remove someone from their job, especially because they have done something wrong: *He has been dismissed from his job for incompetence.*

to formally ask or order someone to leave: *The professor dismissed the class early because she had a meeting.*

and oil drops back below \$50 a barrel, fares will continue to rise.

drop back to sth *Sales eventually dropped back to normal levels and have remained steady.*

break away (ESCAPE): to leave or to escape from someone who is holding you: *He grabbed her, but she managed to break away.* Figurative: *One or two of the tourists broke away from the tour group.*

break away: to end a relationship or connection: *The small radical faction broke away from the independence movement.*

jump out at sb: If something jumps out at you, you notice it immediately: *That's a very effective ad - it really jumps out at you.*

drag B2 [T] to move something by pulling it along a surface, usually the ground: *It drags me back to the past*

TO **HIRE:** CONTRATAR y ALQUILAR (TB RENT)

TO **FIRE:** DESPEDIR y DISPARAR (TB SHOOT)

Listen to **Bewitched, Bothered & Bewildered** by [Ella Fitzgerald](#) and [by... Sinéad O'Connor!](#) (in an album she dedicated to the music she grew up with and to the homeless)



tumble, verb [1], to fall quickly and without control: I lost my footing and tumbled down the stairs.

noun, a sudden fall: She took a nasty tumble on her way to work and grazed her arm.

Nursery Rhymes

Jack and Jill

and Jill came tumbling* after!

*pronounced for reasons of rhythm, /túm-b-lin/

witness: a person who sees an event happening, especially a crime or an accident:

to **kidnap**: secuestrar -- a kidnapping: secuestro -- to be kidnapped: ser secuestrada/o

fraudster: someone who

gets money by deceiving people: New measures are needed to prevent fraudsters opening bank accounts with stolen cheques.

Michelle: In our Wordformation & Lexical Creativity Workshop, did you see we had the suffix -ster for nouns with the example of GANG + -STER, or TRICK + STER (Coyote!!)

withdrawn, adjective, C2, UK /wið'drɔ:n/ US /wið'dra:n/ shy and quiet and preferring to be alone rather than with other people: Following her son's death, she became quiet and withdrawn and rarely went out.



Jack & Jill

Jack and Jill
Went up the hill
To fetch a pail of water.
Jack fell down
And broke his crown
And Jill came tumbling after.
Up Jack got
And home did trot
As fast as he could caper
Went to bed
And plastered his head
With vinegar and brown paper.
www.Siyalla.com

UL for Making our Range Richer

Pamela L. Travers's novella *Mary Poppins*

By Verónica & Francisco

- **Without by your leave or a word of warning.** 'without so much as by your leave' is an old phrase but is still often used when someone, who might have been expected to have asked permission first, is disapproved of for acting on their own authority. The expression began in the early 19th century.
- Mr. Banks **popped his head out** of the window. Asomó la cabeza por la ventana.
- **I should get very cross.** Debería ENFADARME MUCHO.
- There was a **flagstaff** in the garden. (asta, mástil) A pole for flying a flag
- **A gilt weathercock shaped like a telescope.** Una veleta dorada con forma de telescopio.
- **Drawing in his head** very quickly. Metiendo su cabeza muy rápido.
- The afternoon started **to die away.** La tarde empezó a desvanecerse/difuminarse.
- **Bending** in the half light. Agachándose/inclinándose en la media luz
- Then the shape, **tossed and bent** under the wind. Entonces la forma, sacudida y torcida bajo el viento
- **Fling her at the house.** Arrojarla hacia la casa
- **Pinching it** with his fingers. Pellizcándolo con sus dedos
- **Meekly.** Sumisamente/con resignación
- **...all you have to do is...** ...todo lo que tienes que hacer es...
- **it is more than likely that...** es más que probable que...
- **We won't bother about them**
- having put the miraculous bottle on the mantelpiece
- **On the whole** (en conjunto): Everybody, on the whole, was glad of MP's arrival
- **Take no notice**

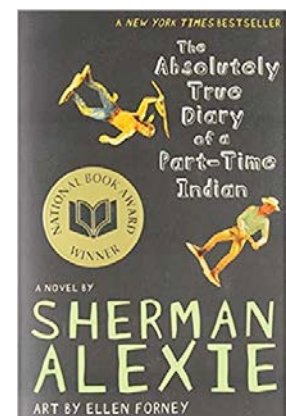
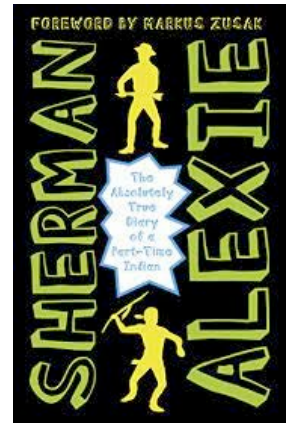


- As a rule (por lo general)
- She came to the conclusion that she would rather have...
- Once outside in the Lane
- Why don't we go there?
- Not daring to ask her
- Are we never going home?
- Come along!
- What will you do with the paper stars?
- There was nothing left in it
- Are the stars gold paper or is the gold paper stars?

Alexie's novel *The Absolutely True Diary of a Part-Time Indian*

By Francisco & Mari Carmen

- Which didn't make any sense
- Nobody paid attention to their dreams
- Given the chance, my mother would have gone to college.
- By the way, did I mention that.....?
- Don't get me wrong
- At the very least, I thought they were going to send me to jail
- I wasn't aiming for anything really
- No teacher had ever said anything so nice, so incredibly nice, to me.
- Penelope was crazy beautiful.
- How come he hates you?
- For a second, I thought about saying no.
- We Indians have LOST EVERYTHING (our land, our languages, our songs and dances), we only know how to lose and be lost
- Well, I obviously survived the surgery. I wouldn't be writing this if I didn't, but ...
- I'm a cartoonist. And I think I'm pretty good at it, too. But no matter how good I am, my cartoons will never take the place of food or money. I wish I could draw a peanut butter and jelly sandwich and perform some magic trick and make it real. But I can't do that. Nobody can do that, not even the hungriest magician in the world.
- I wish I were magical, but I am really just a poor-ass reservation kid living with his poor-ass family on the poor-ass Spokane Indian Reservation.
- And sure, sometimes, my family misses a meal, and sleep is the only thing we have for dinner, but I know that, sooner or later, my parents will come bursting through the door with a bucket of Kentucky Fried Chicken.
- So hunger is not the worst thing about being poor.
- And trust me, there are times when the last thing you want to hear is the truth.
- We're just poor. That's all we are.
- There's nothing you can do about it.
- But not me. I ran away from there as fast as I could.
- What's wrong with you?
- He's a big, goofy dreamer, too, just like me.
- Can your best friend be more important than your family? I think so.
- Don't get me wrong!





LW with C1 verbs & verbal phrases

Learning to use “involve”

with **Michelle, Verónica & Mari Carmen** (eCampus)

In conversations & writing

Michelle. I'm contributing some of my own UL work so people looking for info on INVOLVE see an example of what they could do, too, after finding out what the item mean sor how it is used (e.g., after considering my comments on why this item is interesting for them (e.g., job interviews, reports...). Definitions are OK if you include UL (examples in context), but then you should look for more examples for those definitions if you want to learn the use of the item while using your English. This comes from my notes Verbs for Essays 1 & 2 on the TP website (Func. Grammar).

This project **involves...** / will involve...

- This project involves bringing together teenagers from different countries to explore the issue of disabilities, and to develop a documentary film and website to educate others about this issue.
- This project involves the investigation, development and implementation of a (whatever) system (for whatever people to do or be able to do whatever)
- This project involves the administration of a survey regarding [topic] to a number of [group of people taking the survey]
- This project involves three phases of work, being the first one the longest.
- This project involves interviewing [whoever] and subsequently administering to a battery of tests designed to assess [e.g. drugtaking; -ing activity] to a sample of [e.g. teenagers; group of people]
- This project involves the construction/rehabilitation/demolition/replacement/installation of...
 - /the reconstruction of the sidewalks, the pruning of street trees and the installation of street lights /the pavement maintenance and resurfacing of all of the City's streets
- This project involves undertaking a comprehensive review of...
- This project involves reading & making notes on ten classic works of literature at the choice of ...
- This project involves the design & implementation of a ... system forsb to do sth
- This project involves organizing activities focusing/which focus in encouraging students' participation
- This project will involve the provision of low interest loans to private property owners who are involved in community projects.
- This project involves the rehabilitation of housing for low, very low, and moderate income families within the Project Area.
- This project involves the provision of grants or low interest loans to assist one-parent families, which have proved to be the group most severely affected by the crisis in our neighborhood.
- This project involves fundraising / providing funds for the construction of...

Michelle: After reading a lot of examples of use in different situations or contexts, don't you think the item starts sinking in, you start assimilating the item better. It goes without saying that if you read out loud these sentences every now and then, or check you remember them, and use your ear, mouth, knowledge-of-the-world memories too, you consolidate that learning!

Verónica. Hi folks,

Last day Michelle told us to **find examples with the word *involve* and to find out if it always means 'implicar'**. Here is what I found. What do you think? Can we always use 'implicar' in all these examples?

Source: <https://www.wordreference.com/es/translation.asp?tranword=involve>

Most divorce cases involve adultery.

La mayoría de los divorcios suponen adulterio.

Involve (doing sth) (Significar, suponer, implicar)

Buying a car usually involves getting a loan from a bank.

Comprar un coche generalmente significa pedir un préstamo en un banco.

Involve (sb) in (sth) (Involucrar a alguien en)

She involved him in the decision-making process because of his experience.

Ella lo involucró en el proceso de toma de decisiones gracias a su experiencia.

Involve (sb) in doing (sth) (Tener en cuenta a alguien para)

We like to involve the children in deciding where to go for the summer holidays.

Nos gusta tener en cuenta a los niños para decidir a dónde vamos de vacaciones.

Involve yourself in (sth) (Participar activamente)

I think you should involve yourself in some social activities and make new friends.

Mari Carmen. This is what I found on a **Thesaurus**.

verb (used with object), in-volved, in-volv-ing.

- to include as a necessary circumstance, condition, or consequence; imply; entail: This job involves long hours and hard work.
- to engage or employ.
- to affect, as something within the scope of operation.
- to include, contain, or comprehend within itself or its scope.
- to bring into an intricate or complicated form or condition.
- to bring into difficulties (usually followed by with): a plot to involve one nation in a war with another.
- to cause to be troublesomely associated or concerned, as in something embarrassing or unfavorable: Don't involve me in your quarrel!
- to combine inextricably (usually followed by with).

Michelle:

Verbs for essays

Involve. One of the 1,500 most common words in English

- If a situation/activity involves sth, that thing or activity is a necessary part or consequence of it. (=entail)
- If a situation/activity involves sb they're taking part in it.
- If you involve sb else in something, you get them to take part in it.
- If you are involved in a situation or activity, you are taking part in it or have a strong connection with it.

Deal with / Cope with / Handle / Tackle

By Ahmed

1. "Deal with"

1.1. to take action to do [sth] , especially to solve a problem (in these cases it is no possible to use cope with). Examples:

- a) How do you intend to deal with this problem?.
- b) The problem must be dealt with now.
- c) They can deal with any kind of emergency.
- d) This complaint hasn't been dealt with yet
- e) I always have to deal with the awkward customer.
- f) We will see how she deals with class.

1.2. To accept and control a difficult emotional situation (her cope with can be also used). Examples:

- a) She deals/cope with stress much better than his colleagues.
- b) I can't deal/cope with this work.
- c) It must be difficult to deal/cope with three small children and a job.

2. Cope with > [sb] cope with [sth/sb] it means that they deal successfully with a difficult situation (the same as in the second meaning of deal with). Examples:

Creo que deberías participar activamente en alguna actividad social PARA hacer nuevos amigos.

Involve yourself in (sth) (Involucrarse, meterse)

Don't involve yourself in other people's affairs

No te metas en los asuntos de otros.

- to implicate, as in guilt or crime, or in any matter or affair.
- to engage the interests or emotions or commitment of: to become involved in the disarmament movement; to become involved with another woman.
- to preoccupy or absorb fully (usually used passively or reflexively): You are much too involved with the problem to see it clearly.
- to envelop or enfold, as if with a wrapping.
- to swallow up, engulf, or overwhelm.
- a. Archaic. to roll, surround, or shroud, as in a wrapping.
- b. to roll up on itself; wind spirally; coil; wreath.

- The things involved in something such as a job or system are the necessary parts or consequences of it.
- This proposal involves / will involve

Entail. To involve or cause something (FORMAL)

Imply. Suggest One of the 3,000 most common words in English

- If a situation or an event implies sth, it means you suspect that sth is the case.
- If you imply sth, you say something in an indirect way.



- I cope with this overwhelming situation.
- I cope with this stressful situation every day.
- In this company I manage all the stuff so I have to cope with a big responsibility.

Recapitulation: Whereas in the first meaning of **deal with** we solve the problem or resolve a situation, in using **cope** with and the second meaning of *deal with*, we get through or manage a situation despite the problem (the problem still exists).

Important!!! Deal with always takes an object [sth/sb] whereas we can use **cope** without an object.

Examples:

Do you think you'll be able to cope?

I don't know how he'll cope if he loses his job.

Our goldfish died last month but we're coping quite well.

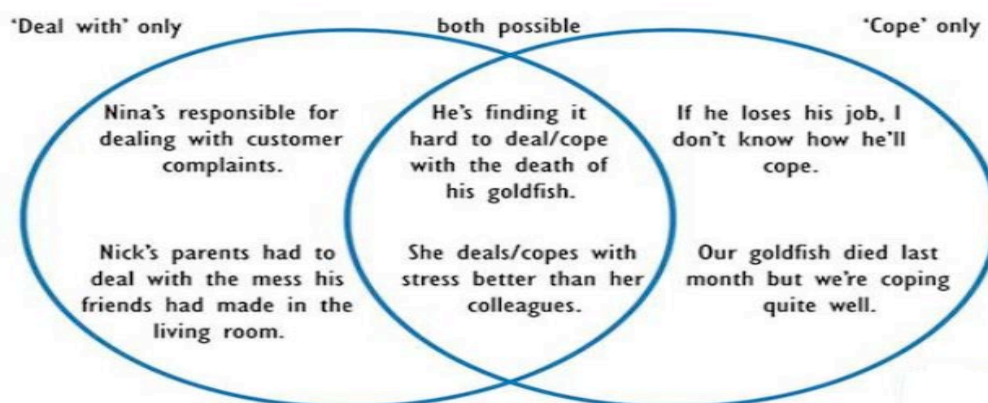
I just can't cope any more.

She had so much pressure on her in her job that eventually she just couldn't cope.

3. Handle/tackle

Both are synonyms of *deal with*.

4. Visual mind



5. Manage vs handle/cope/cope with/del with

As a noun **handle** is part of an object which is held in the hand when used or moved while **Manage** can only be a verb, the act of managing or controlling something. Examples:

- I can't pick the kettle up. The handle's too hot.
- She turned the handle and slowly opened the door.

As verbs. **Handle** is a synonym of *cope /cope/deal/with*, while **manage** is to direct (control) or be in charge of or express success/achievement. It is also used as a synonym of *cope, handle* and *cope with*. Examples:

- He seems unable to manage his life (cope with)
- The situation was more than I could manage (cope with)
- She managed the interview all right (cope with)
- Can I help you. Thank you I can manage (cope)
- We can manage without their help (cope)
- Has she had any experience of managing large projects? (control)
- He's not very good at managing people (control)
- When you have a job as well as children to look after you have to learn how to manage your time (control)
- Despite a poor start he managed a second place (success/achievement)
- A small dog had somehow managed to survive the fire. (success/achievement)
- I managed to persuade them. (success/achievement)
- How did they manage to get away with it? (success/achievement).

- m) He has no idea how to handle his staff. (deal with)
- n) He complained of being roughly handled by the police .(deal with).

6. Sentences using **tackle** (deal with[sth]/[so])

- a) There many ways of tackling this problem.
- b) What first needs to be done to tackle and solve a problem is to be certain that one exists.
- c) The president is clearly in a dilemma about how to tackle the crisis.(address)
- d) The manifesto includes tough measures to tackle road congestion and environmental pollution.
- e) When is the government going to tackle the problem of poverty in the inner cities?
- f) I felt that he just talked round the subject and didn't tackle the main issue.

7. Bibliography

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- 7.4 <https://www.bstarragona.com/es/blog/whats-the-difference-between-deal-with-and-cope-with/>
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- 7.6 <https://courses.lumenlearning.com/boundless-psychology/chapter/coping-with-and-managing-stress/>
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Language focus: Modals. WILL & its Language Functions

Chapter 1 East Wind, Mary Poppins

If you're looking for number 17, you **WILL** very soon find it.

Conditional Sentence: *If* + present, *WILL* part (it does happen, provided the condition is fulfilled)

You'll find that they are very nice children

Prediction

I'll take the position!

Promise/Committing to some future event

Very well, then. We **WON'T** bother about them.

Refusal

I don't want it. I don't need it. I **WON'T**.

Refusal

Learning to use "(be) supposed to"

with Francisco, Miguel Ángel, Mari Carmen, Paola, Michelle (eCampus)

These posts have been checked by Michelle for your learning purposes. Learn from them and use your LoM when useful.

Francisco. Today in class we talked about the structure: **SUBJECT + to be + SUPPOSED TO + verb...**

Se supone que el poema es...

- **Wrong:** ~~It's supposed that the poem...~~
- **Correct:** The poem is supposed to be...

Se supone que estamos leyendo el C1RP

- We are supposed to be reading the C1 Resource Pack (in these first months)

We were wondering how to translate "Se supone que va a llover" into English...

The teacher said: "Apparently, it's going to rain", "it seems it's going to rain"...

[Compare with "It's going to rain" (we can see it's going to happen! No supposing!)]

I'm wondering, **Can we translate it like this: "It's supposed to rain"?**

Michelle: Certainly! Actually, that's the most common way to say it! Why didn't I think of that example first?!

--Shall we sleep on the rough next Saturday?

--Not a good idea. It's supposed to rain...

Miguel Ángel. This is funny! Francisco and I started two threads with the same topic in less than five minutes! Telepathy? Hello. I'm going to comment on some interesting questions about the use of 'supposed to' that CAME UP in class. I completed my notes checking on the Internet.



1. We use *suppose*, *supposing* and *what if* + present verb form to make **suggestions** about what **might happen**.
2. We use *be supposed to* to talk about **obligations** and **arrangements**, not suggestions. It is common to make this kind of structural mistake:
 - ~~It is supposed that~~ this poem is posted on the fridge (WRONG)
 - This poem is supposed to have been / be posted on the fridge (CORRECT)
 - Another example is: We are supposed to have been reading the C1RP. (Se supone que hemos estado leyendo el C1RP)

UL HUNTING. Watching episode 1, season 1 of *Friends*, I found two examples:

- Rachel: I was kinda supposed to be headed for Aruba on my honeymoon. (kinda = kind of)
- Ross: I'm supposed to attach a brackety thing to the side things.

Hope it helps!

Mari Carmen. Hi, mates! I found this on the internet. I hope it is useful.

DEFINITION OF *BE SUPPOSED TO*

1: to be expected to do something

They are supposed to arrive tomorrow.

She was supposed to be here an hour ago.

The movie was supposed to earn a lot of money at the box office, but it didn't.

2: to be intended or expected to be something

The party was supposed to be a surprise.

3—used to show that one is angry or offended by something

Was that supposed to be funny? I thought it was quite rude.

Well, you've done it again. What's that supposed to mean?

4—used to say what someone should do

You are supposed to listen to your parents.

I'm supposed to clean my room before I go outside.

Francisco. Regarding your question: DO WHAT YOU'RE SUPPOSED TO.

I think this is an imperative sentence with an ellipsis because the last action is omitted /not mentioned.

(However it can be deduced.) On the other hand the sentence could also be: DO WHAT YOU'RE SUPPOSED TO DO. I believe the meaning could be: HAZ LO QUE SE SUPONE QUE TIENES QUE HACER.

Michelle. Right! Well done! I'd just add that one thing you all need to learn to do is use this "TO" which is like a reminder of an action that has been omitted because we don't want to say it again: I'd love to, I don't want to, We're supposed to, Oh but we have to. In all of these cases the omitted verb was mentioned before

Paola. Hi friends! Thank you for your information, it is really useful! I have found some more examples. I hope you consider THEM useful too.

Present

You are supposed to study

You are supposed to do it

You are not supposed to be here

What am I supposed to do?

What am I supposed to do to learn English?

Past

Covid-free hugs for everyone!

Michelle. WOW!! Thanks!

What are we supposed to do in a situation like this?

Do what you're supposed to. (I don't understand this structure. Can SOMEBODY help me?)

5—used to refer to what someone is allowed to do

We were not supposed to leave the room.

Are you supposed to be here after the building has closed?

6—used to indicate what people say about someone or something

I heard that she's good. She is supposed to be the best doctor in town.

That breed of dog is supposed to be good with kids.

The word is supposed to be derived from Latin.

You were supposed to leave at 5

What was I supposed to do?

They weren't supposed to know about it

It was supposed to rain - Se suponía que IBA A llover.

It was supposed to be a surprise

The Writing File Project

(Teacher) Through the Writing File Project we worked on all of the skills which are graded and on others we need to develop to become independent and resourceful lifelong learners. Unfortunately, due to this being a year full of uncertainties of all kinds, obstacles and hardship to follow the course because of the extra burden of the Covid pandemic, we did not manage to develop it fully, but this is what we achieved, and we are happy about it. I think it will help learners with writing tasks they might undertake in the future. We developed two stages: Oral Presentations by students explaining how to write one of the types of texts in our Writing File this year; and then Writing Assignments to practice what we learned.

Writing File Project: OPs and then sequencing the writing tasks

The OPs will include an explanation on how to write the kind of text assigned to the group, any useful language where relevant, or an explanation of the kind of language which is used or common, and reading out and example or a few examples – as minimums. A discussion with questions and comments by students and teacher will ensue.

Formal letters: Requesting respect for human rights (teacher)

Small Groups:

- Reviews (books, movies, places, shopping items)
- Argumentative Texts
- Formal letters of Complaints +
- Job Application letters/emails
- Business letters & websites
- Proposals & Reports

C1.1

AÑO COVID2

How to Write... (based on OPs we gave)

Appeals

By Michelle

Appeals today are written like yesterday's Urgent Actions, not as long letters to governments. An example of an 175-word letter. Cut it down to 100 and 80 words.

Fran browsed through the complete pack of AI info I uploaded to the **Talking People eCampus** and decided to do one of the exercises, and then I realized: Today's "letters" are 60-100-word Urgent Actions, a one-paragraph text, and as you can see in the following examples, very much to-the-point (of the specific demand that is being internationally made).
<https://www.amnestyusa.org/take-action/urgent-action-network/writing-an-appeal/> Thanks, Fran, for allowing me to update my knowledge!

A Sample Letter

The diagram shows a sample letter with the following annotations:

- Use respectful language throughout your letter.** (Points to the entire letter content)
- Do not discuss political ideology or politics.** (Points to the letter content)
- Write in English, unless you are completely fluent in the language of the country concerned.** (Points to the letter content)
- Be sure your mailing address is on your letter so the official can respond.** (Points to the recipient's address)
- Use professional or personal letterhead when available.** (Points to the logo and header information)
- Write the official's complete address.** (Points to the recipient's address: 123 Activist Avenue, Nederland CO 80466 USA, February 25, 2003)
- Always include the date.** (Points to the date: February 25, 2003)
- Use the proper salutation.** (Points to: Monsieur Akila Essio Boko, Ministre de l'Interieur et de la Securite, Rue Albert Sarraut, Lome, TOGO)
- Begin by stating your main concern.** (Points to: Dear Minister Boko: I am concerned about reports that *Marc Falanga* was arrested on February 22 and may be at risk of torture. Please act immediately to ensure that Mr. Falanga is protected from ill-treatment while in detention at the Kasri Police Station in northern Togo.
- Use the victim's name throughout the letter.** (Points to the name *Marc Falanga* in the text)
- Use one paragraph to give background and details.** (Points to the paragraph about *Marc Falanga* and the UFC group)
- Consider using a personal, friendly comment in your letter.** (Points to the paragraph: I would like to visit your beautiful country someday and hope to do so when it appears that the human rights of all citizens in Togo are respected. Thank you for looking into this matter and quickly, unconditionally releasing community activist Marc Falanga. Please let me know when you have allowed Marc Falanga his freedom.)
- Ask for a response.** (Points to the closing sentence: Please let me know when you have allowed Marc Falanga his freedom.)
- Use your name and signature.** (Points to: Sincerely, Stephanie Moore)
- Wrap up by restating your concerns and expectations of the official.** (Points to the closing sentence)
- Use the term "cc:" and the title of the agency or official to indicate that you are sending a copy of your letter there as well.** (Points to: cc: Embassy of Togo, Washington D.C.)
- If using a computer, use spell check before sending your appeal.** (Points to the entire letter)
- Keep your letter brief, no more than one page when printed.** (Points to the entire letter)



Business Websites

By Sergio

Nowadays the world has changed and consequently our habits as well. Not so many years ago people used to read paper materials when they were looking for information, they looked up words in dictionaries, visited libraries to consult books, newspapers, magazines, etc.

Today, practically everybody around the world uses digital devices to find information of their interest because you can find all the information you need on the internet. Writers, doctors, engineers and all kinds of experts share their knowledge on the internet.

This is the reason why companies, and entrepreneurs who want to develop their personal brand have to be present in this environment -- to survive and grow. The ground for that is a website.

One of the most important questions for a successful website is its content. Obviously, content should be of quality and correctly spelled and expressed.

Catching the reader's/client's attention is even more important to make a website successful. Now...

Who's reading? You need to know that when you write for a website you are writing for people and also for search engines, especially for Google.

In regards to people, you should take into account that they are usually on their mobile phones and it's harder to read lengthy content in those devices. In any case, they seldom get our full attention. Therefore it is necessary to format texts to guide and facilitate reading for the user. Long paragraphs are wrong. 2 or 3 lines is ideal. Using keywords or main ideas in bold will drive the reader's attention and will also help the visitor know where they are. This also works for Google.

Use subtitles at different levels. It will serve as a visual outline, guiding the user on what is coming next.

Last but not least, when you are writing you should be thinking of your audience, think and write for him/her, this will bring you closer to the reader. The reader will feel more connected to you.

Now we are going to consider the main points to keep in mind about search engines.

Search engines crawl (track) website URL (Uniform Resource Locator). Based on different parameters they know what that URL is about.

Every URL of our website must be optimized to position a keyword or group of words of interest for both our business and activity.

When it comes to a business website we must be clear about what keywords we want to position, this is, what words the URL will carry, what will H1, H2, H3..., These are the title, headings and subheadings. (This is for a static page not for news sections or blogs.)

Google needs to know what your website is about, so we have to indicate that, not only in the text, but also in the URL itself. In titles and throughout the content. Search engines read the HTML tags that format the text (title, subtitle, bold, etc) and keep that content, which means keywords or group of words must appear in:

- The URL
- The TITLE (H-1)
- The FIRST PARAGRAPH
- (SOME) SUBTITLES
- THROUGHOUT THE TEXT IN DIFFERENT POSITIONS e.g. words in bold, synonyms, etc
- METADESCRIPTION a brief description that appears in the search results and is essential to capture the user's attention.

Write without thinking of Google, so that the reading is fresh and light. However, as Google reads the text content of a website, once, when you finish writing it, review your content considering search engines. After all, we want to appear in organic search results, right?

Finally, a tip. If when you are writing a text for a website you ever doubt between user or keeping Google in mind, choose the user without doubt.

Argumentative Texts

by Carmen, Marina & Jesús

Introduction

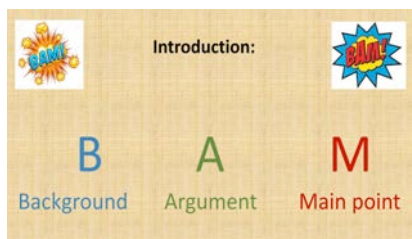
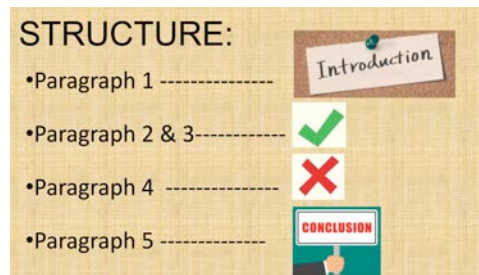
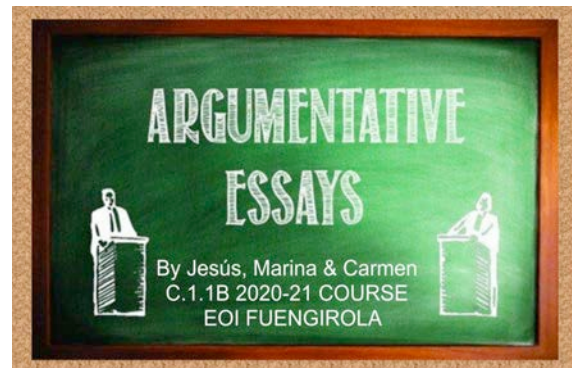
Jesús

Our OP is about Argumentative Essays. This kind of text presents analysis in terms of categories of knowledge, political, religious, social, economic, etc.

The usual structure is five or six paragraphs for all types of ACADEMIC essays.

- In paragraph 1 we can find the introduction of the topic.
- In paragraph 2 & 3 there must be arguments supporting our view.
- In paragraph 4 we can talk about something against our view, for contrast.
- And in paragraph 5, we offer a conclusion or give an opinion.

However, this is not the only way to write an essay. If you want to surprise the reader and have a lot to say about the matter, six paragraphs is also often used. It could be used depending on the time you have or how fast you write. But mostly, on your word limit. The number of words to use in an argumentative essay is often 220-260 words and each paragraph tends not to exceed four sentences.



In order to start our argumentative texts, we must have some clear ideas about the topic and consider how to analyse the main question or situation.

Before writing, we need to brainstorm and draft an outline to guide us. This will help us give sense to the text and be clear about our ideas and how to create their logical progression and avoid repeating IDEAS.

To write an introduction, remember BAM.

B for Background. This is how to engage our reader. Use a fact, a rhetorical question, something interesting or a quotation.

A for Argument: this is the treasure you will share: a taste of the reasons backing your views.

M for main point. This is where you explain what you will do in your essay. A mix of the three body paragraphs using different words.

Examples:

Not completed:

Question: "Is it better to be self-employed or to work for someone else?"

Some people prefer working for themselves, whilst others are happier being employees in a large company. Both preferences have their advantages.

Completed:

Statement: "The importance of historians' jobs"

Historians do not perform heart transplants, improve roads, or arrest criminals. In a society that expects education to serve for practical purposes, the functions of history may seem more difficult to define.



History is useful in shaping **our understanding of ourselves**, other people and the wider community.

Unfortunately, some believe that this kind of knowledge is outdated.

Question: "Is it better to be self-employed or to work for someone else?"

The only way to do great work is to love what we do. However, a country's economic situation or our own abilities may decide which job we get, and we might have no choice in terms of deciding whether we work for ourselves or for someone else.

Question: "Is it better to be self-employed or to work for another person?"

The only way to do great work is to love what we do. However, a country's economic situation or our own abilities may decide which job we get, and we might have no choice in terms of deciding whether we work for ourselves or for someone else.

Statement: Nowadays changes need to be made regarding the school curriculums, in order to prepare children for adult life"

We live in a world that changes all the time. School education should therefore reflect these changes in order to prepare children for adult life. In order to achieve this a number of changes are necessary in the school curriculum. Some new subjects should be introduced and those subjects that are obsolete should be removed.

Statement: Skills that are taught in schools in comparison to what is needed in PRESENT life"

According to our forebearers, if you wanted to get on in life, you had to have a good education. It was taken for granted that the school curriculum based around - Reading, Writing and Arithmetic always stood school-children in good stead for the future. Although books and old methodologies could be good ways to teach, however, many believe that the school curriculum has failed and is continuing to fail countless generations in preparing them for adult life.

Gathering Ideas & Organizing Ideas in a For & Against Essay

Marina

We need to choose a method to plan our essay. First I'm going to explain how we can brainstorm and organize those ideas. Imagine I have decided to look for ideas for a For and Against Essay on a certain topic, say Sports & Health.

We can use different visual structures to arrange / connect our ideas as we brainstorm, so as to understand how we can develop them in a text. (Marina, I reworded this sentence of yours: "There are several ways to organize your ideas" to establish more clearly the connection you make between brainstorming & these visual aids).

We can use a spider diagram, a positive and negative list of points or a flowchart. Let's have a look at the spider diagram.

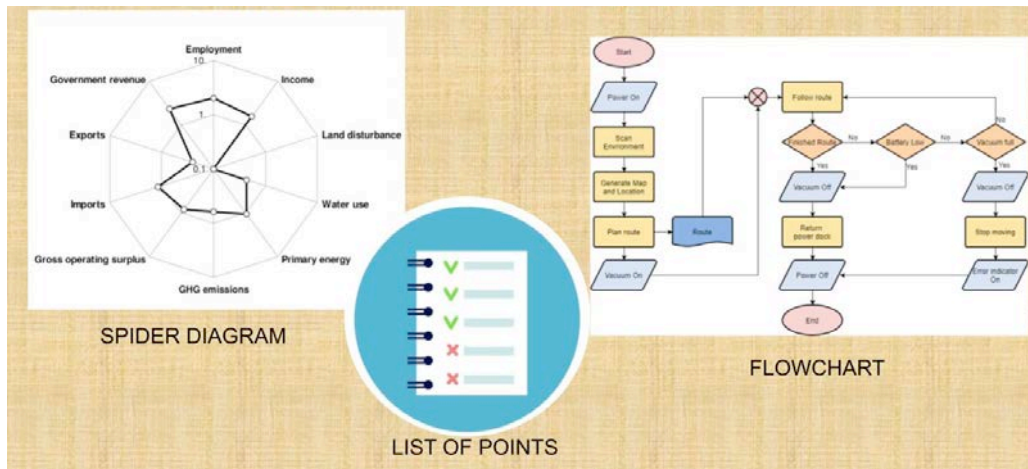
We need to consider the main points we could make. Are we clear about our opinion or stand about/on the question? Can we word it clearly -- in a statement?

1. **START BY ASKING** /First, you need to ask yourself questions and by jotting down your answers. For example, "Do you think practicing sport is necessary to lead a healthy lifestyle/to keep healthy? Why or why not?" This WILL BE the basis for your brainstormING.
2. Now consider the main point you want to make, and decide your opinion about the questions.



- Place your questions in THE middle of THE page AND CIRCLE THEM. DRAW LINES TO CONNECT THEM TO as many ideas as you can, in this case, for and against arguments.

Organizing the Ideas Visually



Find some spider diagrams on this blog, so you can practice:

<https://nicolawalkerdraws.wordpress.com/2015/04/24/exercise-spider-diagrams/>

- NOW YOU HAVE TO SELECT THE BEST. Choose the stronger ideas to support your opinion. You will need to think OF HOW TO DEVELOP EACH POINT, how to word its explanation. Remember it's also a good idea to illustrate the point with example or an anecdote, depending on the number of words and the kind of text and register. So choose points you have the most to write about! These will be your main ideas for body paragraphs.
- DRAFTING THE PARAGRAPHS. Then, you should write a topic sentence for each one. This should summarize the whole paragraph in a short clear STATEMENT. It will be a general point. CONSEQUENTLY, the sentences that follow will give more specific information about that point.

Now you are reading to create the OUTLINE to follow as you develop the topic after having given a thought to content and structure!

The Conclusion

Carmen

Okay, THE conclusion doesn't consist in copying out the question and thesis statement.

Writers should work on three aspects:

- Starting with a linking phrase.
 - Partly admitting that the opposing argument is true.
 - Restating your own opinion, giving a proposal for future actions or asking a hypothetical question.
- It is important not to copy the introduction and rephrase your thesis statement. You can change word order or replace keywords with synonyms.

Please, remember that the conclusion is not a line, it must follow the structure and be about the same length as the other paragraphs. Here you have an example of what a conclusion is and what it isn't.

Introduction..!History is very useful in shaping our understanding of ourselves, other people and the wider community even though some believe that this knowledge is outdated!

Conclusion 1 - 'Why study history? As I said earlier, history is very useful for understanding ourselves and the wider community!' **X**

Conclusion 2 - 'In conclusion, history remains an invaluable subject. Studying it not only reflects education and engagement with the world, it also helps us to understand modern society and a clear sense of ourselves within it.' **✓**

Linking words

In all argumentative text, it is important to start each paragraph with a word or phrase so that the readers know what to expect. Here are some examples.

Beware with these:

- *Actually*: en realidad
- *as a matter of fact*: de hecho
- *in fact*: de hecho



Use good **transition words** when moving between arguments and most importantly when moving from pros to cons and vice versa.

LINKING WORDS

OPINION	TRANSITION	TO ADD INFO
All the same Still Even so Regardless In contrast Anyway Likewise Obviously Surely Indeed Apparently Possibly Undoubtedly Personally To be honest In my view I think that It is true that Thus To tell the truth	<p>In a good way: While I have shown that.... othermaysay... Opponents of this idea claim / maintain that.. Those who disagree claim that ... While some people may disagree with this idea...</p> <p>To refute or counter the cons you may start with: However / Nonetheless / In spite of / Despite... On the one hand... On the other hand.../Although...</p> <p>To mark your total disagreement: After seeing this evidence, it is impossible to agree with what they say. Contrary to what they might think ... After examining the afore mentioned points, it is clear that the advantages (or disadvantages) of... far outweigh the disadvantages (or advantages)... On the negativeside, ... What is more,..</p>	Themainadvantage Anotheradvantage In addition Furthermore Moreover Besides What's more As well as In addition, / to Besides On top of that And eventually Above all In the same way

To sum up our work, here you have a list of the most important aspects to consider when writing.

Notes:	
*General to specific in introduction	
*Use BAM!	
*Paraphrase	
*Re-read question before writing the conclusion	
*Restate thesis in conclusion	

Proposals & Reports

by Fran, Miguel Ángel & Paola

Oral Presentation
 Miguel A. Domínguez Ríos
 Francisco Martín Carvajal
 Paola A. Garrido Cardona

March 11th 2021

Proposals Reports

Writing File

Are you ready?

Let's Begin!

Proposals

How to write a proposal


- 1 Definition
- 2 Planning
- 3 Type of text and style
- 4 Structure and example

How to write a proposal

Definition

"A detailed report of a series of ideas in order to solve a certain problem".
 "Recommendations for future actions"

- Describe a situation
- Say how you think it could be bettered
- Try to convince someone you are right



Writing organization

Proposal

- 1 Planning
- 2 Type and style
- 3 Structure

1 Planning

a) Outline your problem
 Example: The computer at the reception desk is much too slow and is negatively impacting customer waiting times and general operations at the front desk of a hotel.

b) Outline your proposed solution

- Upgrade the operating system.
- Replace the entire unit.
- Increase the RAM.

Writing organization

Proposal

- 1 Planning
- 2 Type and style
- 3 Structure

2 Type and style

a) Conditionals, passives, impersonal
 b) Formal and simple language
 c) Define your reader
 d) Clear Headings/bullet points
 e) Letter, memorandum, report

Writing organization

Proposal

- 1 Planning
- 2 Type and style
- 3 Structure

3 Structure

a) Introduction
 b) Current situation
 c) Suggestions
 d) Ending



INTRODUCTION

a) Pulling together all your ideas of entire proposal (what, why, how, costs, benefits)

Statement example:

Your town council is going to improve public transport in the area, and is inviting local people who use it to make proposals on how to improve the system. Write a proposal which **highlights any problems you have had with local transport** and **give recommendations** for generally **improving the system**.

Questions (outline):

What problems have I had with public transport?
Having to wait for busses and missing start of classes

How would I make public transport better?
A phone app which give you live updates of all buses on their route

Example of introduction:

The aim of this proposal is to/ This proposal is intended to highlight the current problem with public transport **and give ideas for improving** the service for local residents



CURRENT SITUATION

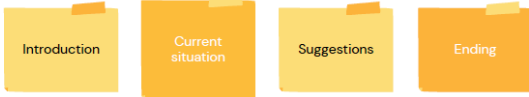
a) State the problem your idea will solve -> 1st paragraph, and subheading "problem" (optional)
b) Include who the proposal will affect

Example of current situation:

As the council may be aware, there are issues with buses not sticking on the published timetables and this causes problems for the users.

Following a survey among bus users carried out in the town, pensioners describe the situation as...

A number of concerns with regards to the frequency of buses **were expressed by** pensioners/young mothers...



SUGGESTIONS

- a) State the proposed solution to the problem -> "Suggestions"
- b) Include a step-by-step process for solving the problem
- c) Needs: ask for what you need to implement those ideas
- d) State the costs (if necessary)
- e) State the benefits (always)

Example of "suggestions":

It is suggested/recommended that...

A phone app should be created and made available to all public transport users to help them understand when their bus will arrive

There should be/ It would be an advantage to implement (an action) /have a new (an object) / give costumers option to (a verb)...

- Better bus shelters (Benefits: Clear information)
- Training for bus drivers to be more friendly (Benefits: Users will feel comfortable using public transport)
- Increase access for wheelchair users (Benefits: new users)



ENDING

a) Wrap this up!

Example of ending:

Should these reccomendations be implemented, the current undesirable/awful situation with public transport would be definitely improve/ is bound to improve.

Reports

How to write a report

- 1 Definition/Headings
- 2 Planning
- 3 Text style
- 4 Structure and example

How to write a report

Definition

"A report is a descriptive text about information on objects themselves (people, things, ...).

- Describe external, functional or psychological situation
- Chronological structure
- Headings and subheadings





Writing organization

Report

- 1 Planning
- 2 Style
- 3 Structure

1 **Planning**

Begin by brainstorming:

- Who are the readers?
- What is the purpose of the report?
- Why is this report needed?
- What information should be included in the report?

Writing organization

Report

- 1 Planning
- 2 Style
- 3 Structure

2 **Text Style**

- a) Be specific and precise
- b) Past continuous and past simple
- c) Adjectives/stative verbs/action verbs

Three essential aims we need when writing a report, the info offered should:

- Be read fast
- Be clear
- Be important /relevant

Writing organization

Report

- 1 Planning
- 2 Style
- 3 Structure

3 **Structure**

- a) Title/Headings
- b) Introduction
- c) Main body
- d) Ending and signature



TITLE AND INTRODUCTION

- a) Brief summary of the topic under discussion
- b) It should also touch briefly on your conclusions.

Example of title and Introduction:

Six-month progress report
Introduction:

The aim/goal/purpose of this report is to
 This report is intended to show/evaluate/analyse/discuss ...In this report I will ...
 evaluate the progress following the first half year in my current position as an English Teacher as well as to make suggestions for professional development measures in the coming months and years.



MAIN BODY

- a) It should be carefully structured in a way that leads the reader through the topic.
- b) You should split it into sections using numbered subheadings relating to themes or areas for consideration.
- 3) Use 3-4 paragraphs, depending on your needs.

Example of main body:

Achievements

Throughout the first six months of my employment here at XYZ School I have made important strides in my professional development by incorporating several new methods such as the task-based approach in my daily teaching practice, which has improved my students' experience tremendously. Apart from my personal progress, numerous students have achieved their goals and advanced to higher education providers under my guidance.

Problems

Despite all of this I am still struggling with the organisation of our internal exams as there does not seem to exist a policy and students have expressed their displeasure with other groups at the same level receiving easier or more difficult questions in their tests. Additionally, my mentor has not always been available even though a certain level of guidance in specific areas, for example developing my own teaching materials, is still required.

Future training opportunities

Considering all of the above, two main areas of possible improvements can be identified. Firstly, student and teacher satisfaction could be increased by establishing a resource bank for tests and exams and by training all the teachers to use them so as to ensure a consistent experience for our students. Secondly, regular meetings with a mentor should be mandatory in order to provide guidance and to help teachers become independent and confident with teaching materials.



ENDING AND SIGNATURE

- a) Summarize and provide the final thoughts on the topic

Example of ending and signature:

Conclusion

If it is decided to follow my recommendations, the situation of the teachers and students at our school is very likely to improve and overall satisfaction will probably increase due to more efficient work processes so I urge you to consider these ideas.

Marie Kurt
Malaga, March 11th 2021

The main difference between a report and a proposal is that in the latter we have to give recommendations on improving the situation.

Differences between proposals and reports

Michelle: I'd add that oftentimes, reports are about past events, and proposals are about present situations we want to change in the near future! -- which if so, helps you identify tenses and modals, too



A little help for you! / Giving/Lending you a hand!

Introduction

- The main aim of this report is to outline/assess/present / examine...
- This report outlines...
- This **proposal** is intended to evaluate the **current situation** with ... and suggest ideas for improving...

Body

- The general view seems to be...
- In the light of last year's experience, ...
- The most effective way may / might / could be...
- It would be a good idea to...
- It would be advisable to ...
- It is clear from customer / student feedback / surveys...
- We suggest + -ing - We suggest hiring a local catering service
- We suggest + S (when subject different to "We") + bare infinitive (US) / should (UK) - We suggest the school hire / should hire a local catering service
- We propose + -ing > also, Our proposal is hiring local catering services

Recommendations / Suggestions

- My recommendations are as follows: ...
- In the light of the above / what has been stated above, the following measures should be adopted: ...
- In the long/short term, we suggest you consider / should consider...
- I hope that the plan outlined in this proposal meets (with) your approval...
- I hope the recommendations presented in this report will receive your serious consideration...

Michelle: remember I wish + pasts for more irreal wishes!! I hope + present / will is more real, possible!

Gathering Useful Language

- A great number of people share the view that...
- Today there is widespread agreement that ...
- Opinions differ about ... /difer/
- There has been a great deal of controversy over...
- The advantages clearly outweigh its disadvantages.
- The major drawback / downside of ...
- Lead to / result in / give rise to / trigger (estos verbos se usan para indicar la causa de algo).
- Stem from (lo contrario a la causa, en este caso, stem from significa venir de, ser el origen de, sale de como un stem, como un tallo).
- Play a crucial role in today's society...
- It is worth bearing in mind that ...

Making your vocabulary range richer: avoiding repeating "problem" and "a lot (of)"

- Issue / trouble / dilemma/ obstacle / setback / difficulty (alternatives to "problem")
- A great deal of + uncountable noun - a great deal of courage / time (avoiding "a lot of")
- A large number of + countable noun - a large number of people (avoiding "a lot of")

Useful Language for proposals and reports

Little help to you!



Thank you

Have a great day ahead.

We hope you have a great day ahead!

Sources

Proposals: <https://youtu.be/1Uoqbk7Yu2>

Reports: <https://youtu.be/860LtRxP3rw>

Michelle: Team, I'm so sorry I didn't have time to check your work beforehand! Anyway, as you can see, you did SO VERY WELL!! Congrats!

Complaint Letters

by Lorenzo Juan

Good afternoon to you all.

Today I am going to speak about how to write a complaint letter. I am sure that you, at some point in your daily life, have had the need to complain about something, something that did not live up or meet your expectations.

Throughout this presentation, I will try to give you some keys and useful language in order to write a formal complaint letter that complies with the highest possible standards of consideration.

So, here we go.

First of all, I would like to show you what a classical complaint letter structure looks like. (Comment power point).

Formal Greeting

We should take into account who this letter is directed to. Once this point is clarified, we can start to write our letter with a formal greeting.

For instance, if we know the addressee, we should greet with:

- Dear Ms., Mr., Mrs....
- If you do not know who will be responsible of assessing our complaint, we could start with:
 - To whom it may concern...
 - Dear Sir/Madam
 - To the attention of complaint department...

After the formal greeting, we carry on with an Introduction.

Introduction

It is where we explain the reason for writing. So here we state the problem. In this part, we will give all the relevant facts concerning the issue.

For this, we can use expressions as follow:

- I am writing to express my concern about...
- I am writing to draw your attention to...
- I need to call your attention...
- I am writing again to complain about...
- I should also like to point out that...
- I feel compelled to write to you in order to describe the...

Once we have stated the problem, we express our dissatisfaction.

So, we insist now in expressing our dissatisfaction with this situation by giving an accurate description of the problem. Here we will include factual information as date, place, sequence of events... avoiding judgements of value.



Expressing Dissatisfaction

- According to our agreement ... However, ...
- Furthermore, ... In addition, ... To make matters worse, ... After a two weeks' delay ...
- The ... failed to live up to our expectations.
- We were left bitterly disappointed by ...
- The quality of the customer service we received was woefully inadequate.
- Furthermore, in addition ...
- I am very surprised that such a reputable company as yours ...

The 4th point of a complaint letter is where we request for action. In here, we ask what we want to obtain with this letter.

Requesting action

Write possible resolutions to your complaint, declare your desire to cooperate in any matter and include any specific requests you have regarding how the situation should be rectified.

- I feel something ought to be done...
- I would be grateful if you would consider my...

Declare your desire to cooperate in any matter...

- I very much hope you will...
- I would appreciate it if you...
- I hope you will make every effort to clear up this issue...
- I suggest re-evaluating your procedures regarding ...
- It would be advisable to...
- Should these demands not be met, you will be hearing from my lawyers. (Threat)
- I expect a refund / to receive compensation to the tune of (informal)....
- I believe I am entitled to compensation

Signing off

Signing off is the way to say goodbye in a formal way, please look at these expressions:

- I look forward to receiving your reply.
- I look forward to hearing from you.
- Thank you for your help.
- If you have any questions, do not hesitate to contact me.
- I expect to receive a prompt reply to this letter.
- Yours Faithfully (company or unknown addressee)
- Your sincerely (you know addressee)

After signing off Include your full name

After analyzing how the structure of a complaint letter should be, I really would like to offer some general advice:

- Use a formal tone and only relevant information (be short and concise).
- Be respectful and understanding but firm.
- Do not resort to insult or any sort of aggressive or sarcastic tone in order to get your complaint into consideration.

- Try not to overuse connecting phrases like 'firstly', 'secondly, and 'moreover'. They are useful as signposting points to the reader but if you include too many, it can sound a bit dull, or they can be read as anger.
- The passive helps you achieve the formal register and tone in the letter ('we were asked...') helping you avoid accusing workers.

Sample Complaint Letter (with a touch of humor)

Dear Ms. Ford,

I feel compelled to write to you in order to describe the horrible situation I had to suffer last Thursday in class.

I was very attentive to your explanation when suddenly a giant spider came down from the ceiling and landed directly on my head! This nasty bug scared me, to such an extent, that I had to request psychological assistance.

I am very surprised that, in such a reputable school as yours is, these things happen. I hope you will make every effort to clear up this issue, which should never occur again, otherwise, you will be hearing from my attorneys.

Yours sincerely,

Lorenzo Juan

Job-application Letters

by Valentín

What is a JAL? A job application letter (also known as a **cover(ing) letter**) is a letter you send with your **resumé/CV** to provide information on your skills and experience. This letter is your chance to explain why you are *the* ideal candidate for a position.

How to write an application letter

When writing an application letter for a job, follow these steps to make sure you include information about yourself and your professional experience that will appeal to a hiring manager:

- Review information about the company and position
- Use a professional format
- Create the heading
- Address the letter to the hiring manager
- Open the letter by describing your interest
- Outline your experience and qualifications
- Include aspects of your personality
- Express appreciation
- Close the letter

1. Review information about the company and position

It's best to write a new application letter **for each position** you're applying for.

Spend some time reviewing the company information, which you can likely find on the website, as well as the position listing.

Compare your qualifications and experience **with the list of skills in that posting**, or **Read carefully the job advertisement** if it is in a newspaper. **Highlight** all the useful information: **qualifications, experience, skills required**.



2. Use a professional format

The **layout** of the document should include single spacing, one-inch/three-centimetre margins and **left alignment**. (Michelle: yes! remember in English we don't use right alignment)

It's best to use a professional and traditional font, such as Times New Roman, in a size from 10 to **12 points** (online texts prefer fonts without serif because they are more easily read /red/, like Ubuntu, Calibri, Verdana... There are more differences for online texts, we can talk about it.)

Try to keep your job application letter to one page.

3. Create the header*

Use a formal business header for your job application **paper** letter. The header should include your name and contact information, the date and the company name and address. If you send your job application letter via **email**, you can eliminate your name and contact information from the header and put it at the bottom of the email after the signature instead.

Example header:

Your name
 Your physical address
 Your phone number
 Your email address
 Date
 Name of hiring manager or supervisor
 Title of hiring manager or supervisor
 Company name
 Company physical address

By including a professional and detailed header, you can make it easier for the hiring manager to follow up with you regarding the position. (It's like when teachers ask you all to include basic info at the top page of your assignment! See?)

***LoM**. Be careful: **HEADER** = what opens the letter, **HEADING** refers to titles and subtitles.

4. Address the letter to the hiring manager

In your research, try to find the name of the person reviewing applications for the job. Address your letter to this person with a common business greeting, such as "Dear Mr./Ms." and their last name. If you're not sure of the name or gender of the individual reviewing your application, you can use the generic "To Whom It May Concern" or "Dear Hiring Manager."

5. Open the letter by describing your interest

- Mention the job title for which you are applying (formal, Latin-style)
- Mention the job title you are applying for (semiformal, Anglosaxon)
- Mention the job title you're applying for (informal, relative clauses with ending prepositions and omission of relative pronoun), and where you saw the position posting.
- Include your interest in the role and briefly state the main experience or qualification you have that makes you a good fit.

Example: *I saw the posting for the Marketing International role on my university's online job board and I am very interested in the role. I am in my final year of earning my bachelor's degree in marketing with a minor in communications, so I feel my educational experience has prepared me to work in a fast-paced marketing department like the one within your organization.*

6. Outline your experience and qualifications

The next few paragraphs of your letter should offer highlights of your experience, qualifications and skills (the fuller information comes in the attached resumé/CV), positioned in a way that **aligns with the company's goals and mission**.

Most important paragraph: **how you could meet their needs**. This is where you will share relevant details on your experience and accomplishments.

7. Include aspects of your personality

As you're writing your job application letter, consider how you can **include** aspects of your personality that would be positive for the job. If the company is into teamwork, a friendly and engaging letter is likely to appeal to the reader, especially when they can get an idea of how well you might fit with the team.

8. Express appreciation

Before you sign off on your letter, express your appreciation to the hiring manager for reviewing your letter and considering you for the position. The hiring manager is taking time out of their day to read what you have written, so expressing your gratitude for that time spent is a polite and professional way to close the document.

Example: *"I appreciate the time you have taken to review my application letter. Since you likely received a number of applications and letters for this open position, I am extremely grateful for the time you have spent reading about me and what would make me a good fit for this role."*

If you know the company develops good work in its sector, and you want to learn from them, you can also mention that, before thanking them for their attention.

9. Close the letter

Many people use "Sincerely" or "Best" to close the letter, although any professional sign-off is fine to include. The final line of the letter should be your full name. If you submit a hard copy of the letter, include your signature above your typed name. When submitting an application letter via **email**, you should include your contact information beneath your name, rather than including it in the header.

Recap!

When preparing a job application letter, follow these tips to make sure your letter includes the information a hiring manager needs.

1. Emphasize your skills and abilities
2. Stay concise
3. Proofread your letter
4. Review the job listing keywords
5. Send a letter for every position to which you apply



JAL template

Consider the following template when planning your job application letter:

Your name

Your address

Your email address

Your phone number

Date

Name of hiring manager or supervisor

Title of hiring manager or supervisor

Company name

Company address

Salutation [Dear Mr./Ms.],

Outline **where** you saw the job posting and express your interest in working in this **role**.

Discuss **some** of your **qualifications, past experience** and **skills** that would make you a good fit for the job, showing how that plus some of your personality **traits align with the goals** of the work you would need to be doing.

Express your **appreciation** to the hiring manager for reviewing your letter. Include any **follow-up information**, if applicable.

Closing [Sincerely, Best]

Your signature

Your name (printed)

Sample JAL to inspire your own!

Lee Jimenez
483 Apple Street
New York, NY 10001
(212) 555-8965
Lee.jones@email.com

September 15, 2019
Sarah Jenkins
Recruiter
Rogers Consulting
901 Main Street
New York, NY 10001

Dear Ms. Jenkins,

I am WRITING to you regarding the posting for the human resources consultant position I found on Indeed.com ON (DATE). I have a great interest in this position and would appreciate your consideration as a candidate for the role.

I have a bachelor's degree in human resources from Arizona State **University**. Throughout my education, I worked with skilled human resources professionals who have shared their insights and experience with me.

In my previous experience, I worked in human resources departments to provide support across several different industries. I have worked in my current role as a human resources generalist for the past four years. Prior to this job, I worked as a human resources assistant for two years, **which shows** my ability to advance in my career.

I have a strong **passion for helping others, which is why** I have found such fulfillment in human resources, providing support to my fellow employees and assisting them in ways that benefit them both personally and professionally. **I also enjoy** looking for creative solutions to common HR problems. My **strong** communication **skills** have served me well in the HR field. For instance, I have been able to increase employee retention through the improvement of company culture and to develop training and education programs to ensure all employees have access to the information they need to succeed and comply with legal requirements.

I *do* feel **I would be a great asset for your company since** this consultant position works directly with multiple clients, and both my personal and professional skills make me an excellent choice for assisting them.

I appreciate your time in reviewing this letter and hope to hear from you in regard to the next steps in the hiring process. If you have any questions or need any additional information, please don't hesitate to contact me.

Sincerely,

Lee Jimenez

Language Awareness. Tenses (Before Writing)

You usually use:

- the **present simple** to describe skills/personal qualities
e.g. I am a patient and reliable person
- the **past simple** to talk about past experiences
e.g. I left school in 1994. I worked for General Motors for four years
- the **present perfect** to talk about recent work/studies
e.g. I have been working for Zara for two years. / I have recently finished secondary school

Useful Language

Describing Personality

Reliable

Adaptable

Customer-focused

Efficient

Focused

Proactive

Goal-oriented

Qualified

What you did

Achieved

Networked

Participated

Took part/Was part

Promoted

Undertook

Supervised

Monitored

Succeeded in *-ing*

Organized

Coordinated

Created

Changed/Fixed

Arranged

Completed

Eliminated

Organised/Organized

Repaired

Solved

Looked at

Analysed/Analyzed

Evaluated

Identified

Monitored

Researched

Quantified

Useful phrases

Demonstrated skill in..

Proven track record in ...

Experienced in all facets/ phases/ aspects of...

Accurately checked

Knowledge of...

Extensive training/involvement in...

Reported to senior management when ...

Provided technical assistance to...

Worked closely with ...

Efficiently organised ...

Promoted to....



Job Application Forms

What is an application form?

- An **application form** is used to collect relevant and required information from an applicant. For a lot of businesses, the **application form** itself is a minor test of the individual's ability: to follow instructions, literacy, and communication skills.

How do I write a job application ?

- When you find a job you'd like to apply for, don't start filling in the application form straight away. Take some time to prepare for this, as this will make the task much easier.
- Gather together all the information that you'll need, including details of your academic achievements, employment history and contact information **from** your referees.
- You'll make a great first impression if you do your research - find out the aims of the company you're applying for, the sector they operate in and who their main competitors are. Browsing their social media channels is a good place to start.
- Study the job description so that you can refer back to the specific skills and qualities that the employer is looking for as you complete the form.
- Finally, read the instructions carefully to ensure that you complete the correct sections of the form and know when the deadline is.
- Finally, proofread carefully what you wrote.

Sources

- www.thebalancecareers.com
- www.indeed.com
- <https://www.bradford.ac.uk/careers/applications/words-and-phrases/>

Reviews

by Mari Carmen, Begoña and Ahmed

Introduction

- Review. When consider something in order to give our opinion
- A review may be about a book, article, play, concert, a report in a newspaper, magazine, program, etc.
- One of the most important aspects to consider before writing a review is the audience.
- Depending on the readers to which it is addressed we have to choose the appropriate language as well as the adequate ideas.
- When we write a review we have to follow a specific structure and fulfil certain requirements.

Before writing

We should always ask ourselves a few very specific questions can help us to better understand what we have to do before writing

- What is the situation? (Topic). You must have a deep and thorough understanding of the topic

- What exactly do we have to include in our review? .Firstly you must make an outline and after a summarize.
- Who is going to read the review?

About each question, we must create notes on brainstorming as well as a useful language.

As to brainstorming, we should read carefully the topic and underline the key information. This info would aim us to build original ideas.

Regarding useful language, we have to LOOK FOR specific language and expressions that suit our subject.

We might ask ourselves why it is so important to know who we are writing for, because this tells us exactly if we should use formal, neutral or informal language.

For example, if the review is in a neutral style, we can use contractions and we can use phrasal verbs as well as interesting adjectives and adverbs to make our review more lively. However, it isn't recommended using slang words or too colloquial expressions nor anything that is too formal.

During writing

Reviews can be very personal and creative, but here are some basics you need to keep in mind.

The different parts of a review

- Factual information
- Description of reviewed item, place... / Plot in the present
- Analysis / Opinion
- Recommendation

To begin with, you have to find a descriptive title, usually the name of the piece.

Factual information. You have to start your review with a proper citation (author, the article's original title, where the piece was first published, date and whatever from it was published in, print, and online).

The **description** aims to engage the reader from the beginning. From the beginning, you want to create interest and anticipation of what you have to say about a book, play, concert, film, restaurant, programme or whatever else you might be reviewing. You can start with a question, such as "Have you ever been passionate about...?" In this way, you can involve the reader's own mind and, therefore, generate the engagement you seek. Remember not to give any **spoilers**, but you can hint at what's going to come in the rest of the text.

For this part we can use this **useful language**:

- This well-written/informative/fascinating/book...
- The film/story is set in...
- The film/book tells the story of...,.../is directed by.../is the sequel of...
- The film/play stars...
- This work is based on...,
- Today, we're going to go over the astonishing...
- It was written and created by...

For instance, if you are writing a book or film review, remember to tell the **plot** in the present. Next include your **analysis** -- the highlights if the word limit is low.

Start each **paragraph** with a topic sentence to identify the part of the review you will be dealing with.

- Plot Description: **Set in** the mid-West in the 1900s, this is the story about...;



- Opinion/Analysis: My overall first impression was positive, but in my second reading of this work of art, I was able to appreciate its strengths more fully.

Progress in a logical sequence from point to point (spatial, thematic, chronological organization). Keep in mind making sense and cohesion, this is, using connectors and transitions to make sense and allow the text to flow naturally.

You also want to make sure that you keep the **reader's attention** -- which you have caught in the introduction. Treat it like something very valuable that you don't want to lose until the end of your review. Definitely, "don't let the reader get away".

After the paragraph with the **plot** or the more factual description in the review, there follows an **analysis** of your highlights. Use **contrasting statements**, for example *while, despite, in spite of, despite the fact that, in spite of the fact that, due to the fact that, although, even though, however*, etc. Make your **language structure and vocabulary** richer by considering modifiers, ways to modify nouns, and also adverbs & adverbials for intensifying the action of the verbs (e.g *She spoke in a whisper/quietly*), clauses of various kinds, particularly relative clauses because they are descriptive!

Conclusion/Recommendation

To finish our review we need a conclusion in which we summarise the basics of we've written up to this point in a sentence of a few sentences which are a direct recommendation to the reader.

We should use language for **persuasion** (look below in useful language), obviously, giving reasons.

Needless to say that the main topic (body) should be longer than introduction and conclusion/recommendation.

After writing

Proofreading

When our last draft is finished, we have to check it for errors in spelling and grammar. But also check what you say makes sense, and that you have included points that together build a complete whole. This will be easier to check if you had an outline and followed it, even if you modified it as you wrote and realized you had forgotten something or needed to change the order of something in the structure!

Useful language

For the plot

- The plot focuses on...
- The story begins...
- The story has an unexpected twist...
- The film reaches a dramatic climax

For the analysis of a story

- It's rather long/confusing/slow etc.
- The cast is excellent/weak...
- The script is dull/clever...
- It has a tragic/surprising end...

For the recommendation

- You might enjoy ...
- It is a classic of its kind ...
- It is sure to be a hit/best-seller ...
- It's well worth seeing...
- I wouldn't recommend it because...

- I recommend / suggest that...
- You should ... You might want to ...
- You should definitely see/read/listen to/check out...
- I recommend / suggest [title/name] to [group of people who would like it]
- Don't miss it! It will change the way you see...
- All in all, it is well worth seeing/reading, since ...
- On the whole, I wouldn't recommend it, in view of the fact that ...
- I must admit that I am not a die-hard fan of the horror genre, and therefore, I was convinced that I wouldn't be hooked by it.

Opinion Articles & Letters to the Editor

A goodbye pressy by YT

In case my right to choose is not respected again next year, to cover opinion articles and letters to the editor, I'd like to give you some ideas. It's Amnesty International USA's advice on how to write an Op-ed,. Can you find any resemblances with argumentative articles?

Structuring Your Op-Ed (adapted by YT)

- **Idea or Lead:** Where you draw your audience in and make clear what your op-ed is about. You can be witty or personal - just try to have a compelling entry into your piece. Find a way to use current news to ensure op-ed editors and readers will understand why you're writing this now. . . .
- **Argument:** Your overall thesis should go here. Have a strong few sentences here that will let the reader know what your point of view is. Use the following "evidence" to explain why you're right.
- **Evidence:** Give a real-life story and/or data that will feed into your overall argument. Go back to original assertion: Having laid out the evidence, make the case for why this supports your idea
- **Conclusion:** Circle back to your lead

Some more tips: Think of your audience. And look for the publication's specific rules for op-ed lengths and Letters to the Editor submission guidelines. Op-eds are generally 650-800 words and Letters to Editors (LTEs) between 100-250 words long. Adhere to the guidelines closely. (See? Train!)

Source: <https://www.amnestyusa.org/wp-content/uploads/2019/08/Guide-for-Writing-Op-Eds-and-LTEs-.pdf>

On the Washington Post website...

Help Center > Journalism > Contact the Newsroom

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Articles in this section

Send a letter to the editor

How to submit a press release

Submit an op-ed

Submit a correction

Leadership of The Washington Post newsroom

Submit an op-ed

Please use our [op-ed submission form](#).

What's an op-ed?

Taking its name from its traditional position opposite the editorial page of a newspaper, an op-ed is an opinion essay written by a staff columnist or an outside contributor. It should have a clear point of view or argument supported by specific evidence. It does not represent the opinions of The Washington Post — in fact, it may often contradict the opinion of The Post's Editorial Board.

What are the guidelines for op-ed submissions?



Writing File Assignments

Writing Minisagas

By Ahmed, Bego, Carmen, Mari Carmen, Paola, Marina, Valentín, Fran, Andrea, Jesús, Jose...

Students were encouraged to write a minisaga a month for various learning purposes. Three of them were: getting practice with word limits (time, physical space in one's handwriting, crossing out), and developing a sense of storytelling, moving from explanatory texts to more literary language by means of developing descriptive language and learning about beginnings and endings. In some cases some students did evolve into realizing stories were a good way to use descriptive language. All improved in their use of descriptive language (e.g., increased use of modifiers)!

People are very interesting! And oftentimes they don't even know! All of the minisagas are surprising and very personal -- this is why I have finally decided to make them anonymous, in spite of the fact that people considered signing them for this project. Find more minisagas on the TalkingPeople.net website from previous courses > In Class > Your Stuff > Your Writing > Minisagas

Friend

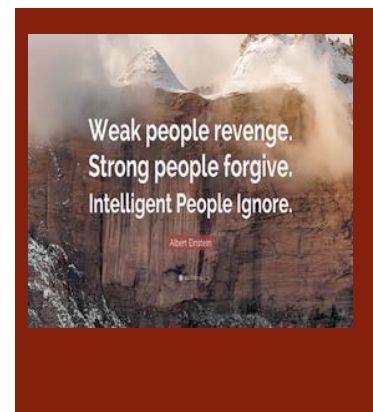
He heard comments that annoyed him. For a while, he wondered what to do...

One day he ran into a friend. He told him about those comments.

"The weakest take revenge, the strongest forgive and the most intelligent ignore", said his friend

"Wonderful idea!"

His friend replied, "told decades ago..."



The Wind of My Soul

Wind, do not wind me up. Do not remove my old and worn-out beliefs; they are the only thing that keeps me tied to my fears.

Powerful thoughts, rooted in my sad and arid soul. Fear of facing myself, fear of being like you, fear of being a free person.

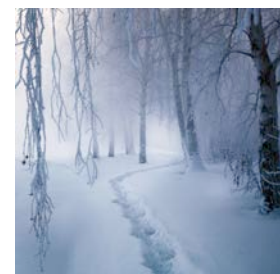
Photo credit: The Wind of Change, by Viktorija Lapteva



Desperation

I am in the middle of a snowy path, doubting what decision to make. At the end of the way, the beginning of a new life is waiting for me, along with the ending of my past.

Nobody should feel this despair, I will make a mistake choosing any of both.



At Tea Time

It was a cold winter day. She was looking through the window while she was having her steaming tea. Suddenly, she heard a noise outside. She grabbed her coat and walked out. In the lawn there was a trembling kitten. She wrapped it with her coat to give it warmth.



Sunflowers

Live six months to colour the warmer days of the year. Yellow is the colour of its leaves that proudly shine and look at the sun during the day. Its flower shows its beauty just four weeks to remind us that the small and fleeting things are the wonders of life.



Today's Society

We are living in a society which has developed an individualistic soul. Why? Why can't we think of others? Why are we the center of our own universe?

We are turning the world into a stage where there will not be a society but thousands of individuals' arrogances and interests.

Dream

These three days I have been having the same dream. I am standing in front of Nadal. We are playing the final and I am beating Rafa. The last set is about to finish. When suddenly I step onto one of my shoelaces. I leave the court in a stretcher!

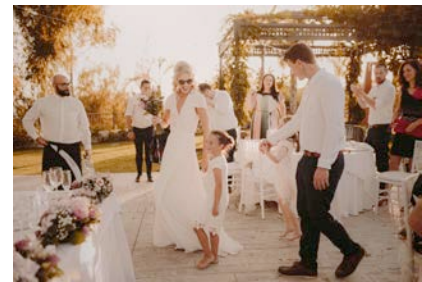


Sacrifices for a Flawless Event

Nervousness, expectation, excitement, gratification and mostly stress were the feelings when I organized my first wedding.

The couple and guests had had wild parties before "The Big Day", and me, the wedding planner? Not Sleeping, not relaxing, and of course, not partying.

Luckily, everyone looked like zombies – not only me!



Truly Incompetent

A candidate to become a schoolteacher gave an outstanding oral examination. As it could not be otherwise, she referred to Vygotski.

When she finished, she was asked by an examiner why she was mentioning a musician in her presentation.

Shocked, the Examining Board kept silent until someone changed the subject.



Cake

Passing her maths exam will be a piece of cake in view of the fact that she had been studying for a long time. Speaking of cake, she needed a break and remembered that, in the kitchen, there was a delicious chocolate cake her mom had baked the day before. Yummy.

Living in the Countryside

We purchased this piece of land in the countryside. Far away from the very stressful and polluted daily life of the city. Once in nature we can breathe the fresh and clean air, listen to the chirping of the birds. We are now contemplating how our own juicy red organic tomatoes and tasty lettuces grow.





Happiness

I was strolling with nowhere to go. I couldn't understand why Tom left me. I thought my life would make sense henceforth. All of a sudden, I stopped on the beach, the sun was about to set down and those views taught me I was the only reason to live.



Sunny Days

I prefer sunny days with a pleasant temperature.

Today, however, I appreciated the fresh wind on my face. It relieved my migraine and allowed me to walk a few kilometres so I could achieve my purpose of burning 500 calories and keep a healthy Body and Mind.

Live Your Life (Introspection)

Most of his lifetime had been spent without knowing himself, without externalising his fears. When all of a sudden, he realized living that way made no sense. Then, he took his mask out, put brand new shoes on, got up from darkness and started walking by a new path of clearness and sincerity.



Do you want to go play

"Do you want to go play?" I used to say when I was little and wanted to make new friends!

Today I'm very lucky! I don't usually say that anymore. I have so many friends, I don't have enough time to share a delicious coffee with cake with them all!



Love

Another day, another night without you. I am counting eight years since you left me.

Here, alone without you by my side.

I hardly remember your breathing by my neck, your kind words next to my ears, your soft hand next to mine.

I will always be yours.

Love you



Fear

On the day it happened, the sky was cloudy and grey. The street where it happened was dark and dull. The village was hateful and hostile. All the graffiti on the walls, from the same side. When the bombs exploded in the morning, no one paid attention. It was ETA.

Wish

Peter thought he was always in trouble, although he had never done anything wrong. Even though he was always prepared for anything.

He couldn't believe his son wasn't talking to him.

He wishes time would change to years ago. Unfortunately there is no other way out, it is over.



A Brilliant Morning

Although it had been raining cats and dogs all night, in the morning the sun was shining and the birds were singing. Because of that, she decided to have breakfast outside. The cozy café smelt delicious, like cinnamon and chocolate, and she had the best tea she had ever had.



Vitamin D

Vitamin D we can have it for free since it's absorbed from the sun through the skin into our body. Only 15 minutes three times a week in the hour of low ultraviolet radiation, without sun protection, will provide enough calcium for our bones and protect our immune system.



Women's Fountain

Suffering from drought, water was carried by oppressed women over their injured shoulders through dangerous tracks. A personal tragedy *made* women start a strike: either equality was established or they would no longer have sex with them.



The Fall of the Wall

The fence shone in the humid darkness of the night.

Moving spotlights gave a sinister aspect to the whole area.

Freedom was on the other side. "Daddy State" controlled everything: our free time, what we read, the news, even rumours. Liberty was an unknown word.

1989 was here at last...



Famous mural on the now demolished Berlin Wall



Cultural Mediation Tasks. Come & Visit!

El Burgo, Natural Paradise and Cradle of Bandits

by Begoña Navarro

El Burgo is a small village in the heart of Sierra de las Nieves, surrounded by centennial pinsapos, olive and almond trees. An authentic natural paradise that nowadays has managed to preserve its historical, ecological and cultural heritage, not in vain, la Sierra de las Nieves will be declared Parque Nacional (the third in Andalucía, after Doñana and Cazorla) in the next months by the Government, although Unesco had already recognized it as a Biosphere Reserve in the early 1990s for the ecological richness of its entire environment.

Throughout history, El Burgo has witnessed the passage of great cultures, like the Roman or the Arabs. The remains of Roman roads or the castle and its steep streets remind it, but what really makes townspeople proud is that the village was the cradle of famous bandits. Juan José Mingolla, “Pasos Largos”, considered the last bandit in Serranía de Ronda, was born in El Burgo in the second half of the 19th century. Before COVID, El Burgo residents used to represent every October 12th the fictional story of a band of bandits who rebelled against the unjust power of the local rich people and were able to fight for their dignity.



Puerto Saucillo, Cueva del Agua y Pinsapar Sierra de las Nieves

La Bola

by Francisco Martín Carvajal

Have you ever heard of La Bola? La Bola or Mijas Peak is the highest peak located at Sierra de Mijas. It is quite well-known by the hikers in the area.

To get to this peak, you hike through steep paths among Mediterranean bushes and forests of pine trees. During the walk, you can surely hear several kinds of birds chirping, you may even get

lucky and see a majestic eagle soaring in the sky. And then, when you least expect it, there they are! Spanish wild goats staring at you on the rocky wall, in case they have to run away from you.

Once you get to the top, there it is, La Bola! A huge white metal ball, which is actually a weather station. I made it! What a great satisfaction! Feeling the world underneath your feet. What spectacular views! On a clear day, in the far distance you will be able to see the north of Africa, Gibraltar, Sierra Nevada, obviously the intense blue Mediterranean sea, and even the whole province of Málaga.

Eventually, coming back home, your skin and clothes permeated by the wild smell of nature, you will probably feel tired but also proud for having achieved such a feat!



Mijas Pueblo: a beautiful jewel in the mountains by the sea, by Paola Andrea Garrido Cardona

Situated in the heart of the Costa del Sol, Mijas Pueblo (village) is a beautiful town in the mountains where the typical Andalusian traditions still live although adapted to our time, all without losing its essence. Its privileged geographic location, in the mountain by the sea, is the reason for its multiple charms, being situated among the most attractive destinations in the Malaga province.

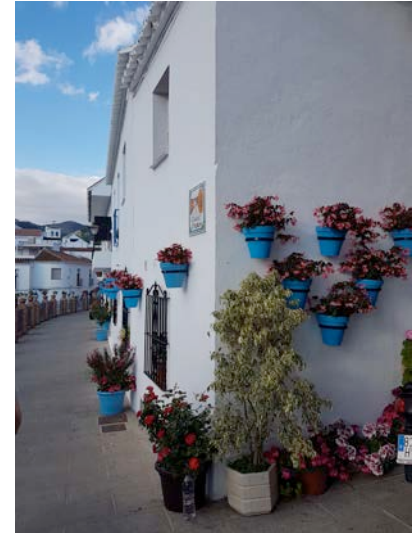
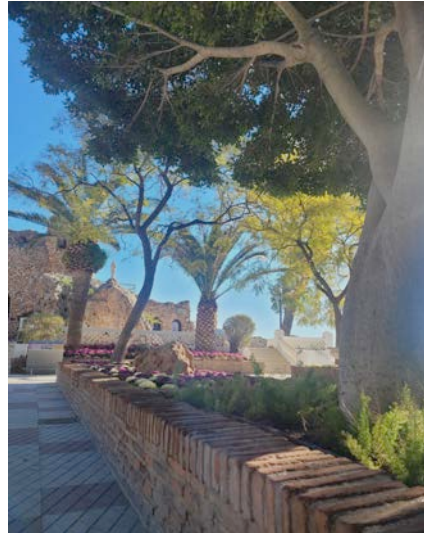
Walking down its charming yesteryear whitewashed corners, gardens, hermitages..., the town retains our leisurely pace, sheltered by the mountains and extending our panoramic view to the countryside and the sea.

I invite you to get lost in the charming labyrinth of narrow streets full of colorful flowers, to visit the old town and the most interesting places, for instance, a miniature museum with artworks by artists from around the world, or take a ride on the famous taxi-donkeys, or better still, just enjoy looking at them and taking photos.





The craft shops have some wonderful handmade pottery and often-affordable paintings and prints by acclaimed local artists. In addition, the nearby mountains are ideal for nature walks and hiking.



If you travel to The Costa del Sol, don't miss visiting this precious or lovely town!

Cudillero, a Picturesque Sea Village

by Verónica Martín Somonte

Cudillero is a town in the principality of Asturias. A relevant fishing port, during the summer months, it is an important tourist attraction. Different media consider Cudillero as one of the most beautiful towns in Spain. And this is certainly so! Cudillero is a picturesque town of colourful houses nestled in the mountains on a cliff.

Its topography is divided into three parts:

1. The flat coastline that rises about 100 meters above the sea level with cliffs sometimes broken by numerous beaches or inlets.
2. The interior valleys of great fertility and,
3. A mountainous area.

In Cudillero, the stepped houses form terraces that gain height leaving



below its main square, the Plaza de la Marina, in the form of a stage for an improvised amphitheatre.

Cudillero grew around the sea. It continues to preserve that spirit of a fishing village where fishing continues to be its main source of sustenance -- its port is also supplying a dozen restaurants and seafood taverns.

The old fish market hosts today the didactic class 'Los Pixuetos y la Mar', where the story of Cudillero and its inhabitants is told.

Going from the sea to the mountains is tiring but relatively easy on this coast of cliffs and beaches.

Cultural Mediation: Translating Poems & Songs

Gansos salvajes, traducido por Carmen Porras Negre

so her friends not understanding English can enjoy the poem

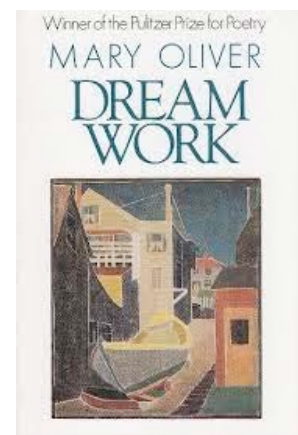
No tienes que ser perfecto,
ni tampoco tienes que andar arrepintiéndote todo el camino.
Sólo tienes que dejar a tu ser interior disfrutar de lo que ama.
Háblame de tu desesperación y yo te hablaré de la mía, pero
mientras, el mundo sigue su curso.
Mientras, el sol y la lluvia dibujan paisajes,
atravesando praderas, bosques, montañas y ríos.
Mientras, arriba en el claro cielo, los gansos salvajes vuelan de vuelta a casa.
Seas quien seas, sin importar lo solo que te encuentres,
No olvides que el mundo es tuyo para imaginar,
Te pertenece y te llama con emoción, como los gansos salvajes,
una y otra vez, ofreciéndote un lugar en él.



Wild Geese

by Mary Oliver (in *Dreamwork*)

You do not have to be good.
You do not have to walk on your knees
for a hundred miles through the desert repenting.
You only have to let the soft animal of your body love what it loves.
Tell me about despair, yours, and I will tell you mine.
Meanwhile the world goes on.
Meanwhile the sun and the clear pebbles of the rain
are moving across the landscapes,
over the prairies and the deep trees,
the mountains and the rivers.
Meanwhile the wild geese, high in the clean blue air,
are heading home again.
Whoever you are, no matter how lonely,
the world offers itself to your imagination,
calls to you like the wild geese, harsh and exciting -
over and over announcing your place
in the family of things.





It's Turns out I'm Strong, translated by Francisco

so English speakers can learn about poetry in Spanish

I've spent half of my life scared to death
 in case I lost things now I don't even remember.
 I've doubted so much, that even when I was right,
 I wasn't able to enjoy.
 Of insecure surface,
 I believed myself weak, tiny and replaceable.
 To avoid treading on someone
 I never dared to dance.

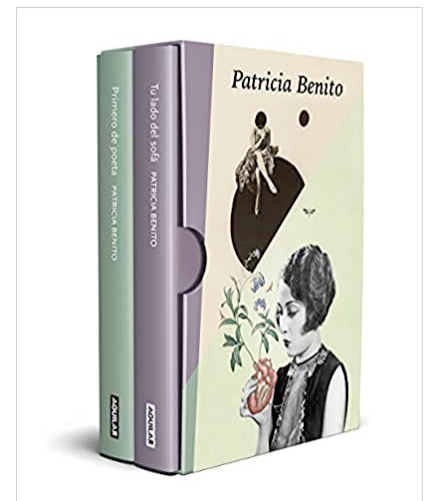
I'm writing this
 in a proud complex past.
 One random morning,
 I changed the daisies for heads or tails,
 and I slaughtered myself up.
 It turns out I am strong.
 Surely, as I already was,
 but now
 indeed I know.

Resulta que soy fuerte

de Patricia Benito (en *Tu lado del sofá*)

He pasado media vida muerta de miedo
 por si perdía cosas que ahora ya ni recuerdo.
 He dudado tanto que –aunque acertara–
 no era capaz de disfrutar.
 De corteza insegura,
 me creí débil, pequeña y reemplazable.
 Por no pisar a nadie
 nunca me atreví a bailar.

Escribo esto
 en orgulloso pasado complejo.
 Una mañana cualquiera,
 cambié las margaritas por el cara o cruz
 y me abrí en canal.
 Resulta que soy fuerte.
 Seguramente igual que antes,
 solo que ahora
 sí que lo sé.



Letanía de la supervivencia, translated by Ahmed

with notes on how we can learn to use inclusive language



@ is better not used (except in headings or very visual language) because you cannot pronounce it

This is a bilingual edition by Torremozas. The first time this very influential and extraordinary poet has been translated into Spanish!



quienes

en soledad
quienes

Para aquellos de nosotr@s que vivimos en la orilla
de pie sobre el filo constante de la decisión,
cruciales y sol@s,
Para aquellos de nosotr@s que no podemos permitirnos
los sueños pasajeros de la elección,
a quienES amamos en las entradas, yendo y viniendo
en las horas entre amaneceres,
mirando hacia dentro y hacia fuera,
una vez antes y después,
buscando una ahora que puede alimentar futuros,
como pan en la boca de nuestros niñ@s
así sus sueños no reflejará
la muerte de los nuestros:

Para aquellos de nosotr@s
que fuimos sellados con miedo
como una línea endeble en el centro de nuestra
frentes,
aprendimos a tener miedo cuando nos
amamantamos de nuestra madres
porque con esta arma,
esta ilusión de hallar algo seguro,
los pies apisonadoras esperaban silenciarnos.
Para todos los nuestros,
este instante y este triunfo:
nunca fuimos destinados a sobrevivir.

Y cuando el sol amanece tememos
que podría no mantenerse,
cuando el sol se pone tememos
que no vuelva el amanecer,
cuando nuestros estómagos están llenos
tememos

la indigestión,
cuando nuestros estómagos están vacíos
tememos
no comer jamás otra vez,
cuando nos aman tenemos que
el amor desaparezca,
cuando estamos solos tenemos
que el amor nunca vuelva,
y cuando hablamos
tememos que nuestras palabras no sean
escuchadas
ni bienvenidas,
pero cuando callamos
seguimos teniendo miedo.

Así que es mejor hablar
recordando
nunca fuimos destinados a sobrevivir.

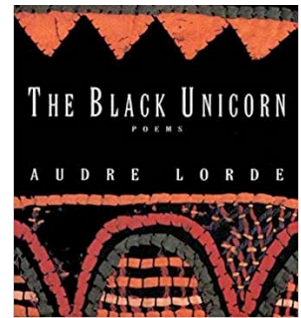


A Litany for Survival

by Audre Lorde (in *The Black Unicorn*)

For those of us who live at the shoreline
standing upon the constant edges of decision,
crucial and alone,
for those of us who cannot indulge
the passing dreams of choice,
who love in doorways coming and going
in the hours between dawns,
looking inward and outward
at once before and after,
seeking a now that can breed
futures,
like bread in our children's mouths
so their dreams will not reflect
the death of ours.

For those of us
who were imprinted with fear
like a faint line in the center of our foreheads,
learning to be afraid with our mother's milk
for by this weapon,
this illusion of some safety to be found,
the heavy-footed hoped to silence us
For all of us,
this instant and this triumph:
we were never meant to survive.



And when the sun rises we are afraid
it might not remain,
when the sun sets we are afraid
it might not rise in the morning,
when our stomachs are full we are afraid
of indigestion,
when our stomachs are empty we are afraid
we may never eat again,
when we are loved we are afraid
love will vanish,
when we are alone we are afraid
love will never return,
and when we speak
we are afraid our words will not be heard
nor welcomed,
but when we are silent
we are still afraid

So it is better to speak
remembering
we were never meant to survive.

Pretty Places, by Aly & AJ

Lugares bonitos, translated by Veron

We could pack up this house, get out of town
Drive across country, one-tail light out
You wouldn't need anything else now, would ya?
Just all my books and your old Daytona

Yeah, it's fine
Where you going, sunshine?
We've got time
Sit back and I'll drive you to

All the pretty places
Pull us away from where the pain is
These open skies
Leaving the past behind
I would, for all the pretty places

Watch the sunrise, sunset, same day
When was the last time you did that, anyways?
Singing to the radio, don't worry, baby
With the windows down, I can feel it in the air tonight

Podríamos empacar esta casa, salir de la ciudad
Conducir a traves el pais, con la luz trasera apagada
No necesitarías nada más ahora, verdad?
Solo todos mis libros y tu viejo Daytona

Si, esta bien
¿Dónde vas, mi vida?
Tenemos tiempo
Siéntate y te llevaré

A todos los lugares bonitos
Sacarnos de donde esta el dolor
Estos cielos despejados
Dejando el pasado atrás
Lo haría, por todos los lugares bonitos

Mirar el amanecer, el atardecer, el mismo dia
¿Cuándo fue la última vez que hiciste eso?
Cantando en la radio, no te preocupes, baby
Con las ventanillas bajadas, puedo sentirlo en el aire esta noche

Yeah, it's fine
Where you going, sunshine?
We've got time
Sit back and I'll drive you to

All the pretty places
Pull us away from where the pain is
These open skies
Leaving the past behind
I would, for all the pretty places

I'll go anywhere
Let's go right now
I'll go anywhere
Doesn't matter how far
I'll go anywhere
All I need is you
I'll go anywhere
All we got is us now

Come with me
Come with me
Come with me
Come with me to

All the pretty places
Pull us away from where the pain is
These open skies
Leaving the past behind
I would, for all the pretty places

I'll go anywhere
Let's go right now
I'll go anywhere
Doesn't matter how far
I'll go anywhere
All I need is you
I'll go anywhere
All we got is us now
I'll go anywhere
Let's go right now
I'll go anywhere
Doesn't matter how far
I'll go anywhere
All I need is you
I'll go anywhere
All we got is us now

Si, esta bien
¿Dónde vas, mi vida?
Tenemos tiempo
Siéntate y te llevaré

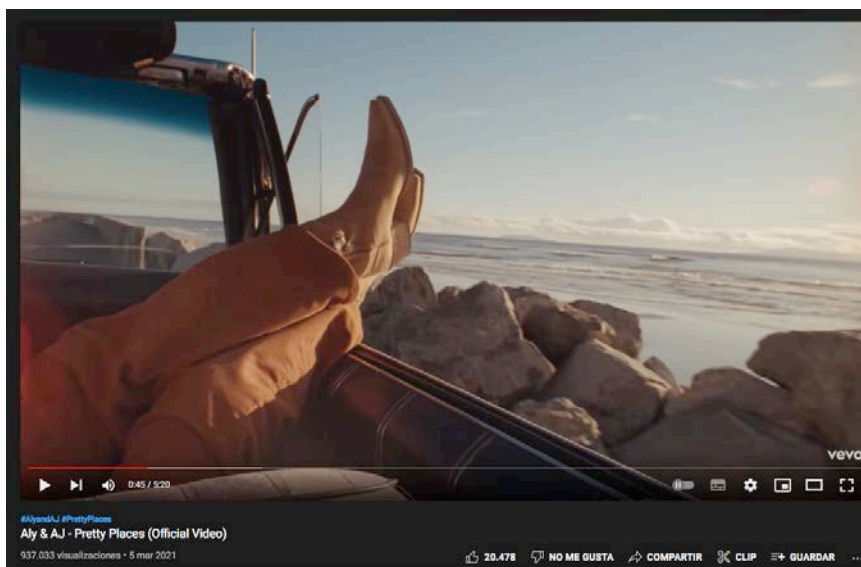
A todos los lugares bonitos
Sacarnos de dónde está el dolor
Estos cielos despejados
Dejando el pasado atrás
Lo haría, por todos los lugares bonitos

Iré a cualquier parte
Vamos ahora mismo
Iré a cualquier parte
No importa que tan lejos (este)
Iré a cualquier parte
Todo lo que necesito eres tu
Iré a cualquier parte
Todo lo que tenemos somos nosotros/as ahora

Ven conmigo
Ven conmigo
Ven conmigo
Ven conmigo a

Todos los lugares bonitos
Sacanos de donde esta el dolor
Estos cielos despejados
Dejando el pasado atrás
Lo haría, por todos los lugares bonitos

Ire a cualquier parte
Vamos ahora mismo
Ire a cualquier parte
No importa que tan lejos (este)
Ire a cualquier parte
Todo lo que necesito eres tu
Iré a cualquier parte
Todo lo que tenemos somos nosotros/as ahora
Iré a cualquier parte
Vamos ahora mismo
Iré a cualquier parte
No importa que tan lejos (este)
Iré a cualquier parte
Todo lo que necesito eres tu
Ire a cualquier parte
Todo lo que tenemos somos nosotros/as ahora





Creative Writing from Music

Another Day in Paradise

by Lorenzo

I wake up early in the morning. Yesterday's night was a long one where beautiful dreams were mixed with recurring nightmares. I have to admit that sleep disturbances have always been part of my life and last night it was not different.

So dazed and still with my eyes half shut, I looked out my bedroom window. I could see an old man rummaging through bins and suddenly a Phil Collins song, Another Day in Paradise, sprang into my mind.

Shortly after, turning my eyes to the warm yellowish sky, a heart shaped cloud seemed to run away from something, disappearing without trace, in a magical way.

Far away, in the distance, Mijas mountains loomed on the horizon covered in green and brown and wrapped in a cloak of silence, a silence only interrupted by some deafening seabird squawks.

Meanwhile, I, **helpless / without being able to avoid it,*** started to hum:

She calls out to the man on the street,

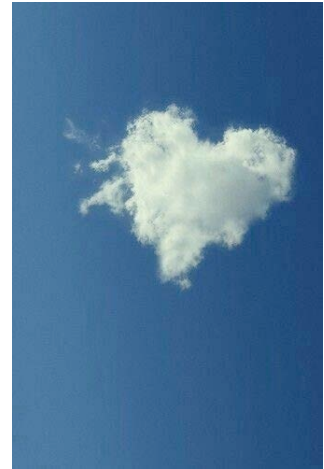
"Sir, can you help me?"

It's cold and I've nowhere to sleep

Is there somewhere you can tell me?"

[Another Day in Paradise, by Phil Collins](#)

***in the present: I can't help it! (No puedo evitarlo)**



Infographics & Written Mediation Tasks

Persistent Covid

by Francisco Martín Carvajal

I have picked the information and built the graphs from a source I cite below. It's a real survey of 2,100 patients who have suffered from the coronavirus disease.

Persisted COVID

Most frequent symptoms in patients affected by persistent Covid-19. Graph 1

	patients (%)
Asthenia	95,91 %
Physical discomfort	95,47 %
Headaches	86,53 %
Low mood	86,21 %
Myalgia	82,77 %
Dyspnea	79,28 %
Arthralgia	79,6 %

Most frequent organ involvement in persistent COVID cases. Graph 2

	patients (%)
General symptoms	95 %
Neurological disorders	86 %
Psychological problems	86 %
Musculoskeletal problems	82 %
Respiratory problems	79 %
Digestive problems	70 %

Survey conducted from 13/07/2020 to 14/10/2020 <https://www.epdata.es/datos/estudios-cientificos-coronavirus-datos-graficos/519>

Everybody surely knows which are the symptoms of the coronavirus disease – very similar to the flu. It is even well known how destructive COVID may be. However, just those who have suffered it and doctors know that coronavirus doesn't disappear once the patient tests negative for COVID-19 -- symptoms or damage may continue for months. This is known as persistent coronavirus.

These graphs tell us about the percentage of patients who still suffer some symptoms or about some of the organs affected three months after getting over the coronavirus infection.

Among the most frequent symptoms Graph 1 mentions lack of energy, physical discomfort, headaches, feeling low, muscle and joint pain, even shortness of breath. As you can see, all these totally unspecific symptoms could appear in any other conditions, like depression. However most coronavirus patients complain about them three months after recovering from the acute phase of this illness.

Regarding Graph 2, most organs end up affected by lethal coronavirus: general symptoms like weakness and tiredness, neurological disorders like memory loss, psychological disorders like depression, musculoskeletal problems like back pain and when walking, also difficulty to stretch. It goes without saying that respiratory problems like breathing difficulty when undertaking simple movements, and digestive disorders like diarrhea or lack of appetite are also possible.

To conclude, these graphs show that coronavirus continues to damage our body even when we think we have got over it and after discharge from hospital as a result of recovery.



The History of Post-it Notes

by Mari Carmen Robles Zurita

The History of Post-it Notes

The Accidents That Led to the Invention of the Sticky Note

1968 3M researcher Spencer Silver is tasked with creating a better adhesive for the aerospace industry and FAILS. Instead he creates a weak adhesive that can be removed easily without leaving residue.

1974 Fellow 3M researcher Art Fry looks for a solution to keeping his place in the hymnal books at church. Fry has an "Aha moment" and tries Silver's adhesive. Fry can only find yellow scraps of paper to experiment with, which ends of giving the Post-It Note its signature color.

1977 3M releases the Post-It Note in 4 cities under the name "Press'n Peel" to disappointing sales. Customers just didn't know what to do with this new product, and eventually, 3M decided to pull them off shelves.

1979 Press 'n Peel notes are rebranded to Post-it Notes and free samples are given to offices in the Boise, Idaho metro area as part of the "Boise Blitz." The result: more than 90% of offices re-order them.

1980 Post-It Notes are released nationally and the rest, as they say, is history. Post-it Notes have become a nearly universally known office supply item.

1981 Post-It Notes are released to Canada and Europe and today, 3M produces and sells more than 50 billion individual notes per year.

2003 Since the launch of the original yellow sticky notes in 1980, Post-it Notes evolve greatly. In 2003 Post-It Notes are upgraded with super sticky glue that's currently used today.

2016 There are now more than 600 Post-It Note products sold in more than 100 countries. They are available in 8 standard sizes, 25 shapes, and 62 colors. Sticky notes are now fully customizable and they're commonly printed with fully personalized business messages.

I am going to explain how Post-it Notes were created.

In 1968, 3M researcher Spencer Silver was investigating a better adhesive for the aerospace industry and failed. Instead of this, he created a soft adhesive that can be removed easily without leaving residue.

Six years later, Art Fry, who was a member of 3M, looked for a solution to keep his place in the hymnal books at church. He only found yellow pieces of paper to experiment with, that's why this color is the signature of Post-it Notes.

After two years, with the name Press'n Peel Notes, 3M started to sell them in four cities. However, nobody bought them for the reason they didn't know how to use them.

So that is why 3M changed the name to Post-it Notes. In this way, their use was clear! As a result 90% of their clients' offices wanted to buy more.

By the 1980s, Post-it Notes were an essential office supply item in all the nation. In 1981 3M distributed them to Canada and Europe. What's more, today 3M produces and sells more than 50 billion single notes per year.

Since then Post-it Notes have evolved greatly. In 2003 they were upgraded with super sticky glue and this is what we use nowadays.

In this day and age, there are more than 600 Post-it Note items sold in more than 100 countries. You can find them in 8 sizes! 25 shapes! and 62 colors! Now they're even printed with fully personalized company messages.

Complaints

To Timofónica

by Miguel Ángel

To the attention of the complaint department of Timofónica,

I am writing to express my concern about the last bills I received from your company.

Last December, 28th, I contacted you by phone, indicating my desire to changing my subscription of TV-Fusion to the Max-Connect contract, which was economically more convenient for me.

Since then, I have had several incidents. On January 6th, when logging on to the website account, I realized that you formalized another contract, different from Max-Connect. To make matters worse, the subscription of TV-Fusion was not cancelled, so I was paying for the two products. On January 31st, TV-Fusion was finally cancelled but I noticed that the Max-Connect contract had disappeared, and it was split in two bills: I was paying for it on the mobile phone bill, and on the bill for my internet connection. Adding the totals, the Max-Connect package increased its cost by more than 60% of the price. During this troublesome period, I have made more than 20 phone calls to your company and I have sent more than 15 emails. In the last four months I have received more than 15 bills, some of them with positive amounts for me, indicating that you have not done a correct management in that lengthy span of time.

The quality of the Customer Service was correct, but the problem has not been solved to date.

I expect to receive the corresponding money back. Should these demands not be met, you will be hearing from my lawyers.

Yours Faithfully,

Miguel Ángel Domínguez Ríos

To an Airline Company

by Francisco

To whom it may concern,

I am writing to seek your assistance about an extremely frustrating experience I had with your Airline company.

On 7th July I was scheduled to fly from Málaga to Menorca (Mahon). One week before the departure, I was informed by email that, due to the Covid-19 situation, my flight number 212 CH had changed the scheduled departure date to the following 9th July. As could not be otherwise, I was given two options: either canceling and obviously getting a refund for the entire price, or accepting the new date with no extra changes. I decided to cancel my purchase.

So far so good. However, on your website I was unexpectedly redirected to a new page as though I had accepted a new date. As I couldn't possibly fly on that new date, because of working issues, I had to book a more expensive flight ticket with another company on the day I had firstly booked with yours. As a result of the technical mistake on your website, I found myself with two flights for the same journey on different dates.

I would appreciate it if your company took full responsibility for the inconvenience I suffered. I expect to be fully refunded, and also compensated for the extra-money I spent on the new ticket in the form of vouchers to spend in the near future.

I look forward to receiving your reply by July 31, 2021. Otherwise I will take legal action.

Sincerely,

Francisco Martín Carvajal



Reviews

The Sisters Who Toppled a Dictatorship

by Ahmed

Can the beliefs, determination and courage of three women overthrow the rule of a dictator? You cannot stop reading the article on the Mirabal sisters at Rejected Princesses. After the first moment you realize the courage and fearlessness is remarkable. The strengths and weaknesses of these vulnerable women are carried beyond their exhaustion.

Fighting a ruthless dictator, this is a story about the power of these smart, strong and self-confident young women battling the worst kind of evil, about the power of the human spirit to do what is right for humanity under the most terrifying circumstances. Although the Mirabal sisters Patrie, Dedé, Minerva and María



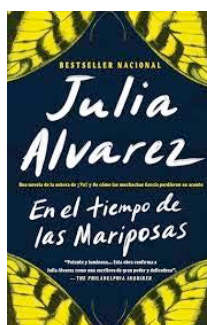
Teresa belong to a traditional and wealthy family (not obvious candidates for revolutionaries), they struggle against Trujillo’s vicious lust and social injustices. The three of them, along with their jeep driver, end up being murdered. But their murders are not in vain, because that moment represents the beginning of Trujillo’s downfall and eventual assassination. Their legend lives on today.

For me, a most thought-provoking issue was the fact that Trujillo was like Hitler of Dominican Republic in the sense of being prejudiced and murdering innocent people who just wanted to have a better life or live in freedom or simply not obey him.



This story should be known by everyone for its dreadful reality, the endless bravery of social wisdom, so it is highly recommendable to read. I assure you, you will be a better person after you learn about the Mirabal sisters.

Michelle: Ahmed, have a look at my structural suggestions: 1. catchy intro, 2. the story in the article told in the present (I corrected some pasts), 3. Your analysis, 4. the recommendation. What do you think? There are two concepts I crossed out: A. vulnerable women. My suggestion is you say “women” or “vulnerable people”. B. innocent people: my suggestion is you cross out “innocent”, because people are innocent until found guilty for a crime, right?



Working on Mistakes

List of Under-the-level Mistakes (mostly)

Paola's amazing work

WRONG	RIGHT
Omission of Subject, Object & Head of noun phrase	
Is wrong?	Is this wrong?
Is possible/OK to say...?	Is it possible to say...? / Can we / you say ...?
Is raining? / Is very cold?	Is it raining? / Is it very cold?
I like .	I like it / that!
The most important IS...	The most important thing/question/point ... IS...
Subjects & Verbs (Tenses)	
She has 24 years	She is 24 (YEARS OLD)
Are you agree? Yes, I am agree No, I am not agree	Do you AGREE? Yes, I do / Yes, I agree No, I don't (agree)
Infinitives & Gerunds	
The essence of enjoy Not sleep , not relax, not party	The essence of enjoying Not sleeping , not relaxing, not partying
You must have a shower before to get into the pool	You have to have a shower before getting into the pool You are not allowed to get into the pool without a shower first
Adjectives	
GET + ADJ = PROCESS It puts dark	It is getting dark It's growing dark
MISUSING "SO" (REALLY) I can't talk to you. I'm se busy	I can't talk to you. I'm very/really busy I can't even talk to you. I'm so (very) busy!!
"too much" that/this; "too many" those/these MODIFYING ADJECTIVES: It's too much expensive for me	That's too much for me Those are too many for me It's too expensive for me
Modals / Language Functions	
Can you BORROW me your car?	REQUESTS Can I borrow your car? / Lend me your car! (rude if not close)
Lend me a pen! (to your brother)	POLITE REQUESTS May/Could I borrow your pen? / Can I borrow your pen,



	please? (classmate)	
What must you to do? (In class) What must we do?	OBLIGATION What do you have to do? (In class) What do we have to do? What have we got to do? (advanced)	
You must have a shower before to get into the pool	OBLIGATION You have to have a shower before getting into the pool / You've got to have a shower... (advanced) You should have a shower...	
We must learn English to get a better job See <i>C1 Resource Pack</i> - modals	We have to learn English to get a better job (obligation) We should learn English to get... (strong obligation) You should learn English if you want to get a better job (advice)	
Comparing		
EQUALITY – AS + AS That T-shirt is the same than one I have	That T-shirt is (exactly) the same AS one I have	
Articles & their Omission		
What do you do? <ul style="list-style-type: none"> • I am student • I am business woman • Are you vegetarian/smoker? • Are you believer/lesbian? 	WITH NOUNS ABOUT OCCUPATIONS & some kinds of identities I am a student / a business woman Are you a vegetarian/ a smoker? Are you a believer/a heterosexual? NOT WITH ADJECTIVES! I am single / I am unemployed / Mum is retired	
The Definite article is included when followed by a defining phrase because the noun becomes specific Did you hear a news <u>about</u> ...? Most of people <u>in the world</u> are bilingual & trilingual All people <u>in class</u> are really nice	Did you hear the news about ...? Most of the people in the world (Specific group) Most people in the world are (Generalization) The people in class are really nice (focused) People in class are really nice (general)	
The Nature	Nature / Always on the Internet, the sun, the moon.	
Prepositions		
On August...	In August...	
She listens music	She listens TO music at the weekend	
in the end, at the end (avoid misusing it!)	In the end (of story, narratives)	they get married /máriid/ (present for plots)
	At the end (of movie, physical)	

Ellipsis "to"	
Yes, I want. "to" is not a preposition here, but part of the infinitive	Yes, I want to You don't have to! / I'd love to! (reminds of previous action)
Agreement	
SUBJECT-VERB: PEOPLE ARE!! People is having a hard time Most people in Catalunya is bilingual Those people from Kenya is ...	People are having a hard time Most people in Catalunya are bilingual Those people from Kenya are really nice
FORGETTING 3 RD p.s. -S in the change of TENSES (PAST + PRESENT) When he was 20 he lived in Germany for two years. That's why he speak German	When he was 20 he lived in Germany for two years. That's why he speaks German
THAT/THOSE, THIS/THESE	That house is where I live and this house here is where she lives Those windows are ours but these windows here are theirs.

Andrea's LoM

Capital Letters	
Do you speak english ? I flunked/failed maths	Do you speak English? I flunked/failed Maths / maths (possible)
I go to class on tuesdays	I go to class on Tuesdays
My sister's birthday is in april	My sister's birthday is in April
Confusing...	
PERSONS/PEOPLE How many persons are there in class now?	How many people are there in class now?
"There are" and "there is"	There are too many things to do today There is one bed in my room
Can you repeat, please?	More natural: Can you say that again, please?
Could you repeat it, please?	Could you repeat THAT, please?
He - His / She - her	He needs his glasses – She needs her laptop
Story / History	I am studying History at school Let me tell you the story of my life!



LoM on the forum discussions

Contributors: Paola, Andrea, Ahmed, Fran, Michelle

Determiners: articles & possessives

- **Not THE! A possessive!!!** (About Mijas Pueblo), **without losing ITS essence.**
- **BUT NOT the possessive** when the noun is followed by an OF phrase! **THE strengths and THE weaknesses OF these women**

Tenses

Past simple, NOT past continuous: the use of the sentence in the example below shows that what we need is the function of reporting on a past event, not that of creating a descriptive atmosphere that brings the audience to the scene, to enjoy it. Example: Lesson diary: **Today in class we were talking TALKED about "supposed to".**

It's important TO or FOR me?

Paola. Hi everyone!

I have been considering to check the following expression because actually, I dont know if both of them are correct or just one.

Could you help me, pleaseee!?

It's important "FOR" me or It's important "TO" me?

Thank youuuu!!!

Michelle:

Dear Paola,

My apologies for the delay in replying to this forum post. I want to imagine I replied in class... Did I? Please, let me know the truTH, OK? :D

Both are OK.

a) It's important to me

b) It's important for me

It's true that a) sounds more emotional, more intimate.

a) It's important to me that you don't speak to me as if I were an object!! (to a personal relationship!)

b) is more objective, more referred to the material needs, so to speak. Like... It's important for me to finish my studies this year (because I have plans that involve having a certificate)

But of course there are cases where both preps would be possible, right?

c) English - that's important to me / for me! (Michelle speaking in real life!!)

Does this help? I know it's not much, but it's hard to explain!

False Friends (Cognates)

Facilitate & Local
<p>FACILITAR no es FACILITAR FACILITATING no es FACILITANDO FACILITARLE las cosas a la gente = TO EASE people's path/way</p> <ul style="list-style-type: none"> • facilitándonos las cosas (durante el curso) = easing our path to learning <p>BUT... we might need to look for other wording... TO FACILITAR A MEETING = moderar una reunión, en América Latina sí es "facilitar una reunión", así pues sólo si habláis española latinomericano sería adecuado con este significado. A no ser que lo uséis de préstamo! See how complex it is?!</p> <p>REWORDING</p> <ul style="list-style-type: none"> • Make people's lives easier? • Make SB's work easier • Make SB's life harder / more difficult

Functional translation strategy: shifting to a different point of view, but it's the same effect!

- Encouraging people?
- Offering support? Supporting people? Giving people support?
- Assisting people? Offering counseling and support?
- Being flexible and understanding?

FACILITIES son INSTALACIONES, no son *facilidades*!

FACILITAR una reunión es FACILITAR a meeting, y la persona una FACILITATORA.

VERBAL PHRASES

Extra feedback: Incidentally, I have to say that students seem to avoid this kind of verbal structures, and they are very much used!

- to make SB + adj (happy) comparative (happier) - Make me happy and bring some ice-cream, please!
- to make SB's STH + comparative (as above) - We were told to make students' life easier
- to let SB know - Let me know what you think
- to allow SB to (verb of knowing, or doing) - We were allowed to stay longer
- to help SB (to) (do) STH - They are helping immigrant children (to) hide
- to want SB (to do) STH - The teacher wants us to consolidate our English this summer!
- to wait for SB (to do) STH - I'm waiting for my classmates to finish their lesson
- Can you find more, and work like this?

LOCAL /LÓUKL/ no es un LOCAL /LOKÁL/!!!

Es LOCAL /LÓUKL/, de la familia (a más grande) de REGIONAL /RÍGENL/, NATIONAL, INTERNATIONAL.

- Buying local helps the planet and your community
- Locals are mostly unemployed in this area /érea/
- It's easy to find local newspapers and radios in English here

Un local, tiene muchas traducciones, según su función. Can you find some translations with their examples in context?

Michelle: After checking it, I have "adopted" the set "-ough(t)" in Paola's LoM, to make it more useful for you all, OK? Feel free to ask or comment!

O/AUGH(T)	Spelling	Pronunciation	Examples	UL
VERBS	<-aught> <-ought>	/ot/	taught thought sought	I have taught Maths to friends I thought we were friends
ADJECTIVES	<-ough>	/af/	tough rough	This meat is really tough / hard The terrain got rougher as we made progress
	<-ough>	/ou/	thorough	If we want solve this matter, we need some thorough research
NOUNS	<-ough>	/of/	cough	
PARTICLES	<-ough>	/u/	through throughout	I can see the flowers through the window
	<-ough>	/ou/	, though. (A)lthough (S + V)	I am really tired, though I want to go out with my friends I am really tired, though.

Ahmed (Selected Mistakes on My Story in My Christmas Days)

Wrong	Right
On the horrible situation we are living now	On the horrible situation we are enduring/having to face these days
...about teenager's rebel life...	...about teenagers' rebel lives...
...in my opinion is very...	...in my opinion it is very...



We getting up later as usual	We got up later THAN usual.... (speaking about the past >past simple)
went out to a meal at some international...	went out for a meal to some international...
... due to both of us like tasting different...	... since/because/as both of us like tasting different...
by then that I'd read the book, so then we can exchange our views..	by then I would have read the book, so then we could exchange our views.
It was recommended by the readers club of Benalmadena...	It was recommended by the Benalmadena Readers' Club / Club of Readers...
when I started reading it I believed that it will be easy to read	when I started reading it I believed that it would be easy to read
The true I am a little bit clumsy	The truth is I am a little bit insecure
In my opinion is a book...	In my opinion it is a book...
I wish our Dear teacher Michelle could help me to interpret some passages to my short mind	I hope our dear teacher Michelle can help me interpret some harder-to-understand poems

Ahmed (Selected Mistakes in the Human Rights Declaration Exercise)

Wrong	Right
After to stay some hours ...	After <i>spending</i> a few hours...
...we were separate several hours...	...we were separate for several hours...
You <i>should</i> not be there. <i>Should</i> is used to express advise, your opinion of how things should be, but not about a prohibition, except in very formal English (strong advice), e.g. Taxes should be paid by June 30.	You <i>cannot</i> attend that class. You <i>are not allowed</i> to attend that class.
Then I decide to search deeply about religions.. search=buscar research =investigar	Then I decide to <i>examine / delved into</i> religions. /ɪg'zæmɪn/
...using in that classes.	...using in <i>those</i> classes.
...one of them let me a...	...one of them <i>lent</i> me a...
... the religions were hazardous to our friendship...	religions were hazardous to our friendship... (omission of <i>the</i> with plurals speaking in general)
The only thing I had certain was...	The only thing I <i>was certain about</i> was (To be certain, to be sure)
In those time	in that time / in those times (agreement in number with demonstratives)

...a close friend who his big brother <i>was murdered</i> ... <i>who + possessive = whose</i>	...a close friend whose big brother (informal) / eldest brother <i>had been murdered</i> . (past perfect, el asesinato había tenido lugar en el pasado antes de que me prestara el libro (el pasado del pasado))
He warned me about the risk to carry this book with me	He warned me about the risk of carrying this book...
... even it could be the death...	It <u>could even be</u> death (placing "even")
We always were	We <u>were</u> <i>always</i> (placing frequency adv > before V be)

Working with LoM: Mastering the Tenses

How to Make the Most of Your Time

A story to strengthen our command over the use of tenses (practicing narratives in the past) Mission: At the advanced level, you can't have mistakes in narratives in the past or present, at least in the basic tenses. Practice involves including all the tenses in the past you can, plus some modals in the past when possible. Then, for contrast, if possible, some tenses in the presents (general truths, quoting conversations in the present, whatever). Wonderful, Maricarmen!

by Mari Carmen Robles Zurita

This **happened** last month in London. A young girl **was riding** her bike in the park to a casting call in the city centre. When she **arrived** at the meeting point, she **parked** in front of the place and crossed the street.

There was a long queue of people full of hope like herself. She **thought**, "Thank goodness! I have time to relax a bit." She **hadn't had** a job for months so she desperately **hoped** to play a role in this production. Because of that, that morning she **was wearing** her lucky socks, which she **had bought** in the capital of Spain and they **had** "Madrid" sewn on them. While she **was thinking** about all of that, suddenly a man **was** next to her to confirm her name. He **looked** down and out of the blue he **said**. "Do you know Madrid? I'm from Madrid!" It **was** a surprise for her. "Really? I'm learning Spanish and I've visited/BEEN VISITING? Madrid FOR the last five years." And they **discussed** in Spanish for almost half an hour. His English **was** really good and they spent a wonderful time chatting together and at the end of the conversation he **wished** her luck with the audition.

In the end, she **got** the job and she also **had** an incredible experience with the Spanish man she **could improve** her Spanish with. It **was** a pretty productive day!

Working on the Tenses with Ngozi's Essay

by Ahmed

When we need to improve our awareness of the use of tenses, so as to avoid misusing them, this exercise is great! What a gift by Ahmed to us all! Thanks so much!

Present simple	And each time I try to read those books called "classic feminist texts," I get bored , and I struggle to finish them. We spend too much time teaching girls to worry about what boys think of them.
Present continuous	Why is he thanking me? a man and a woman are doing the same job
Present perfect	I have never forgotten that incident. We have evolved . But our ideas of gender have not evolved very much. The waiters are products of a society that has taught them that men are more important than women
Past simple	Okoloma was funny and intelligent... He lived on my street and looked after me Okolona died . What was the name and room number of the person I was visiting?



	<p>It is still hard for me to put into words how I felt The man believed that whatever money I had ultimately came from Louis.</p>
Past continuous	<p>While I was promoting the novel... well-meaning man, told me he wanted to advise me He was shaking his head sadly as he spoke And so as we were leaving What was the name and room number of the person I was visiting? It didn't occur to any of them that she was doing the same thing for which a man had been praised</p>
Past perfect	<p>One said they had expected she would bring a "woman's touch" to her job but that she hadn't... and he wore cowboy boots She said she had felt slighted by her boss, who had ignored her comments and then praised something similar when it came from a man. We were in his house, arguing, both of us bristling with half-baked knowledge from the books we had read. It didn't occur to any of them that she was doing the same thing for which a man had been praised. I was only calling myself a feminist because I had been influenced by Western books She had forgotten to make that clear earlier</p>
Modal will for predictions (no possibility of commitment with making outcome possible)	<p>But if we start raising children differently, then in fifty years, in a hundred years, boys will no longer have the pressure of proving their masculinity by material means. Of course, because of their historical advantage, it is mostly men who will have more today. We say to girls: You can have ambition, but not too much. You should aim to be successful but not too successful, otherwise you will threaten the man.</p>
Will & would together	<p>I was not worried at all—it had not even occurred to me to be worried, because a man who will be intimidated by me is exactly the kind of man I would have no interest in. Will be intimidated ...> prediction. Would have no...> hypothesis.</p>
Modal would for repeated actions in the past	<p>We would have conversations and he would tell me...</p>
Modal would for hypothetical situations	<p>The sadness in this is that a wedding ring indeed will automatically make her seem worthy of respect, while not wearing a wedding ring would make her easily dismissible—and this is in a modern workplace I could tell from his tone—the same tone with which a person would say, "You're a supporter of terrorism." Only weeks into her new job, she disciplined an employee about a forgery on a time sheet, the same thing her predecessor would have done.</p>
Modal would for future in the past	<p>A boy had the second-highest score on the test. And he would be monitor</p>
Modal could for ability	<p>Could I prove that I was a hotel guest by showing him my key card? I could tell from his tone—the same tone with which a person would say, "You're a supporter of terrorism."</p>

Modal of obligation in the present	We teach them to mask their true selves, because they have to be, in Nigerian-speak—a hard man
Modal for deduction (Must)	(past) I must have read every single Mills & Boon romance published before I was sixteen.
Modal for moral obligation (Must, 1st persons: I, we)	People make culture. If it is true that the full humanity of women is not our culture, then we can and must make it our culture My own definition is a feminist is a man or a woman who says, yes, there’s a problem with gender as it is today and we must fix it, we must do better. All of us, women and men, must do better. We must raise our daughters differently. We must also raise our sons differently.
Modal of obligation you suffer and disagree with (imposed)	You must be accompanied by a man
Modal of possibility (might)	I know a Nigerian woman who decided to sell her house because she didn’t want to intimidate a man who might want to marry her. Other men might respond by saying: Okay, this is interesting, but I don’t think like that. I don’t even think about gender. Maybe it was so in the past but not now > It might have been so in the past, but not now (rewrite) That many men say, like my friend Louis did, that things might have been bad in the past but everything is fine ne now
Modal for advice or strong obligation (should)	He told me that people were saying my novel was feminist, and his advice to me—he was shaking his head sadly as he spoke—was that I should never call myself a feminist since feminists are women who are unhappy because they cannot find husbands. So I decided to call myself a Happy Feminist. we should all be angry When men say it, it is usually about something they should not be doing anyway . And I would like today to ask that we should begin to dream about and plan for a different world “whoever has more should pay. The problem with gender is that it prescribes how we should be rather than recognizing how we are . We say to girls: You can have ambition, but not too much. You should aim to be successful but not too successful, otherwise you will threaten the man. Why should a woman’s success be a threat to a man?
Cond. Type 0 with <i>Supposed</i>	If you are a woman, you are not supposed to express anger, because it is threatening.
Zero Conditional Sentences	If we keep seeing only men as heads of corporations, it starts to seem “natural” that only men should be heads of corporations.
First Cond. Sentences	If only boys are made class monitor, then at some point we will all think , even if unconsciously, that the class monitor <i>has to</i> be a boy.
Second Conditional Sentences	If I liked a boy, I would ask Okoloma’s opinion. I knew that because I was female, I would automatically have to prove my worth. And I was worried that if I looked too feminine, I would not be taken seriously If you were class monitor, you would write down the names of noisemakers each day
Third Conditional Sentences (regrets)	I used to look at my grandmother, a brilliant woman, and wonder what she would have been if she’d had the same opportunities as men during her youth . I wish I had not worn that ugly suit that day. Had I then the confidence I have now to be myself, my students would have benefited even more from my teaching. Because I would have been more comfortable and more fully and truly myself. If they had been born a hundred years ago, they would have been taken away and killed



Phrasal verbs

So I **brushed it aside** and continued to argue.

There is a wonderful fixture in Lagos: a sprinkling of energetic young men who **hang around** outside certain establishments and very dramatically “help” you park your car.

I know a woman who has the same degree and same job as her husband. When they **get back** from work, she does most of the housework, which is true for many marriages,

Then I saw realization **dawn on** Louis’s face.

Anger has a long history of **bringing about** positive change.

She **took on** her new job, and imagined herself equally tough, but perhaps a little kinder than him—he didn’t always realize that people had families, she said, and she did.

And then we do a much greater disservice to girls, because we raise them to **cater to** the fragile egos of males

What if we decide to simply **dispose of** that word

While a man at a certain age who is unmarried has not quite **come around** to making his pick

Some people will **bring up** evolutionary biology and apes, how female apes bow to male apes—that sort of thing.

We praise girls for virginity but we don’t praise boys for virginity (and it makes me wonder how exactly this is supposed to **work out**, since the loss of virginity is a process that usually involves two people of opposite genders).

Indirect speech with reporting verb in the past

And an acquaintance **told** me that it was an angry article.

She took on her new job, and imagined herself equally tough, but perhaps a little kinder than him—he didn’t always realize that people had families, she **said**, and she did.

I teach a writing workshop in Lagos and one of the participants, a young woman, **told** me that a friend **had told** her not to listen to my “feminist talk”; otherwise she would absorb ideas that would destroy her marriage

Would-future for hypothetical situation now in the past: A Nigerian acquaintance once **asked me** if I was worried that men would be intimidated by me.

Passive voice

How they **have been raised** to believe that ... (doING this or that IS this or that)

Still, I **was struck** by this. Because I am female, I’**m expected** to aspire to marriage. I **am expected** to make my life choices always keeping in mind that marriage is the most important.

These Nigerians **have been raised** to think of women as inherently guilty. And they **have been raised** to expect so little of men that the idea of men as savage beings with no self-control is somehow acceptable

Then an academic, a Nigerian woman, told me that feminism was not our culture, that feminism was un-African, and I was only calling myself a feminist because I **had been influenced** by Western books.

There are slightly more women than men in the world—52 percent of the world’s population is female—but most of the positions of power and prestige **are occupied** by men.

Her predecessor **had been considered** a “tough go-getter”; he was blunt and hard-charging and was particularly strict about the signing of time sheets.

It didn't occur to any of them that she was doing the same thing for which a man **had been praised**.

How they **have been raised** to believe that their being likable is very important and that this "likable" trait is a specific thing. And that specific thing does not include showing anger or being aggressive or disagreeing too loudly.

they **are pushed** to make terrible choices.

I know a woman who hates domestic work, but she pretends that she likes it, because she **has been taught** that to be "good wife material," she has to be—to use that Nigerian word—homely.

Selected passages

Today, women in general **are** more likely to do housework than men—cooking and cleaning. But why **is** that? Is it because women **are born** with a cooking gene or because over years they **have been socialized** to see cooking as their role? I **was going to say** that perhaps women **are born** with a cooking gene until I **remembered** that the majority of famous cooks in the world—who **are given** the fancy title of "chef"—**are** men.

As in most big cities, **finding parking** in the evenings **can be** difficult, so these young men **make** a business out of finding spots, and—even when **there are** spots available—of guiding you into yours with much gesticulating, and **promising to "look after"** your car [until you **get back**].

Commentary by Ahmed. A Hypothesis!

After having read Chimamanda's essay *We Should All Be Feminists* I have made a compilation of almost all the verbs that the author uses in her book.

I have noticed the great use of the passive voice and found examples related to the passive attitude of women and the use of this grammatical structure. I believe that the use of this structure is not chosen randomly, but for enhancing the idea that women have always been raised to be weak & passive.

Here some examples:

1. **They have been raised** to believe that their being likable is very important and that this "likable" trait is a specific thing. And that specific thing does not include showing anger or being aggressive or disagreeing too loudly.
2. Still, I was struck by this. Because I am female, **I'm expected to aspire to marriage**.
3. **I am expected** to make my life choices always keeping in mind that marriage is the most important.
4. I know a woman who hates domestic work, but she pretends that she likes it, because **she has been taught that to be "good wife material,"** she has to be—to use that Nigerian word—homely.
5. Today, women in general are more likely to do housework than men—cooking and cleaning. But why is that? Is it because women are born with a cooking gene or because over years **they have been socialized to see cooking as their role?**
6. Feminism is, of course, part of human rights in general—but to choose to use the vague expression *human rights* is to deny the specific and particular problem of gender. It would be a way of pretending that it was not women who **have**, for centuries, **been excluded**.

Michelle's feedback: Great work, Ahmed! Congrats!

About your idea, well, it's very interesting! Thanks for sharing!

The passive is very much used in English for all kinds of things, and yes, the idea is that the SUBJECT is passive, is not the AGENT of the action, but that's unrelated to gender. Let me ask you all a question, how would you expect the author to word those ideas without the passive? Why would she use the passive? Would anyone else word it likewise, or is it because it's a feminist text? See what I mean? Consider the other cases where she uses the passive, which you have gathered too (and thanks for that very impressive and useful work! Generations of students will be using it!!):

- most of the positions of power and prestige are occupied by men.
- Her predecessor had been considered a "tough go-getter"
- she was doing the same thing for which a man had been praised.

In these other examples, we don't conclude that (in these examples) "men" are passive and that is why the passive is being used. It's just a matter of thematization: of who we chose to make the subject (protagonist) of the sentence and whether that item is the agent of the action (active mode) or not (passive mode). Actually, when we hear somebody is raised to, or expected to, we don't know anything about how active or passive this person is, we just learn that some other person or group of people have raised or expect this person to be some way or do something. Think about this, dear all!

Now we're on a roll, let's consider more everyday uses of the passive, so you can learn to master its USE (and form,



but you really need to master its USE because Spanish-minded people only use the passive in English in the cases we use it in Spanish, missing in this way, the most common uses of the passive in everyday English!):

- We were told you were on vacation (someone told us)
- I was given a lovely present for my birthday (someone gave me a present)
- The city was bombed (someone bombed the city)
- The refugees were housed in private homes
- ...after they were arrested (the police arrested them)
- Most of the money was invested in assisting entrepreneurs (some body invested)
- As consumers, we are expected to shop (business people expect consumers...)
- We were expected to arrive at six (someone was waiting for us at a certain time)
- Men are raised to believe they need to be superhuman, which dehumanizes them (society raises men...)
- People in Spain are socialized to take ages to say goodbye before parting!

Checklist for Language Awareness

This **Language Awareness Checklist** is of help during the learning year. It should be used along with your Lists of Mistakes (LoM) including under-the-level and in-the-level mistakes of all kinds (grammar, methodological, sociocultural, related to pronunciation, stress and intonation, any kind!) and your Lists of Useful Language (UL) including the structures and language items you work to consolidate and also to acquire.

THE SENTENCE

- ❑ **The simple & complex sentence:** identifying under-the-level fossilized mistakes (LoM) and learning to identify in-the-level mistakes, working to check and learn with materials in English avoiding traditional literal translation of your own intended to test your level and have the teacher correct a whole lot of mistakes you could have avoided (and are consolidating instead!!) Testing comes after learning for months!

Examples: *it*-subject sentences (avoid forgetting “it”), subjects and verbs (agreement, e.g. *One of my friends is...*), agreement S-V (*she have*), agreement in tenses (*have go*), agreement within the verbal phrase (*must to go*), different kinds of clauses (see table in the *C1 Resource Pack*)...

Simple & complex sentences at the C1 level will come naturally with the use of original materials as you jot down Useful Language you wish to learn because you find it useful, appealing, interesting! You’ve always seen that item but never knew what it was and now have the chance to learn to understand it and use it!

- ❑ Review of **interrogative** sentences, expressive meanings of questions.
- ❑ **Connectors** in adverbial clauses (with subordinating conjunctions): conditionals (*unless*; mixed conditionals: *We wouldn’t be in such trouble if we had left earlier*; alternatives to “if”: *as long as, provided/providing, on condition that, whether...or not, Even if, Supposing, Had I known...*), result, reason, purpose (e.g., avoiding “in order to” in informal final clauses), contrast, comparison
- ❑ **Connectors** as adverbs and adverbial expressions (e.g., *Consequently, Incidentally, On the whole, Otherwise, Anyway, Actually, As a matter of fact, Regarding/As regards to X; distancing: Apparently, According to X; comment adverbials: Personally, Politically speaking, Speaking in terms of X.*)
- ❑ **Present & Past participle clauses** (*-ing, -ed, being + -ed*) in descriptive texts (e.g., reviews, story-telling, travel guides), proficient use of the omission of the relative pronoun, and ending prepositions.
- ❑ **Ellipsis & Substitution:** omission of subjects and auxiliaries (*Virginia waded along and did not look back*), of part of the verbal phrase (*I’d love to; I told them not to*), “so” and “not” (*I think so; I’m afraid not; Do so/It is so!*; *So I hear*; also: *Not that! Not Monday, Tuesday better*).
- ❑ **Indirect speech** (review): reporting on what people are saying or said; (expansion) diversifying the reporting verbs, special cases in reporting, reporting onomatopoeia.
- ❑ The **passive** in use (understanding it) and in indirect speech (distancing: *it is said, it has been announced, somebody is expected to..., is understood to have been undergoing, There are thought to be over X million people...*).
- ❑ **Expressing emphasis.** Exclamatives & feelings: *Oh my! What on earth! I can’t believe it! Never in my life! Off you go! Congratulations! Stop it! Well, there you go!*. See also Stress & Intonation; Adjectives & other modifiers: *a gigantic ant bit me in my toe!*, pronouns: *each and every one of us*, reflexives: *I did it myself!*
- ❑ Expressing emphasis with other syntactic structures: Negative adverbials in formal texts (mostly). Cleft sentences: *What we did was... All I want is... What happened was... What happens is... The person who ... was, The place where ... was, The last time ... was, The reason why ... is, It was ... who, It was ... when, It was ... that.*
- ❑ Questions and their functional meanings, including expressive functions (*Friends 1x1: Why am I doing this? Who am I doing this for?*)

The Verb

- ❑ **Time & tense**, e.g. past simple vs present perfect, unreal pasts (*I wish you were here, If only I knew, If only they hadn't dropped out!, I'd rather you didn't speak to me like that, Would you rather I called back later?, It's (high) time the government persecuted corruption*), narrative tenses, expressing future time (review of ways of expressing future time, tenses for future time: future continuous, present simple, special verbal phrases: "is due to", "is to", "is about to", "is bound to", "is on the point of"),
- ❑ **Use of continuous forms in descriptive texts** (oral and written)
- ❑ **Modals and language functions**, perfect modals, speculation and deduction (*must, may, might, can't, should*), expressing permission, obligation and need (*can, must, should, ought to, had better; have to/have got to, need; be able to, be allowed to, be permitted to, be supposed to*), meanings of "should" (formal, semiformal, informal), the Anti-Must Page or when "must" is not for obligation, "would" and "used to", the modal "will", "be able to" vs "can/could", *may* and *might* and politeness (*You might like it, This species may have died...*).
- ❑ **Special uses of the infinitive and the gerund**: passive gerund (*being done*), passive infinitive (*to be done*), perfect gerund (*having done*), perfect infinitive (*to have done*), continuous infinitive (*to be -ing*); *It's no use -ing, there is no point (in) -ing, It's no good -ing, agreement to, plan to, enough + n. + for us to, anything to, nowhere to, where to, what to, for + pron. + to.*
- ❑ **Proficient use of verbs**: *be, become, have/have got get; take, do, make; there be (there is, there are, there will be, there has*

The Noun Phrase

- ❑ **Determiners**: omission of "the" (e.g., *Women are people, the people in this class are interesting, I love nature, Do you play the guitar?*), a/one (e.g., *I'm an office worker*), special uses of "this", quantifiers: *some, any, no; all (of), the whole (of), each (of), every, no, none (of), (a) few, (a) little, lots / a lot / a great deal...* Special uses of these items are C1 items, the rest is consolidation (or under-the-level mistakes you should avoid!)
- ❑ **Nouns as modifiers**. Prepositional phrases. Compound nouns. Expressive uses / making vocabulary range richer
- ❑ **Noun clauses** (See table in *C1 Resource Pack*, see cleft sentences)
- ❑ **Impersonal Pronouns** (*you, one, they*; review the passive here), omission, reflexive and reciprocal pronouns (*ourselves, by herself, each other/one another, It's + info; It + introducing a subject, It used to be, There's/are/used to be*).
- ❑ **Expressing possession**: the Saxon Genitive and the *of* form

The Adverbial Phrase

- ❑ **Adverb order** (review)
- ❑ **Comment adverbials**: *Personally, Incidentally, Consequently...*
- ❑ **Negative adverbials**: *Not only, Never, Not until, No sooner, Only when, Hardly, Rarely, Scarcely.*
- ❑ **Adverbs in speculation** (*They'll definitely call you/She definitely won't tell them, He'll probably be here, They probably won't be here*).

been, there have been, there is going to be, there are going to be, there was/were, there may be, there could be, there can be, there should be, there shall be, there might be; there must be, there has to be, there had to be; (oral only, with quantities) There's a few slices of pizza left. it appears/seems, there seems to be a mistake, It would appear (distancing), you seem worried, there seems to be a mistake, It seems/would seem as if / as though every time....

- ❑ **Verbal phrases**: with objects, with infinitives and gerunds. Verb + full infinitive: *recommend sb to do sth, expect sb/sth (not) to, take time to, advise sb (not) to, 'd like sb (not) to, wait for sb to, arrange for sb/sth (not) to, help, allow, cause, encourage, intend, invite, mean, order, persuade, remind, teach, tell, warn; verb + bare infinitive: let sb do sth, make sb do sth, help sb do sth; verb + object + -ing: keep sb -ing, like sb -ing, mind sb -ing.*
- ❑ **Academic verbs and verbs for essays**. (If you get an Advanced English-English dictionary, which you should, check if it includes the AW items! It's a list created by a university teacher in New Zealand and it's on the internet, too. Far too long, don't. That's why I recommend the dictionary! With use you can check!)
- ❑ **Verbs with particle(s)/Phrasal verbs**. To learn as you learn to notice original language material and record some of that in your Lists of UL.
- ❑ **Verbs of the senses**: *hear, see, smell, feel, taste; hear/see + infinitive or gerund, Sb/It looks/feels/smells/sounds/tastes + adj/noun / as if/though.*

The Adjectival Phrase

- ❑ **Adjective Order**, expand range (including *-ed/-ing* adjs in descriptive texts)
- ❑ **Special uses of the comparative & the superlative** (*...enough, too +...; as ... as, so ... as to; my bestest friend...*)
- ❑ advanced **-ing and -ed adjectives**
- ❑ **adjective formation** (Wordformation & Lexical Creativity Workshop)
- ❑ **adjectives + prepositions** (p.e., *responsible FOR*).
- ❑ **Adjectives for speculation**: *She's/It's bound/sure to, He's/It's (un)likely to.*

About adverbs and adverbials: to make things simpler, think of the previous as one-word units and of the later as phrases

About adverbs and prepositions: to make things simpler, when it comes to phrasal verbs we just speak of particles, for some words can play both roles, e.g. *in*.

The Prepositional Phrase

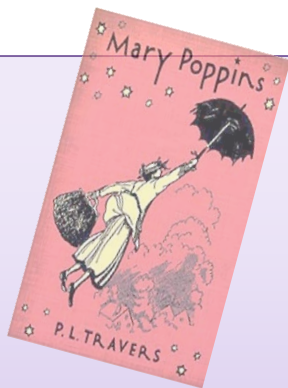
- ❑ **Working with Lists of prepositional phrases** from audio and written material. Oral drilling.
- ❑ **Prepositions after verbs**, prepositions after Phrasals vs Verbs + Prepositional phrases: *As granny played the piano, her relatives were looking at the photos, He looked after the kids that summer, The cow went over the moon, The cow ran away with the spoon.*



The Mary Poppins Antiexam

by Michelle Ford (Spring 2021) for Advanced learners of English (C1.1B)

Name: _____



What's her full name?

Her full name's P _____
L _____ Travers

Where was she from?

She was an A _____
B _____ citizen

In what decade did she write *Mary Poppins*?

In the 19__s

Have you read any of her works? If your answer is not full works, can you please be specific?

Future Perfect Continuous

> FOR ANNOUNCING SCHEDULED ACTIVITIES!

Reading Comprehension Exercises

based on chapters 1, 2 & 8

[Audiobook](#)

BEFORE YOU START: INSTRUCTIONS

- Use these sheets to jot down your answers for future reference, but copy your answers on the "Answers" piece of paper you'll also hand in at the end of the session. I'll give you Part 1 & 2 and a piece of paper. If you want Part 3, when you finish, put up your hand in silence. I'll give it to you.

We'll be raffling each of these books!



- Before you start we'll go through this antiexam together, so you can have a look at all of the exercises quickly, and then pose your questions! I always answer questions for the plenary, not individually.
- When you answer the questions, if I doubt, remember it's about chapters 1, 2 and 8, plus my language notes on chapter 8. If you can't find the exact word, express your answer being true to what you read. A different word capturing the same meaning is OK.

Follow-up work? FOR CONNECTING SPEAKING & WRITING TASKS (next couple of weeks):

Which are your favorite/favourite scenes in *Mary Poppins*? What do you think about this character? Did you learn any new language? Can you comment on that?

You can record the oral and send in the writing for feedback and *subsequent publication* in the End-of-Course project, the Celebration of Learning Magazine

Now focus & enjoy!!

Part I. Warm-up!

1. What **kind of text** is *Mary Poppins*? Circle the number of the correct answer.

- a) A novel
- b) A fairy tale
- c) A novella

2. Circle the number corresponding to the **opening line** of *Mary Poppins*, please.

- a) When Mary Poppins stopped, she had arrived at her destination: the run down house at Seventeen Cherry Lane street where the Banks family lived.
- b) If you want to find Cherry-Tree Lane all you have to do is ask the policeman at the crossroads.
- c) Mary Poppins walked down the garden path of a run down house in Cherry Lane street and opened the gate.

3. Can you match the fragments to their corresponding chapters?

Chapters:	1. East Wind	2. The Day Out	8. Mrs. Corry
-----------	--------------	----------------	---------------

- "Don't you know," she said pityingly, "that everybody's got a Fairyland of their own?"
- Then the shape, tossed and bent under the wind, lifted the latch of the gate, and they could see that it belonged to a woman, who was holding her hat on with one hand and carrying a bag in the other.
- Mary Poppins walked up to him, tip-toeing so as to surprise him.
- "Two pounds of sausages – Best Pork," said Mary Poppins. "And at once, please. We're in a hurry."
- They stared at each other, and each noticed that the other had changed.
- Inside the shop they could dimly see the glass-topped counter that ran round three sides of it. And in a case under the glass were rows and rows of dark, dry gingerbread ...
- Jane said nothing. She just sat beside him with her arms round her knees and thought and thought and thought. At last she shook back her hair and stretched herself and stood up. "What I want to know," she said ...
- "I'll stay till the wind changes," she said shortly, and she blew out her candle and got into bed.



4. Answer the Questions

1. What was Mary Poppins's bag made of?
 - a) leather
 - b) velvet
 - c) carpet
2. What does Mary Poppins say about her references?
 - a) that she never gives her references
 - b) that her references are extraordinary
 - c) that her references are out of date
3. What is most peculiar about Mary Poppins's day out, do you think?
 - a) Her activities
 - b) Her personality
 - c) Her looks
4. What does Mary Poppins's friend do?
 - a) He's a banker
 - b) He's a chimney sweeper
 - c) It depends on the weather
5. When does Mary Poppins smile out of kindness?
 - a) when she is in the company of her friend
 - b) when she meets other magical people
 - c) when she grows fond of the children
6. Where does Mary Poppins take the children after buying some fish?
 - a) to the butcher's
 - b) to a strange shop
 - c) to a bakery

PART 2. READING COMPREHENSION & Language awareness

Complete the sentences with a word that suits the gap. They can differ from those by P.L. Travers's, provided they make sense and the grammar is good!

CONNECTORS

- 1) To begin with, it is the smallest house in the Lane. And _____ that, it is the only one that is rather dilapidated and needs a coat of paint.
- 2) But Mr. Banks, who owns it, said to Mrs. Banks that she could have _____ a nice, clean, comfortable house _____ four children.
- 3) The trees themselves, turning and bending in the half light, looked _____ they had gone mad and were dancing their roots out of the ground.

TENSES

Well, Mr. Banks went off with his black bag, and Mrs. Banks went into the drawing-room and

1) _____ (sit) there all day long writing letters to the papers and begging them to send some Nannies to her at once as she 2) _____ (wait); and upstairs in the Nursery, Jane and Michael watched at the window and wondered who

3) _____ (come). They were glad Katie Nanna 4) _____ (go), for they 5) _____ (never, like) her. She

6) _____ (be) old and fat and smelt of barley-water. Anything, they thought, 7) _____ (be) better than Katie Nanna – if not *much* better.

Mary Poppins paused, and Mrs. Banks knew what the pause meant. It meant that if she

8) _____ (not get) what she 9) _____ (want) Mary Poppins 10) _____ (not stay).

11) “ _____ (I, do) the shopping or are you?” Mary Poppins enquired. “You,” said Jane, in a very small voice.

12) Then Jane and Michael saw a **most amazing sight**. As soon as she arrived at the top of her ladder, Mrs. Corry dipped her brush into the glue and began slapping the sticky substance against the sky. And Mary Poppins, when this _____ (do, passive), took something shiny from her basket and fixed it to the glue.

MODALS

Match the sentences with the language function the modal in bold performs.

- A. I'LL take the position
- B. Very old-fashioned. *Quite* out of date, as you **MIGHT** say
- C. "Come along, come along, we **MUST** hurry! We haven't much time," said Mrs. Corry ...
- D. You'll never leave us, **WILL** you?
- E. It was all so surprising that they **COULD** find nothing to say
- F. ... the Fishmonger's Mother **MUST HAVE** fed him entirely on bread and water when he was a baby
- G. I **MUST** be home in time to make it (Baked Custard)
- H. You'll find that they are very nice children
- I. I don't want it. I don't need it. I **WON'T**!

- | |
|-------------------------|
| 1) ABILITY |
| 2) DEDUCTION |
| 3) BE ALERT |
| 4) MORAL DUTY |
| 5) POSSIBILITY |
| 6) PREDICTION |
| 7) PROMISE, COMMITMENT |
| 8) REQUEST (EXPRESSIVE) |
| 9) STRONG REFUSAL |

A ___ B ___ C ___ D ___ E ___ F ___ G ___ H ___ I ___

ADJECTIVES

Circle/Copy the adjectives that apply to Mary Poppins from the other characters' viewpoints

- 1) frightening – frightened
- 2) surprising – confused
- 3) threatening –
threatened
- 4) strange – ordinary
- 5) humble – vain



ADJECTIVE ORDER

- 1) A CURLY FEATHER LONG: _____
- 2) A LITTLE OPEN SPACE (filled with sunlight): _____
- 3) LADDERS LONG TWO: _____
- 4) CAKES DARK DELICIOUS: _____
- 5) A BLACK COAT LONG: _____

ADVERBS

Adverbs are to verbs like adjectives are to nouns!! They give us more information about how the ACTION (verb) was performed. They can be translated into Spanish with a wide range of word items!: a *-mente* suffix, an approximation phrase like *como...* (similarity), a "*con*" + *sustantivo* phrase... Translate the following phrases functionally:

- 1) he kissed his wife absent-mindedly: _____

- 2) she said threateningly: _____
- 3) he looked sadly into his cap: _____
- 4) said Mary Poppins admiringly: _____

FAVE UL.TRANSLATION

This language has been used in this antiexam. Do you know how to say this in English? Remember to transfer your answers!

1. *Una mano de pintura* _____
2. *levantar el pestillo de la verja* _____
3. *que te crean anticuada* _____
4. How do you say *al revés*? _____

PART 3. WANT TO DO MORE?

STORYTELLING & OUTLINES

Outline for chapter 2, The Day Out. Use the visualizing technique and order the scenes:

- | | |
|--|--|
| <input type="checkbox"/> she checks she looks her best | <input type="checkbox"/> they go for a ride on the Merry-go-Round |
| <input type="checkbox"/> the children are eager to listen but make strange questions | <input type="checkbox"/> she gives her friend a fright |
| <input type="checkbox"/> they have Afternoon Tea | <input type="checkbox"/> the friend asks her to do some magic |
| <input type="checkbox"/> there is a problem: no money for cakes! | <input type="checkbox"/> they go horseback riding |
| <input type="checkbox"/> she speaks wisely | <input type="checkbox"/> the waiter walks them outside the picture |
| | <input type="checkbox"/> she goes to Cherry-Tree Lane |

FAVE UL & LANGUAGE ITEMS. MISCELLANEA

1. "Let's go and see who _____ (2)!" said Jane, and taking Michael's arm she drew him away from the window, through the Nursery and out on to the landing.
2. "And that they give _____ trouble at all," continued Mrs. Banks uncertainly, as if she herself didn't really believe what she WAS SAYING.
3. "Why _____ (2, contracted) we go there – right now – this VERY day? Both together ..."
4. Then Mary Poppins _____ through the doorway and the Match Man followed her.
5. the waiter was _____ to be seen
6. "Don't you know," she said pityingly, "that everybody's got a Fairyland of _____ own?"
7. They remembered it again at night, however, when the lights were out and they were both _____ to be sound asleep.
8. Michael sat _____ in bed.
9. Now, are you sure you can carry the gingerbread?" she continued turning to Michael and Jane. They _____.
10. At last it was over. Mary Poppins shook out her basket and showed Mrs. Corry that there was nothing _____ in it.
11. Jane & Michael looked at _____ (2).

DESCRIPTIVE NON-PERSONAL VERBS / CLAUSES

- Can you identify which word each non-personal verb is modifying? Circle it! Then draw an arrow from the non-personal verb to the modified circled word.
- Can you translate any of this? Underline what you translate

"Now, there's one you've never seen before!" said the Match Man proudly, pointing

to a painting of a mountain covered with snow and its slopes simply littered

with grasshoppers sitting on gigantic roses.

Written answers: "pointing" modifies _____ "covered" modifies _____
"littered" modifies _____ "sitting" modifies _____



LITERATURE & VOCABULARY RANGE! Place the following words in their corresponding boxes. Use one in a sentence of your own creation!

gaze, whisper, stumped, glared, cried, tip-toed, come closer, said crossly, approach, crawled, stared, hurried, peered, walked up, stumped

VERBS OF SEEING	
VERBS OF SAYING	
WAYS OF WALKING	

CREATING ATMOSPHERE WITH SEMANTIC FIELDS (PAINTING WITH WORDS)

Underline at least 6 words that together build an atmosphere of things being old and dark ...
 ... found themselves outside **the most curious shop** they HAD ever SEEN.

It was very small and very dingy. Faded loops of coloured paper hung in the windows, and on the shelves were shabby little boxes of Sherbet, old Liquorice Sticks, and very withered, very hard Apples-on-a-stick. There was a small dark doorway between the windows ... Inside the shop they could dimly see the glass-topped counter that ran round three sides of it. And in a case under the glass were rows and rows of dark, dry gingerbread, each slab so studded with gilt stars that the shop itself seemed to be faintly lit by them.

UL: PHRASES. DID YOU LEARN ANY PARTITIVES? Translate 2 or 3 at least, if possible!

1. *una pastilla de jabón*
2. *una botella de perfume*
3. *un paquete de horquillas*
4. *una caja de pastillas para la garganta*
5. *un montón de pasteles (una montaña de pasteles)*
6. *el borde del sombrero*

FAVE SCENES. TRANSLATE (AND SKETCH IF YOU LIKE!)

At the corner they stood talking for a moment; then Mary Poppins shook hands with them all and hurried up the Lane again. Mrs. Corry, dancing lightly in her elastic-sided boots and holding her skirts daintily with her hands, disappeared in the other direction with her huge daughters stumping noisily behind her.

About the Course & Our Learning

From the May Self-assessment Reports of the 14/20 who passed via Evaluación Continua in May 2021. Michelle suggested we shared these assessments we handed in, as we had shared all our work throughout the year. Students kindly authorized the publication of their work on these Self-assessment Reports. As we shared it all, it felt strange we should not share this, too. The texts have been selected, edited and at times adapted for reasons of space or readability. The aim is to offer a feel of what the course was like. We hope everyone feels represented in some way or other. We also hope readers enjoy it. ♥

Differences in Learning Before the Course. Due to the fact that this course has been quite intense, I have not been able to read everything that I would like or be able to have the five or six hours a week of conversation with English speakers like I used to do. However, to be honest, now when I write, listen to something or read, I pay more attention to textual structures and grammar, which means, I have a more analytical vision than before.

Course Methodology. Thanks to the methodology used by our teacher, with emails in English, classes totally in English, a lot of reading (articles, books, poetry), creative writing, listening exercises, oral presentations, the use of an elearning platform (www.talkingpeople.net) totally in English (created and financed by our teacher)..., all in a very structured way, the result has been total language immersion. All of this is reinforced by student feedback as we freely share our work. In addition, to the feedback between us and the teacher. Eventually, the result is an exponential increase in learning. Thanks to all! Now I listen to English in a very natural way and I listen to English more than before in a different way, I assimilate it much more than before. With this learning methodology I am totally aware of what I can do to improve my English in all skills.

Communication. Through the word we think, we communicate, we reflect we express ourselves, we express our opinions. It is through conversations that we relate to the other, we constitute teams, organizations, societies, Projects. The quality of conversations with someone will influence the quality of the relationship we have with that person, and viceversa. Communication is not only to transmit information, but also to express ideas opiions, feelings, emotions, in both directions, I mean, in the direction of the person who is speaking and the person who is listening. For a true communication between two people, they have to give a mutual Exchange in respectful and non-aggressive ways. If you want not to be aggressive in writing and conversation, we must be polite. For that reason, I appreciate the work we did with language in this respect.

I have learned that the aims of the course can be achieved in a motivating and interesting way from the first day of class. I learned to practice each and every skill in a wholesome connecting way. The most

relevant aspect for me is that applied methodology learned to learn English automnomously helped me use feedback very effectively and efficiently, and the most important thing I learned was to share ideas, opinions, my work and materials... and see how that increased my learning exponentially.

My work this course included listening, reading, speaking and oral mediation, writing and written mediation, language awareness, the world of language, learning how to learn (techniques and strategies while developing habits like watching TV series or TED Talks and using audiobooks and podasts, the visualization technique, outlines, brainstorming, learning by ear by heart, keeping learning diaries or logs, underlining for various puroposes, note-taking, noticing the different kinds of texts, how they are created, lists of Useful Language, Lists of Mistakes, giving and getting feedback, preparing Oral Presentations and writing assignments, controlling one's fear and self-destructive habits, learning to listen, learning to appreciate one's work...), using a range of resources and materials, learning about myself, learning about the world, teamwork, learning to assess people's work and my own, learning how to be critical and not destructive, developing creativity.

People in the Course. To be honest I have received help from both the teacher and my classmates. Due to the human and profesional quality of our teacher, I have reached this point in learning It would be unfair not to mention the help and the support provided by my teacher when I was sick with Covid-19. I have received classes and a thorough follow-up by video conference and by emails, reasons why I did not give up the course. As for my classmates, I have also received a lot of help, since for any information I needed, I only had to ask via whatsapp and in a second I was fully informed. That is, without any doubt, part of the outstanding work our group rep, Mari Carmen, did!

About our work in class, resources and materials. I think the work we did in class is tremendous on an academic and human level, and the fact of sharing everything we have done makes it more humane and useful for those who need it. I believe that the materials and sources that we used are beyond the level required by the curriculum. It has been in line with the needs of the class group.



My achievements. Due to the strategies and techniques learned during the course, I have greatly improved my ability to listen, skim and scan texts quickly. As for the writing, I have improved a lot, thanks to the lists of mistakes and the lists of useful language. Thanks to the group work for the oral presentations I have learned to deal with different opinions whether I liked them or not, in a respectful non-upsetting way.

A special note. In all of my learning life, which is not short, I have never had a teacher dedicated to her work and to her students in an academic and human

way. Academically speaking, I would tell you dear Michelle, I could not have done it without you. Humanly speaking I would tell you, Thank you for having me back in the Covid-19 days.

My plans include listening to English every day, watching documentaries and a TV series or so, finish the books I have already started and read an interesting magazine such as Time, for instance. And resume my English conversations with my English-speaking friends. For the purpose of keeping improving my writing I am thinking of buying a good book.



Nowadays, I have gotten used to watching series and television in O.V. English, which I didn't do before. In addition, I have also discovered the usefulness of listening to podcasts. I believe I have significantly improved my English listening and reading. My listening has definitely improved this year. Now, I feel my English listening to people or watching series is a more natural event in my life. My comprehension is a quiet high now. I try to listen to English every day, even if it's just a few minutes. I consider it's important to keep training my ear and not forget some words and expressions. I am aware of my mistakes in speaking/ reading/ writing/ thinking/ listening and what items I need to improve. In addition, I have resources where I can check to correct them. I can identify my own mistakes, I try to write them and check them out when I have time. I have developed a high level of understanding of communication in English. Now I can understand better expressions or special ways of the language, for instance, I have learned to use my English in a non-aggressive way or "more polite" in some usual situations of our day life. What 's more I am using specific useful language for some new areas in my vocabulary such as feminism or literature, for instance. The C1 Resource Pack was useful, but I missed numbers on the pages.

This course has helped me to learn in another way, not just the academic way, more free and language-aware. I think the most important thing this year was learning to make English learning part of my everyday life. Enjoying myself as I learn something new each day. I think it's important to learn in this way for an advanced student because she/he may challenge their knowledge and overcome her/his English limitations.

It was a wonderful course, because we have had freedom to talk about everything. Some conversations enriched my life a lot. I met great people with whom I will keep in touch with each other the rest of my life. They offered their experiences with their English learning and we could exchange opinions about them. It was quite interesting for everyone. The teacher, I think you are a wonderful teacher, maybe this year it was hard for you with your health and other things... However, you did brilliantly. You guided us to fulfill our aims, you helped us to develop our knowledge of English and indicated the correct process we needed to do to make progress every day. Thank you from the bottom of my heart :)

I improved my habits, especially in listening and reading issues. Now I pay more attention to sentence construction, vocabulary and I know how to practise with them to use it in my daily English. Related to my level, I think I can understand complex topics and complex constructions, I am also able to create them, as well. I tried to be an active classmate, I discussed topics in class and I did my best to deliver my homework on time, when I had the opportunity to do it.

All of us have contributed to creating a good learning team that has been excellently led by Michelle. The learning tools we've used are real life elements, and therefore, their use is fully justified. I'm getting used to living in English. I mean, I try to think in English, listen in English, speak in English as much as I can every day. I'm really improving my Listening, and I'm much more aware of what helps me to improve my learning. A language is sometimes alive, free and spontaneous. If we limit it to a textbook we risk losing its essence. No pain, no gain. We have been working very hard. This course and logically the results are absolutely positive, in fact, we have been able to get rid of under-the-level fossilized mistakes!

As you know I am an English teacher and the first reason why I decided to join this course was that I wanted to improve and get my English back! Now I am so excited, and I read books, watch sitcoms, and try to speak in English whenever it is possible.

This course has helped me a lot and I have corrected some of my typical mistakes, fossilizations I had! I

have always listened to English but the truth is that now I have increased the time I work on that. Now I listen with more attention and enjoy being aware of understanding the main ideas and more specific information. With all the techniques that Michelle has shown me, now I can pay attention to my mistakes, I know how to deal with the barriers I usually find when

I am speaking, and I am more aware of the language itself. I have learnt to love English and I find that so interesting and useful! Thanks to this course, I have developed the understanding of communication processes. Now I am more conscious when I am speaking and listening. I have learnt to relax when I am talking, too. Now I think before speaking and I use body language to support the message, at the same time that I pay attention to it when I am listening. As an English teacher, I knew about the importance of being innovative before joining this course. That is the reason why I am so thankful for having the opportunity of learning the language this way. I have learnt to be resourceful and how to become more independent, and I am sure that this is because of the way I have practiced the language this year. I have learnt to look up words in different ways, I have learnt how to read a book for learning purposes, etc.

To sum up the skills and techniques I think I have developed and acquired this year: Reading Habit. Now I try to read in English, unless the author writes in Spanish! Watching TV in English. At the beginning it was so difficult!! But with effort I can say that now it's a habit! Listening to podcasts. Skimming and scanning. I have learnt to use each depending on my needs. Learning by ear by heart (sometimes I have to but I try to avoid it) Developing creativity, I have discovered that English is a creative language and I have created my own words! Note-taking (essential in this course). Learning to appreciate and criticize other people's work in a respectful way. Learning about the world. I never thought I would be able to speak about the very many topics I can now! Teamwork.



I am getting used to reading books in English and also watching films and TV series in English, recently without subtitles. In the last few years, I've been trying to make the most of my English learning process. Something that has changed in the way I learn English is that I have taken a more active approach in the process by paying far more attention to accents, endings, pronunciation, useful language, idioms.... I listen to English more frequently than ever since I listen to an English radio station for pleasure while commuting. I even listen to music in English in a more active way – paying attention to lyrics and trying to do simultaneous translation into Spanish! Now I am more aware than ever than I have a lot of work left to do in the process of learning English and I have realised that the process of learning a language never ends.

I think communication processes are similar or have the same purposes in all languages. What I've lately learnt is that English uses a more polite or non-direct way to communicate than Spanish, for that matter, modals like "would, should, could, may, might, I suggest" ... in a natural way of communication. You are always learning from others. But people in this course

I am very happy with the people I have met in this course, from the teacher to all my mates I have felt support whenever I needed it and I have felt free for asking whenever I had a question. I think that we have created a perfect team and I hope to be with all of you in the following course. The learning process is made not only by the language you learn at a certain momento, but from the people you meet and the experiences you share!

About my work, I have done lots of things but I could have done more. This year has been so hard for me, in terms of job, personal issues and so on. It is true that I have done my best when I was doing an exercises (listening, writing...) but in terms of quantity I am not proud of myself. Despite this fact, I have discovered lots of ways to practice English (apps, websites...) and everything thanks to the mates I have and all the sharing in class.

When I started this course I wasn't able to speak English fluently. I had lost my level and I was really insecure. Now I like using English whenever I have the occasion. I didn't think that this could happen this soon! It is incredible how empowered I am right now (in terms of the language). I have also enjoyed working with mates who are not teachers. I am always with people with the same job and sometimes I need to disconnect and learn from other points of view. I had lots of fossilizations and I thought they would be with me my whole life (being dramatic). Now I am more aware of how to avoid this kind of mistakes and I take my time to study the language, its use, its form. It is incredible!

Thank you, Michelle. I know this year has been special and hard in some ways, but I have enjoyed the course and I have felt involved from the first day I arrived at the school!



have not just helped with learning but also being supportive with each other. We have created a whatsapp group where we have kept in touch to solve all kinds of questions, and also to recommend books, films, and to catch up with the classes. Needless to say that our teacher has been our guide, always encouraging us to continue learning outside the classroom as an enjoyable, fun and endless process.

I have found the content in this course to be highly motivating and of general interest to the population in general, since we have talked about issues like feminism, politics, poetry, literature.... We have also made the most of the materials we use, since we have worked on them from different learning skills. For instance, using an episode of a TV series we read the script aloud in class after having watched it at home, we did mediation exercises, we discussed the language in the episode (idioms, useful language, expressions, pronunciation). Using this material made us aware of what everyday English is like, as opposed to academic English. Although I am not fully aware of my improvement, maybe I can pronounce slightly better now and my ear is able to



discriminate more sounds when listening. Also, I am able to notice my own mistakes when speaking. Regarding my writing skills, I believe I am improving to the point I can use them as a native would.

Listening to other pupils every day, and paying attention to the corrections of the teacher I've learned much more than on my own. I've never been afraid to be corrected by my teacher because from the beginning I understood that she was here to help us. I would change my involvement in group activities. The pandemic situation cannot be an excuse not to take part in teamwork, and that's what I did. From the beginning I've been a lonely learner, and now I think



This year I have developed the daily habit of reading English for at least 20 minutes a day and listening to audios in English for at least another 20 minutes. I get up at six, and I listen to my audios then! I have learnt to listen to myself as I speak. This means I can now monitor my production, and correct my mistakes as I speak. I have learnt a lot of things about non-aggressive communication. The most striking was the question of MUST, which is commonly misused by Spanish-speakers.

I think that the blended learning we have developed, with readings, audios videos, conversations, plays, poetry... on the platform and in class, has been a new way of approaching the learning of the English language and cultures.

The methodology is innovative, modern and creative.

Even at my age, this course encourages me to become more confident, and for sure, it will help me be more independent and resourceful in my English lifelong learning! The C1 Resource Pack is very useful to learn to be independent and resourceful! Then listening to podcast or radio stations, reading books, trying to use new language from our lists of Useful Language while having conversations... all was really helpful. I have learned from my own mistakes and from other people's mistakes. Each person is a treasure of knowledge.

Maybe the platform is not too intuitive, a bit complex I would say. Full of resources but hard to find. In my opinion, the simpler the better.

When I started the course, with no doubt, I was completely stuck. This course has given me the chance to improve my awareness about the significance of self-learning and not depending upon others. I'll keep watching movies, TV series, listening to the new son radio stations and reading newspapers, keeping conversations with other people when possible, and of course registering for the second half of this C1 course!

In this year I have learnt how to keep learning. I am listening more now because I have learnt new ways of

I've been wrong. It's a better way to learn to do it connected to others... My special note is on the teacher's empathy with the students. She was always trying to assist us as best as possible.

I think our classmates have been wonderful people, each one of them shared with the rest their knowledge and in my view we helped each other by sharing how we studied English, and our resources, our tips... Particularly, I spoke lots with B. and we solved a lot of problems we had during the course. We prepared many exercises together. We read Mary Poppins together by videoconference!

The teacher "made me suffer" with some very hard listening exercises, and encouraging me to speak in public, but now I know this helped me a lot in my development.

The materials we used included the *C1 Resource Pack*, the teacher's handouts, of all kinds, with reading, exercises, explanations... Videos, audios, and we shared a lot of conversations. This year I have improved my pronunciation, my grammar, my ability to listen and understand in the worst circumstances, and I have worked as a team with my classmates. I have even developed curiosity for poetry! My special note is to thank the teacher for her hard effort in this very hard year.

learning with this course. I am using new apps and website that I have never used them before for that. I am learning how to correct my mistakes and how to learn new words and expressions. I have learnt that the way I speak could sound a bit aggressive for some people and I need to pay attention to that. But now I know new ways of getting my English to another level and I have the resources that I didn't have before this year course. I have learnt grammar, vocabulary, new expressions, my English is better than last year.

Textbooks are a good complement in learning English. Maybe I'm old school! Anyway, at least I've noticed you can learn with other methodologies, although, to be honest, it was very hard to get used to it at the beginning because we had a lot of resources and things to do. But I have watched some episodes of two TV series that have allowed me to improve my listening, which was bad at the beginning of the course. Now I'd like to improve my speaking! Thinking of my achievements, my resourcefulness has improved when speaking, anyway, and I'm less shy than I was before. I know my limitations but now I try to do my best and enjoy learning English. I'm not very good at working in groups because I hardly ever use this methodology in my life. I prefer to work

individually. I haven't achieved this teamwork skill yet. My special note goes for the atmosphere in class.

I've always thought that English should be learnt in a contextualized and natural way. We can use textbooks to improve certain questions, for theoretical tips or to

We worked very hard (in times of Covid!) and sometimes we felt overwhelmed, but I had fun and the atmosphere in class was great. I was looking forward my wonderful English lesson! ♥

practice some or other structure, but an advanced learner needs to be capable of learning and managing English in real life situations, so they need to develop practice for fluency and lifelong learning ways!

Pics of the CoL Orals

Tuesday, May 18, 2021. Time keeper: Paola. Whatsapp coordinator of messaging: Mari Carmen. White-board note-taker: Michelle



Thursday, May 20, 2021. Time keeper: Miguel Ángel. White-board note-taker: Carmen





Positive change at EEOOII

En este curso se abre la doble vía de promoción: por evaluación continua o por certificación en año de certificación.

ESCUELAS OFICIALES DE IDIOMAS ANDALUCÍA. 2020-21. ABIERTA LA DOBLE VÍA DE PROMOCIÓN					
Marco Común Europeo de Referencia (MCER)	Nomenclaturas tradicionales	Curso 2020-21 Nombre del Nivel	Nombre de los cursos	Doble vía de la PROMOCIÓN: por evaluación continua (EC) o certificando	
				Promoción (evaluación continua)	Certificación (examen de la Junta)
A1	Elementary	Nivel Básico (NB)	Nivel Básico 1 (NB1)	Promoción a NB2	
A2	Pre-intermediate		Nivel Básico 2 (NB2)	Promoción a B1	Certificación
B1	Intermediate	Nivel Intermedio B1 (NI B1)	Nivel Intermedio B1	Promoción a B2.1	Certificación
B2	Upper Intermediate	Nivel Intermedio B2 (NI B2)	B2.1	Promoción a B2.2	
			B2.2	Promoción a C1.1	Certificación
C1	Advanced (in General English)	Nivel Avanzado C1	C1.1	Promoción a C1.2	
			C1.2	Promoción a C2	Certificación
C2	Special courses for Advanced students	Nivel Avanzado C2	C2 Cuatrimestrales (¿?)		

Notas a la doble vía de promoción

- Evaluación Continua termina a fines de mayo, con las lectivas, y todo el alumnado conoce sus resultados y los ha analizado, aunque las notas se publiquen en PASEN a finales de junio con las del resto de la comunidad.
- La prueba de junio de EC es para quienes en la (co)evaluación de mayo sepan que deben recuperar algo; y para absentistas que opten por promoción sin certificación.
- Las pruebas de certificación requerirán registro previo hacia abril.
- Absentistas no pierden derecho a prueba de promoción (EC) en junio, o a certificación en junio, previo registro, pero no pueden "apuntarse" a EC porque EC requiere asistencia, seguir el curso.

- Michelle's **comic** for spreading the word on the good news! Evaluación continua in EEOOII, see BOJA 227, 24/11/2020 <https://michaelaford.wordpress.com/2022/03/24/comic-about-evaluacion-continua-eeooii-y-apoyo-en-las-leyes/>
- List of Michelle's **articles** published by Andalucía Educa: <https://michaelaford.wordpress.com/2022/02/04/my-articles-on-a-teachers-online-mag/>

Summer Training!!

In Cohesion. Writing

...with Literature: [Frankenstein, or the Modern Prometheus](#)



"As a child I scribbled; and my favourite pastime, during the hours given me for recreation, was to 'write stories.' Still I had a dearer pleasure than this, which was the formation of castles in the air -- the indulging in waking dreams -- the following up trains of thought, which had for their subject the formation of a succession of imaginary incidents. My dreams were at once more fantastic and agreeable than my writings."

Mary Shelley in an Introduction to Frankenstein,
Third Edition (1831)

Chapter 5 - <https://youtu.be/Cq3iPiz2JzY>

It was on a dreary night of November that I beheld the accomplishment of my toils. With an anxiety that almost amounted to agony, I collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs.

Task 1. Read and listen to this beginning and learn it by ear by heart!

Task 2. Use the words in bold to create the beginning of a chapter of your own story! Notice the language for descriptions. Enjoy!



Do You Know Her? Quiz

Education for Equality as a Crosscurricular subject








What did we learn from, about women? This course tries to make up for all of the years of study that excluded women’s minds and achievement from our learning. Here is a list of women appearing in the course. Quiz 1 <https://forms.gle/yRCJiSG4riqFV2Ju9>

The information is jumbled! Can you order it? (2021)

WE READ THEIR POEMS, & LISTENED TO THEM, EVEN LEARNED THEM BY EAR!




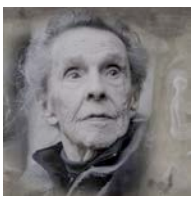


Audre Lorde		A Litany for Survival	So it is better to speak remembering we were never meant to survive	
Mary Oliver		Wild Geese	This dark ceiling without a star	
Sylvia Plath		Bridges	And tame things Have no immensity	
Marilyn Monroe		Child	(everything is beautiful from there and the air is so clean)	
Mina Loy		There Is No Life or Death	Meanwhile the world goes round Meanwhile the sun and the clear pebbles of the rain are moving across the landscapes	

WE READ ABOUT THEM, OR READ & LISTENED TO THEIR ANALYSES

<p>The Human Rights Declaration</p>		<p><i>We Should All Be Feminists</i></p>	<p>December 10. Those rights and freedoms are based on values like dignity, fairness, equality, respect and independence.</p>
<p>Ida B. Wells</p>		<p>Stand-up comedian who created a global social movement</p>	<p>British writer Virginia Woolf said about her, “[Her] life had been an experiment from the start, an attempt to make human conventions conform more closely to human needs.”</p>
<p>Chimamanda Ngozi Adichie</p>		<p>Nobel Peace Prize 1931</p>	<p>“My Angry Vagina” is about how patriarchal society is not good at taking women’s needs in connection to their vaginas. February 14. V-Day & One Billion Rising</p>
<p>Mary Wollstonecraft</p>		<p>US American lawyer</p>	<p>"Perhaps what we have most near is death, but that idea does not frighten me. We shall continue to fight for that which is just." November 25, International Day against Gender-based Violence / for the Elimination of Violence against Women</p>
<p>Jane Addams</p>		<p>Women’s struggles contributed to the concept</p>	<p>Anti-lynching campaigner, who said, “The way to right wrongs is to turn the light of truth upon them”</p>
<p>The Mirabal Sisters</p>		<p>Fought for the downfall of a dictator and succeeded</p>	<p>“True peace is not merely the absence of war, it is the presence of justice.”</p>
<p>Eve Ensler</p>		<p><i>A Vindication of the Rights of Woman</i></p>	<p>“Culture does not make people. People make culture. If it is true that the full humanity of women is not our culture, then we can and must make it our culture.”</p>



WE READ &/OR LISTENED TO THEIR STORIES

<p>Leonora Carrington</p>		<p>How Did I Get Away with Killing One of the Biggest Lawyers in the State? It Was Easy (story)</p>	<p>British writer who rewrote fairy tales from her feminist viewpoint. While in hospital, before her death, she finished the most amazing collection of world fairy tales (you must get a copy for your bedside table! It's not <i>that</i> expensive!)</p>	<p>Story based on an event in the author's life which horrified her and included a visit to Buckingham Palace.</p>
<p>Pamela Lyndon Travers</p>		<p>The Debutante (story)</p>	<p>Navajo Nation (Diné people) (Native American storytellers include women.) Their sense of humor in stories is very much recognizable! Deported from what is now Arizona, their land, to eastern New Mexico in 1864, an attempt at ethnic cleansing.</p>	<p>The main character is manipulated into all sorts of terrible things for her. There's an unexpected turn of events.</p>
<p>Coyote Storytelling</p>		<p>Mary Poppins (novella)</p>	<p>US American writer who coined "womanism". One of her books was made into a movie by Steven Spielberg, <i>The Color Purple</i>. She wrote a collection of stories called <i>You Can't Put a Good Woman Down</i>.</p>	<p>"It is a northern country; they have cold weather, they have cold hearts."</p>
<p>Alice Walker</p>		<p>There Was Once (story)</p>	<p>Canadian writer who wrote her first novel, <i>Surfacing</i>, in ... Her sci-fi or speculative fiction <i>The Handmaid's Tale</i> has inspired a popular TV series recently!</p>	<p>The text is food for thought, and makes me think of how creating stories will never end because our ways of thinking & language evolve.</p>
<p>Margaret Atwood</p>		<p>Coyote Kills a Giant</p>	<p>Australian-British writer who did not think money was more important than respecting one's work. She created a world famous character in the 1930s.</p>	<p>The story we read includes an explanation of why wood ticks are flat!</p>
<p>Angela Carter</p>		<p>The Werewolf (story)</p>	<p>British-Mexican artist who was rescued in a submarine from an asylum in San Sebastian! She wrote Surrealist literature in three languages.! Recently a museum with her paintings and sculptures was opened in Mexico DF.</p>	<p>The main character and her friend are a nanny and a match man.</p>

Have a lovely summer!!!