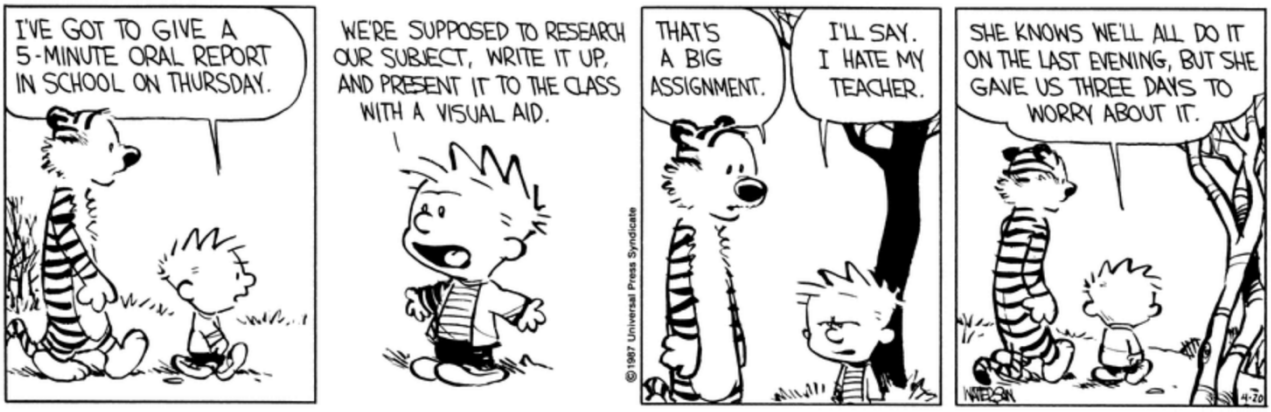
BLOGGING PROJECT



Calvin & Hobbes, by Bill Watterson

Université de Nantes
2020 - 2021

X12A020
laurie.labarbe@univ-nantes.fr

BLOGGING PROJECT

CLASS ATTENDANCE

- Attendance remains OBLIGATORY
- Please remember to **notify your group teacher** (preferably in advance) if you cannot attend a session, AND **connect** to http://abs-sciences.univ-nantes.fr/. Please note that, if unaccounted for, absences will **lead to a direct penalty** on your grade.
- Absences with no acceptable justification will result in **direct mark reduction** (1 absence –5; 2 absences –10; 3 absences –20)
  - Being there is just a prerequisite: you actually have to work too…

- **IMPORTANT: A NOTE TO NON-ATTENDEE STUDENTS (*Dispensés d'assiduité*)**
  - Assessment procedures for DA students are specific. If you complete the in-class project and have the DA status, your in-class project grades will NOT be taken into account, so if you do not sit the DA exam, you will get zero for the module.
  - For any questions regarding the DA exam, contact christine.foucat@univ-nantes.fr.

ASSIGNMENT

- **WRITING**

In groups of 4, you will create a blog on a theme of your choice.
Your blog is going to be online, created on a blog creation platform such as https://www.wix.com/.

> - **Follow the instructions in the "Final Project" section on Madoc** to create your blog and submit both the address of your blog and a PDF version at the end of the semester.

Your blog should be:

- **varied, with different types of sections** (About, comments, reviews…) that will contain the blog posts
- organised around a **category and a theme**: *e.g. Art for Students, Fashion and Social Impact, Health & Fitness for the Lazy, Literature Shared with Friends, Music to Inspire You, News - Decoded, Scientific Debates Today, Sports Around The World, Cars We Forgot About, Business For Beginners, IT For People Who Hate Computers…:* **Bonuses** will be awarded for **originality.**
- around **3,500 to 4,500 words** in length and should be **user friendly** (include a table of contents, and make the blog easy to read and navigate, with 4 or 5 tabs for the main sections that regroup different blog posts). Also, maintain a consistent tone and page layout throughout the blog.

- **SPEAKING**

You will then carry out a **10-minute oral presentation** of your project. This presentation should not consist in a reading out of your written work (= not just reading articles from the blog) but should rather be a "history" of its creation:

- Explain your theme choice: who is your blog for?
- Present the entries you chose to include and justify your choice
- Explain how the blog is organized (show that it is user-friendly and easy to read!)
- Highlight a couple of examples from interesting contents presented in your blog
- Say what challenges you faced (and how you responded to them), and/or what you enjoyed during the project

PowerPoint presentations will be highly appreciated provided you don't read what is written on the slides!

ASSESSMENT

You will receive two marks for the project:

- one **group mark** for the written part (the blog itself)
- **individual marks** for the oral presentation.

LESSON PLAN AND HAND-IN DATES

There will be **12 project sessions** in total. The first nine sessions will be dedicated to input and speaking activities. Presentations will take place in **sessions 11 and 12.**

The "written" part of the project (= the blog itself) must be submitted on the last session at the latest (see "Final Project" section on Madoc) – unless otherwise specified during the semester. You may be asked to submit your oral presentation as recorded videos: follow your group teacher's instructions.

SESSIONS:

Session 1	Blog types
Session 2	Writing about Yourself
Session 3	Anecdotes and storytelling
Session 4	Writing a Blog Series – 5 Vlog Templates
Session 5	Writing a Blog Post – How Social Media Is Rewiring Our Brains
Session 6	Commenting
Session 7	The Flog – Quizzes
Session 8	Writing a review
Session 9	Presentation skills
Session 10	In Class Preparation
Sessions 11 & 12	Presentations

IMPORTANT: ONLINE LEARNING ACTIVITIES

Compulsory activities:

The *online learning activities (Phonetics)* must be prepared on Madoc. They are part of the online material you will have to work on this semester. It is YOUR responsibility to complete them as they will NOT be covered in class.

Optional activities:

Use the following link: http://madoc.univ-nantes.fr/course/view.php?id=31672
or visit the Online Training Page on Madoc for useful grammar revisions, methodology advice and quizzes about science videos.

COMMUNICATION:

We will communicate with you using your university-provided e-mail address (xxx.xxx@etu.univ-nantes.fr) exclusively. You need to check your univ e-mail regularly or you will miss important information such as oral or written exam dates, or deadline changes.

If you have any questions ask your group teacher and/or get in touch with me!

Laurie Labarbe – laurie.labarbe@univ-nantes.fr

The University has engaged in a fight against plagiarism.
WE WILL USE ONLINE PLAGIARISM DETECTION TOOLS (Compilatio + random checks…).

Take good note of the rules reminded on the university website (keyword "plagiat"; "dossier plagiat")
http://www.univ-nantes.fr/69054405/0/fiche___pagelibre/&RH=INSTITUTIONNEL_FR

- Specifically, regarding your project, this may include copying passages from the internet or any other source without explicitly mentioning the source.
- Please note also that the use of automatic translator programmes will be easily detected and assimilated to plagiarism.
- We finally ask you to be vigilant, as if an instance of plagiarism is detected in a project, the whole group will be held responsible, and duly sanctioned.

UNIVERSITÉ DE NANTES

Charte anti-plagiat de l'Université de Nantes

Approuvée par le Conseil d'administration de l'Université de Nantes en date du 21 octobre 2011

Préambule

L'Université de Nantes est engagée contre le plagiat, afin de garantir la qualité de ses diplômes et l'originalité des publications pédagogiques et scientifiques de ses personnels enseignants et/ou chercheurs. Les travaux quels qu'ils soient (devoirs, compte-rendu, mémoire, cours, articles, thèses), réalisés aussi bien par les étudiants que par les personnels universitaires, doivent toujours avoir pour ambition de produire un savoir inédit et d'offrir une lecture nouvelle et personnelle d'un sujet. La présente charte définit les règles à respecter en la matière, par l'ensemble des étudiants et universitaires.

Article 1

Les étudiants et les personnels sont informés que le plagiat constitue la violation la plus grave de l'éthique universitaire. Le plagiat consiste à reproduire un texte, une partie d'un texte, toute production littéraire ou graphique, ou des idées originales d'un auteur, sans lui en reconnaître la paternité, par des guillemets appropriés et par une indication bibliographique convenable.

Article 2

Les étudiants et les personnels s'engagent à ne pas commettre de plagiat dans leurs travaux, quels qu'ils soient : devoirs et compte-rendu remis par les étudiants à un enseignant, mémoire, cours, articles de recherche, thèse. Le fait de commettre un plagiat en vue d'obtenir indûment une note, un diplôme ou un grade universitaire est une circonstance aggravante. Le fait de commettre un plagiat dans un document destiné à être publié, mémoire de master ou de thèse, article à paraître dans une revue, est aussi une circonstance aggravante. La reproduction d'une oeuvre originale sans le consentement de l'auteur est de plus qualifiée juridiquement de contrefaçon (articles L. 335-2 et L. 335-3 du code de la propriété intellectuelle).

Article 3

Les étudiants et les personnels s'engagent à citer, en respectant les règles de l'art, les travaux qu'ils utilisent ou reproduisent partiellement. Les reproductions de courts extraits en vue d'illustration, ou à des fins pédagogiques sont en effet autorisées sans nécessité de demander le consentement de l'auteur. Néanmoins, la méthodologie d'un travail universitaire, quel qu'il soit, implique que les emprunts soient clairement identifiés (guillemets) et que le nom de l'auteur et la source de l'extrait soient mentionnés. Les travaux universitaires ne consistent pas en la reproduction d'une ou de plusieurs sources, mais doivent toujours avoir pour ambition de produire un savoir inédit et d'offrir une lecture nouvelle et personnelle du sujet.

Article 4

L'Université de Nantes se réserve le droit de rechercher systématiquement les tentatives de plagiat par l'utilisation d'un logiciel de détection de plagiat. Les étudiants et les personnels s'engagent à communiquer, sur simple demande de l'Université, une version numérique de leur document avant publication, afin de permettre cette détection.

Article 5

Les manquements à la présente charte sont passibles de sanctions disciplinaires : avertissement, blâme, annulation du diplôme préparé, exclusion de l'Université pour une durée limitée, exclusion définitive de l'Université, exclusion de tout établissement public d'enseignement supérieur pour une durée limitée, exclusion définitive de tout établissement d'enseignement supérieur. Les auteurs présumés de plagiat seront systématiquement traduits devant la section disciplinaire compétente. La procédure disciplinaire ne présage pas d'éventuelles poursuites judiciaires dans les cas ou le plagiat est aussi caractérisé comme étant une contrefaçon. Toute information complémentaire sur les textes législatifs et réglementaires en vigueur et les règles de l'art pour la citation, peut être consultée dans le dossier plagiat sur le site de l'Université de Nantes : http://www.univ-nantes.fr/charte-antiplagiat.

Can I work on the project on my own?

No, you cannot. The blogging project is a group project; being able to manage the work collectively and to compromise is part of the project.

What if all the other group members drop out of university and I end up on my own?

You cannot do the project alone, so if the other members of your group drop out of university, you have to tell your teacher as soon as possible so you can be assigned to another group; this does mean that you will have to adjust to another group and another theme. If you fail to tell your teacher about the problem, you may be prevented from presenting your work, which would mean that you would fail the module.

What if I am sick on the day of the orals?

First of all, if you are absent, don't forget to go to the Scolarité (Registrar's Office) with proper documentation for your absence to be excused. Also contact your group teacher about your absence so they can plan accordingly.

If you are absent for your oral presentation and haven't taken any steps to excuse your absence, you will get a zero for the oral part of the project, whether or not you contact your group teacher to arrange for another oral.

If your absence is excused, then you and your group will be asked to come back at a later date to present your work. If you do not do that presentation, you will ALL get zero for the oral part of the project.

My group and I used an image from the internet and forgot to give the source. Will there be any disciplinary action against us?

It is not good practice not to cite the sources of the images you use. However, if you forget the source for an image in your project, we will not refer you to the disciplinary committee.

What you should be very careful about is plagiarism in your text; this will be detected and will be penalized severely.

If I rephrase the sources I use, is this still plagiarism?

Plagiarism refers not only to an idea, but also to the way an idea is phrased. If you use someone else's ideas and/or words, you need to be very clear about what belongs to the original author and what belongs to you. So if you entirely rephrase an author's idea without using their words at all, you still need to make it clear that the idea wasn't your own. If you use an author's words, you need to put those words in quotation marks. If you rephrase part of what the author said but still used some of the original author's phrasing without using quotation marks and documenting the source properly, it is plagiarism.

There is a video on MADOC about plagiarism from the Université du Québec. Harvard University also has an interesting website on the different kinds of plagiarism, with annotated examples. The following quotations are taken from this page. I encourage you to take a closer look at the page itself

(http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054):

"If you copy bits and pieces from a source (or several sources), changing a few words here and there without either adequately paraphrasing or quoting directly, the result is mosaic plagiarism. Even if you don't intend to copy the source, you may end up committing this type of plagiarism as a result of careless note-taking and confusion over where your source's ideas end and your own ideas begin. You may think that you've paraphrased sufficiently, or quoted relevant passages, but if you haven't taken careful notes along the way, or if you've cut and pasted from your sources, you can lose track of the boundaries between your own ideas and those of your sources. It's not enough to have good intentions and to cite some of the material you use. You are responsible for making clear distinctions between your ideas and the ideas of the scholars who have informed your work."

"When you paraphrase, your task is to distill the source's ideas in your own words. It's not enough to change a few words here and there and leave the rest; instead, you must completely restate the ideas in the passage in your own words. If your own language is too close to the original, then you are plagiarizing, even if you do provide a citation."

"When you use your own language to describe someone else's idea, that idea still belongs to the author of the original material. Therefore, it's not enough to paraphrase the source material responsibly; you also need to cite the source, even if you have changed the wording significantly."

I used quotation marks throughout the project to make sure I wasn't plagiarizing and still got penalized. Why is that?

The blogging project is about having you write your own texts. It is a very good exercise to practice your writing skills and it is supposed to help you enrich your vocabulary and hone your grammar skills. If most of your work was written by someone else, then you did not abide by the rules of the project. We will not consider your work to be plagiarized if you properly document the sources you used and use quotation marks correctly, but we will penalize you for not doing the work you were assigned.

Someone else in my group plagiarized but I most certainly did not. This is clear from the fact that we indicated the name of each contributor under each text. So why am I also penalized?

The work you hand in is done collectively. You are not supposed to focus on only one part (so it is useless to write your name anywhere except on the cover or at the back), and it is your responsibility to check each other's work.

PLANNING – PROJECT PROGRESS CHECK

S1->S2

Before next session, decide who you're going to team up with for the project and start brainstorming ideas and themes. Don't restrict yourselves to one idea straight away; consider a few possibilities and evaluate the feasibility of each option before you decide to discard or keep it.

Tip: Throughout the project, keep a group and a personal logbook. In the group logbook, keep track of collective discussions and decisions, and in your individual logs, write down your actions, decisions, and thoughts about the project. Also keep track of the challenges you faced, as a group and individually, and how you overcame them. Doing this will make it easier for you to prepare for the oral presentation and will help you organize your work throughout the project.

S2->S3

By now you should know who your teammates are going to be on this project. By next session, you should have made a decision on what your blog is going to be about.

Make sure your project is feasible by listing potential problems raised by your choice and finding solutions to them. Keep track of the problems and solutions in your logbook.

Tip: Do not bite off more than you can chew. Sometimes, you can get so enthusiastic about an idea that you forget to check that your methodology is good, and that quantity does not come at the expense of quality. You need to ensure that your blog is well designed and well thought-out, that it makes sense and that it is consistent, user-friendly, informative, and well formatted. It is better to restrict yourselves to the amount of content indicated in the instructions and spend more time thinking about the way you are going to present the information rather than try to cram every idea you have into the blog and risk making it a mess.

You will find on Madoc>Final Project>Blog Project Checklist (Collaborative) a checklist of things to do in the preparation of your blog, and criteria for a good blog. You and other students are tasked with creating the list.

S3->S4

By now you should have finalized your choice of theme for your blog, and you should have resolved the major problems your choice may have raised.

You need to choose the sections your blog will be divided into and discuss collectively about the type of content each section and article will include so that there are no repetitions or inconsistencies. Finally, you should also talk about what you want your blog to look like so you all know the format while you are writing.

S4->S5

Now that you have planned out your content, you need to decide on how you are going to share the work within the group. Then you can all start drafting your texts and infographics.

Tip: Even if you have divided up the work, it does not mean that you are responsible only for the part you have written, so make sure that you have enough time before you hand in your blog for everybody to re-read it and make suggestions for adjustments. Ultimately, you are all responsible for the whole project. That also means that if you are stuck and need help, you should not hesitate to ask the other members of your group to help you.

You can decide on a timeslot when you can all see each other throughout the project, even if it cannot be for long, so that you can compare notes, check up on each other's progress to make sure there is no problem, and suggest solutions if one of you has difficulties with their work.

S5 -> S6

By now you should have all started writing your parts. If you haven't done so already, you should schedule a group meeting so that you can see where everybody is at. Take a step back and look at what you have so far with a critical eye to assess if there are no methodological issues, and adjust your work accordingly.

S6->S7

Schedule another group meeting to make sure everybody is on track.
Take a step back and look at what you have so far with a critical eye to assess if there are no methodological issues, and adjust your work accordingly.

S7->S8

PLANNING – PROJECT PROGRESS CHECK

By now you should have almost finished writing. You need to schedule a group meeting to make sure you are all on track.

You also need to start the editing process: Re-read each other's work, suggest improvements or changes, and then once you are all comfortable with the content, put everything together, making sure the formatting is consistent throughout and the information logical. Then look at the end result critically and make any necessary adjustments.

Keep an eye out for content that is plagiarized, whether consciously or not, as this will be severely penalized and you are all responsible for the entire project.

S8->S9

By now the blog should be ready, or very close to ready. You should start discussing the oral presentation. Don't forget to read the instructions on p.2 to know what information you should include, and then agree on the outline of your presentation and divide up the work. Now is a good time to go through your logs and see what information you can use from them.

S9->S10

When you arrive for the in-class prep session next time, you should bring the drafts of your presentation with you to class, along with a list of questions for your teacher. During session 10, put the finishing touches on your oral presentations and prepare your slides. The in-class prep session is also a good opportunity to ask your teacher pronunciation questions, since pronunciation is crucial in any oral presentation.

Before you deliver your presentation, you should also make sure that you have rehearsed it together. Remember that pronunciation and delivery will be very important and give each other advice and support.

Types of blogs: Match the categories on the left to the definitions on the right

Descriptions adapted from https://en.wikipedia.org/wiki/Blog#Types
https://firstsiteguide.com/blogging-types-revealed/
https://www.ninthlink.com/2008/10/15/the-many-types-of-blogs/

A. Personal experience blog	1. These blogs focus on a particular subject, such as political blogs, journalism blogs, health blogs, travel blogs (also known as *travelogs*), gardening blogs, house blogs, book blogs, fashion blogs, beauty blogs, lifestyle blogs, party blogs, wedding blogs, photography blogs, project blogs, psychology blogs, sociology blogs, education blogs, niche blogs, classical music blogs, quizzing blogs, legal blogs (often referred to as a blawgs), or dreamlogs. How-to/Tutorial blogs are becoming increasingly popular.
B. Business blog	2. These types of blogs make it possible for teachers and students to collaborate on classroom projects. Teachers can have students create blogs either through the school's internet system or public sites such as blogspot.com, where they can discuss texts that have been assigned, films viewed, or lectures. Students and teachers can comment on each other's blogs.
C. School blog	3. This type of blog is an ongoing online diary or commentary written by an individual, rather than a corporation or organization. While the vast majority of these blogs attract very few readers, other than the blogger's immediate family and friends, a small number of them have become popular, to the point that they have attracted lucrative advertising sponsorship.
D. Professional blog	4. These blogs are a unique but modern type of blog. Instead of the owner creating content, the content is supplied by the public. Such blogs have a team who moderate posts, prevent unpleasant interactions and promote slow topics for greater interactivity. Despite the fact that this type of blog mostly contains content from guest writers, the owner should also write posts of his or her own.
E. Genre blog	5. Bloggers who have these types of blogs do it to make money online. In other words, their career goal is to earn a salary through their blogging efforts. These bloggers tend to use a variety of monetization strategies to achieve this goal, including selling display ads, creating information and digital products, promoting other people's products for a commission, and similar.
F. Reverse blog	6. These blogs are defined by the content they produce. If you enjoy video blogging, then you're a vlogger. If you curate content from other websites, you have a linklog. If you post photos or art sketches on your blog, you're hosting a photoblog or artblog.
G. Media blog	7. Bloggers that write these types of blogs do it for their business. That could be a business they own or company they work for. Their goal is to gain more exposure, traffic, and ultimately customers for their business. Unlike the personal blogger, their writing is less focused on themselves and more focused on their business and their industry.

SPEED BLOGGING GAME

Choosing an original topic for your blog can be a challenge… Play the speed blogging game and see how it can inspire you to some crazy combo!

In groups of 4-5, individually, in turns.

You are attending a bloggers' convetion. Choose one of the proposed blog names and be prepared to give a short speech to explain to your colleagues what your blog is about, who it is for, how you got the idea…

1. Skiing with bears
2. Suitcases and Nail Polish
3. Recipes for young professionals
4. Everything you need to know
5. Pet cooking
6. Roadsigns of the future

1 **START** →	2 a good film you've seen recently	3 what you like to do in the summer	4 outdoor activities around Nantes		10 what you're going to do next weekend	11 your plans for the future	12 some-thing you bought last week	13 what you like to do in the winter	14 **Go forward 3 spaces**	15 your use of Face-book	16 a museum you would like to visit
			5 a subject you're passion-ate about		9 **Start again**						17 a forum you read or partici-pate in
			6 your favourite food	7 your favourite TV show	8 the kind of music you hate						18 your favourite sport
50 **FINISH**											19 a country you would like to visit
49 shopping in your city											20 your favourite book
48 **Start again**		38 some-thing you're going to buy soon	37 your favourite school subject	36 cultural activities in your town	35 your worst holiday	34 your home-town	33 your best holiday	32 **Go back 5 spaces** ↷	31 a trip you plan on making in the future		21 your favourite band or music
47 the most beautiful building in your city		39 **Go forward 3 spaces** △							30 some-thing good that hap-pened to you this year		22 a strange food you've tried before
46 a trip you made		40 a food you hate							29 cyber-bullying		23 your use of Twitter
45 your typical Sunday		41 your dream trip							28 your dream job		24 a blog you follow
44 **Go back 6 spaces** ↷	43 an activity you would like to do	42 concert venues in your town							27 a city you would like to visit	26 your favourite phone OS	25 **Go back 4 spaces** ↷

tell us about...

Adapted from Neil Coghlan

Project progress check:

Before next session, decide who you're going to team up with for the project and start brainstorming ideas and themes. Don't restrict yourselves to one idea straight away; consider a few possibilities and evaluate the feasibility of each option before you decide to discard or keep it.

Tip: Throughout the project, keep a group and a personal logbook. In the group logbook, keep track of collective discussions and decisions, and in your individual logs, write down your actions, decisions, and thoughts about the project. Also keep track of the challenges you faced, as a group and individually, and how you overcame them. Doing this will make it easier for you to prepare for the oral presentation and will help you organize your work throughout the project.

Types of blog posts: Match the type of post with the type of information you could include in it

Descriptions adapted from http://optinmonster.com/73-type-of-blog-posts-that-are-proven-to-work/

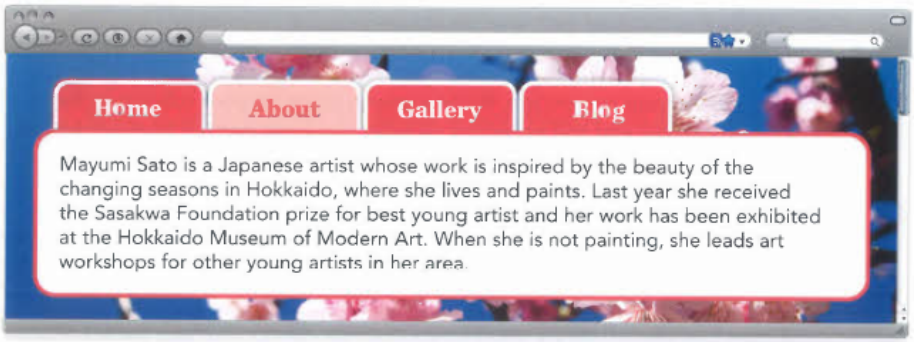
1. Tutorials and How-to Guides	1. These are fantastic because it is likely that your readers have already googled these terms in hopes of an answer. You could write one long post answering all your reader's frequent questions. But it may be more beneficial to create a blog series by answering a common question once a week.
2. Checklists	2. From charts to lists to myths vs. facts, almost anything can be made into that type of content. Admittedly, the more professional the look, the better, but you can still make an incredible post by producing a chart you made in PowerPoint. The key is to create a chart or graph that helps explain things.
3. Listicles	3. We all look for tests and opinions about a product before purchasing. So why not write a post giving your opinion on the latest gadget or service you've bought? Write down the pros and cons, and give your recommendation.
4. Infographics	4. There is a reason why these posts are so viral — people need to eat! For SEO purposes, be sure to include any alternate names for your dish or drink, as well as giving very precise measurements and cooking instructions.
5. Profile	5. This type of content is simple to create. You probably make lists all the time such as your grocery list, supplies lists, to-do lists, etc. All you have to do is take that same concept and apply it to your blog. To perfect the content, take a common task and break it down into short, actionable items.
6. Reviews	6. We all enjoy these, especially if we can compare our results to everyone else. So why don't you create a fun quiz for your readers? Don't forget to add a social share to the bottom of your quiz results for others to see and join in.
7. Inspirational Stories	7. This type of post can be written about anybody. The post should give some biographical information about the person and links where users can find more about them. You should put information on why you chose this person, but also consider adding some facts that aren't well known so your post can stand out.
8. Quizzes	8. Use your current blog as a random plug for your favorite destination spot. Let others live vicariously through you! Just remember to include pictures.
9. FAQs	9. Create a post around a controversial issue and dialogue from different sides of the topic. Many times this is done as a blog series. The fun part is that you can play devil's advocate and argue for the side you disagree with.
10. Rants	10. Although controversy sells, so does inspiration. Hopeful stories go viral because it is something people want to experience themselves. So share your story of hope and watch it inspire others to do the same.
11. Debates	11. These posts are easy because they involve you talking about things you are already familiar with. The most important thing is to break down your content into the smallest steps and into the simplest terms. Don't assume your readers know what they're doing.
12. Recent Travel Experiences	12. These are always among the most shared on the internet. You can create a list of just about anything. Perhaps it is a list of your favorite places to eat, your summer reading list, or your favorite web apps. The possibilities are endless.
13. Recipes	13. Yes! Speak your mind! Be free to share your frustrations! Just remember that whatever is posted on the internet stays on the internet. So do ample research and have someone else read your post before you publicize it. While these posts can become viral, they do have the potential to burn relationships.

SESSION 2: Writing about Yourself

Exercises adapted from White, Genevieve. *Writing*. London: HarperCollins UK, 2014.

Project Skills: Writing about Yourself – Read the four texts A—D and check everything you learn about Mayumi from those texts.

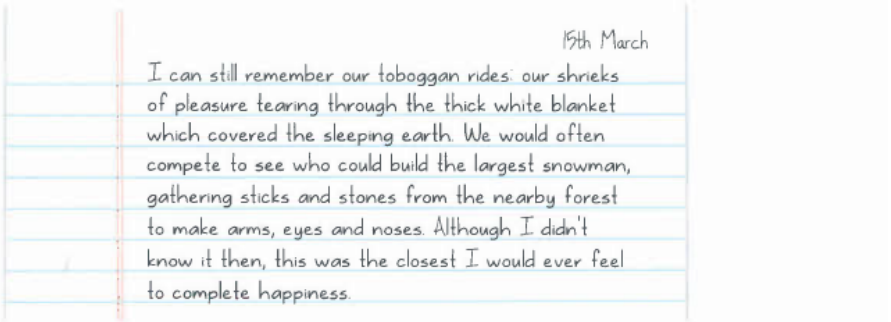
Text A



Text B

Text C

Text D



- ☐ One of her hobbies is painting her shoes.
- ☐ She is a young, successful Japanese artist.
- ☐ She was born in Hokkaido.
- ☐ She wants to study for a Masters in Fine Art in Boston.
- ☐ She enjoys going to the cinema.
- ☐ She likes to sculpt.

Choose which text corresponds to the descriptions below.

1. This text is a formal application and is aimed at a university course coordinator. It is formal, but also uses emotive language to show commitment to the subjects. It also underlines prior achievements.
2. This text is intended for an informal audience so Mayumi writes in a relaxed manner.
3. This text is intended for both a professional and personal audience of amateur art lovers and professionals. Prospective employers or buyers might read this text, so the writing has to be professional.
4. Mayumi wrote this piece primarily for herself, for pleasure or self-expression. In this text, she uses language to paint a picture of a specific time and place in her life.

Underline the irrelevant piece of information in the following texts.

A

Jordan is a writer and photographer with a particular interest in island landscapes. His photo journal of a journey to the remote island of St Kilda won him a prestigious photography prize. He regularly contributes to The *Islander* online magazine. He has a great sense of humour.

B

Friendly, easy-going nurse in his mid-thirties seeks male and female friends to enjoy walks and relaxing times with. Loves the outdoors: camping, sunsets and mountain walks. Graduated with a degree in nursing five years ago. Looking forward to hearing from you!

C

Astronomy has always played a central role in my life. I also really enjoy flower arranging and meeting friends. Ever since I was a child the night sky has fascinated me, and this interest has continued throughout my school career. In my first year of high school I set up an astronomy club during the winter months. I also volunteer at my local observatory where I give talks to visiting school parties.

Language Note: 'show, don't tell'

This advice is particularly important to bear in mind when you are writing about yourself. Rather than telling your reader you *are* something, you need to *show* it, by using examples and illustrations. This will also help you to avoid sounding egotistical. Compare:

Layla is an extremely hard-working person.

On top of being a full-time student at the University of Maryland and editing the university's newspaper, Layla also maintains her own photoblog.

Useful Tips:

- Before you start writing, consider these questions: Who am I writing for?, What information should I include or leave out?, What tone should I use?
- Think about the length of your piece. Professional biographies are usually quite short, for example.
- Reading samples of other people's work will give you an idea of the appropriate tone, length, and style. For example, if you are writing a biography for your blog, visit other blogs similar to your own and read the biographies written there.

Writing: Choose a situation below and write a short text which suits the context.

1. You are opening a Twitter account and need to supply a biography for your account which will appear in search results next to your name. In no more than 160 characters, describe who you are, list your accomplishments and explain what your Twitter feed is all about.
2. You have moved to Dublin, Ireland to study for a year. You are lonely at the weekend and would like to meet people who you can enjoy free time with. Write a short profile about yourself for a friendship website.
3. The university you are applying to has asked for a short personal statement, explaining why you want to study your subject. Write about yourself, focusing in particularly on your subject and the importance it plays in your life.

SPEAKING: IRL – In Real Life : The intruder(s)

In groups of 4, imagine you are all active members of a forum in a popular blog (you can decide in advance if it's about games, traveling, dating, food, music etc.). You frequently chat together on the forum and decide to meet in real life. Ask questions to find out about the other members' information (name, birthdate, city, interests, marital status, relatives, friends, education, employment, pets, reasons for coming, dreams etc.).

However, there is one extra person present the day of the meeting, which means there may be an intruder among you! You met in an open forum, so anyone could have read what you all wrote and pretend they are one of you. Try to convince the others that what you're saying is true, but they don't have to believe you! Decide in advance (without telling the others) if you are honest or not and what your motives are. Maybe all of you will be honest, or maybe you'll all be fakes, it will be almost impossible to tell!

OR

SPEAKING: The pros and cons of blogging

In groups of 4, create 2 teams who will constantly disagree on the statements presented about the pros and cons of blogging. The first team chooses one of the 16 statements, reads it aloud and starts to support or to oppose the statement. Ex: *"Of course it's true, because…"* The opposing team will have to find convincing arguments to disagree. Ex: "*How can you be so simple? Don't you know that…"*
After debating the first statement, it is the opposing team's turn to choose another statement and to support or oppose it, and so on. If a team does not choose a statement in 15 seconds, the opposing team chooses for them.

1. All bloggers are narcissists.
2. Nobody reads your blog or cares about what you have to say.
3. To be a successful blogger, you have no choice but to blog about popular topics.
4. Blog design and maintenance requires too much work.
5. Life moves too quickly to waste time blogging: What you blog about today will be irrelevant by tomorrow.
6. Technology changes too quickly: the skills you learn today will be obsolete in three years.
7. Blogging makes you vulnerable to criticism and ridicule.
8. All of your hard work can disappear in an instant if the Internet ceases to exist.
9. There is no practical, real-world benefit to blogging. You are living in fantasy land.
10. Being honest can lead to trouble.
11. Starting a blog is easy.
12. A blog gives people a reason to visit your website.
13. Blogging can help create a sense of community.
14. Blogging allows you to get feedback on things that make you think.
15. A blog is a precious archive of your personal sources of inspiration.
16. You never know who might find your blog, from potential clients to the love of your life.

HOMEWORK ASSIGNMENT FOR SESSION 3: Choose a blog that you think is an example of a good or a bad blog and bring its references (web address) with you to class. Be prepared to explain why you think it's a particularly good/bad blog.

Project progress check:

By now you should know who your teammates are going to be on this project. By next session, you should have made a decision on what your blog is going to be about.

Make sure your project is feasible by listing potential problems raised by your choice and finding solutions to them. Keep track of the problems and solutions in your logbook.

Tip: Do not bite off more than you can chew. Sometimes, you can get so enthusiastic about an idea that you forget to check that your methodology is good, and that quantity does not come at the expense of quality. You need to ensure that your blog is well designed and well thought-out, that it makes sense and that it is consistent, user-friendly, informative, and well formatted. It is better to restrict yourselves to the amount of content indicated in the instructions and spend more time thinking about the way you are going to present the information rather than try to cram every idea you have into the blog and risk making it a mess.

You will find on Madoc>Final Project>Blog Project Checklist (Collaborative) a checklist of things to do in the preparation of your blog, and criteria for a good blog. You and other students are tasked with creating the list.

[Before starting: Blog examples presented by students (Homework given at the end of Session 2)]

Project skills: Writing a personal anecdote – Julia is working in Hungary for a year and has included the following anecdote on her blog. Read the blog post and number the events in the anecdote in the correct order. Then match the words from the anecdote to their meanings.

Source: White, Genevieve. *Writing*. London: HarperCollins UK, 2014.

My year on the Puszta

Home | My news | Gallery | Contact

A selfish spring stroll

Posted on 15 March

Spring has sprung here after an endless and freezing winter. I'd been slaving over a hot photocopier all day and couldn't wait to get out and enjoy a refreshing walk by the river Tisza, breathing in the balmy air and listening to the chirrup of the birds. So I sprinted up to the flat, dumped my briefcase in the hall, called a quick 'hello' to Brett and then dashed out again, locking the door behind me.

Yes, I locked the door, leaving Brett unable to get out of the stifling hot flat! While I wandered barefoot and carefree on the grassy riverbanks, Brett was completely unable to appreciate the first night of spring. Have I mentioned that there is only one window in our flat and that it is jammed? (We've been meaning to get it fixed for ages …)

Well, Brett was determined to free himself at any cost, and in desperation he knelt down in front of the door, peered through the letter box and decided to call for help to the next person he saw. This next person happened to be the elderly man who lives above us. Poor Brett mustered up all the Hungarian he knew and called out 'Can you help me?' (It turned out later that he had actually been calling 'I can help you!') Our poor neighbour looked around him, clearly shaken that a letter box was offering him assistance and beat a hasty retreat back upstairs.

When I returned from my blissful spring stroll I felt terrible to find that Brett had spent the entire evening kneeling in front of the letter box. Needless to say we have both made resolutions. I will stop and think before I rush off on any more impulsive strolls, and Brett is learning Hungarian grammar!

a. Brett decided to learn Hungarian grammar.
b. Spring arrived after a long, cold winter.
c. Brett asked a neighbour for help.
d. Julia was desperate to go out and enjoy the fine weather.
e. Julia felt terrible when she realized that Brett had been locked in.
f. Julia accidentally locked Brett in the flat.

Paragraph	*Word*	*Definition*
1	Slave	Suffocating, causing difficulties breathing
2	Stifling	Look with difficulty or concentration at something
3	Peer	Work excessively hard
4	Blissful	A leisurely walk
4	Stroll	Extremely happy, joyful

Useful Tips for Writing Personal Anecdotes:

- A good personal anecdote has a strong beginning, middle and an ending. Plan what you want to say before you tell your anecdote.
- While planning your anecdote, make a list of all the questions your reader might want to ask, e.g. *Where were you? Who were you with? How were you feeling?* Answer these questions in your writing.
- Use a range of narrative tenses. Remember you can use the past perfect tense to set your scene.
- Keep the tone conversational. Read your work aloud—how do the words you have chosen sound?
- Readers are more likely to be entertained by a humorous account of something which has gone wrong. (An account of a perfect day is less likely to entertain.)

Language: Past perfect and past perfect continuous – Underline the correct tense in each sentence

Language Note: past perfect and past perfect continuous

When we are telling a story in the past simple tense, we can use the past perfect simple and past perfect continuous to refer to things which happened before the narrative began. We can also use the past perfect to show that someone is reflecting on something which happened prior to the events of the story.

I had been rushing around at work all day, and was totally exhausted.

That's when I realized that I'd left my wallet in the supermarket!

I often thought about how easy my life had been back then.

1. I was exhausted and absolutely starving—I ***had travelled / had been travelling*** for ages.
2. We ***wandered / had been wandering*** around for what seemed like hours, when we finally found the hotel.
3. The first time I saw Venice, I immediately ***fell / had fallen*** in love with it.
4. I was almost at the airport when I realized I ***had left / had been leaving*** my passport at home!

SPEAKING: Anecdotes Bluff

Choose one of the situations below and tell a personal anecdote about it to your classmates. After you finish, they will be able to ask at most five follow-up questions. Then they will have to guess whether the anecdote is true or made up.

Topics from http://www.eltbase.com/397-anecdotes

- Something scary that happened to you.
- Something memorable that happened during a trip.
- Something embarrassing that happened to you.
- Something involving an animal or animals.
- A time that you became very angry with someone.
- Something involving the supernatural or that cannot be explained.
- Something funny that happened at university recently.
- A time when you were late - and the consequences.
- A crime that you witnessed or were involved in.
- Something that started off badly but turned out well in the end.
- A time when you were very lucky.

Project progress check:

By now you should have finalized your choice of theme for your blog, and you should have resolved the major problems your choice may have raised.

You need to choose the sections your blog will be divided into and discuss collectively about the type of content each section and article will include so that there are no repetitions or inconsistencies. Finally, you should also talk about what you want your blog to look like so you all know the format while you are writing.

Project skills: Tips for Writing a Blog Series – Answer the questions about this text on the next page

Planning A Successful Post Series On Your Blog

By Tracie Nall, http://www.thesitsgirls.com/blogging/how-to-write-a-blog-series/

To have a successful blog post series, you need three things: a topic, a plan, and good execution. Today I'm going to give you tips for all three, so your next post series can stand out and get noticed.

How Do You Find A Topic For A Post Series?

When you are writing about a complex topic, you might find your post pushing well past 1,000 words. This is the perfect opportunity to split it into two or more posts, and just like that, a post series is born. Any group of posts that relate can be a series. If you want to write about social media tips, you might find that it is easier to break the posts apart according to social media platforms, as different strategies are used for each one.

A post series doesn't just have to be one post split up, though, and it doesn't have to be a tutorial, either. Narrative posts can also be written as a series. If you have a particularly exciting story of how you met and fell in love with your significant other, you might want to tell it over the course of several posts. Or maybe you have a group of stories from high school or an old job that could be linked together and told over time.

Anything you are going to introduce into your blog at regular intervals can also be considered a series. It can be as simple as having a "Tuesday Taco" scheduled where each Tuesday you share a different taco recipe. If you approach a weekly feature as a series, you will see better results from it.

Plan Ahead For Success

A good plan will help you to get the most from a post series. Decide how many posts you will write, and how long you want to run the series. If it is a story you are telling over time, think about the natural breaks and how much content you really have to decide how many posts it will take. If you are doing a tutorial series, it will be even easier to know ahead of time how many posts you need.

Plan a start and finish for your series. If you are adding a weekly feature series along the lines of "Tuesday Taco," think about how long you want to make that a regular thing. You might decide to do it for one month, or just for the summer. Don't over-commit to something you are going to tire of before your readers are ready to see it end. Let your readers know what to expect from your series.

If your series is a tutorial, narrative, or a post that is being broken up into pieces for length, a week is a good amount of space to give it. If you feel like you have more content than that, you need to make it clear to your readers how long it will last, or consider breaking it up even further into two series if possible, and have a break in between publishing them.

When setting up your calendar, try to start your series on a Monday, and not in the middle of the week, unless it is a feature that will repeat for a long time on a certain day.

Tips To Make Your Post Series Successful

Introduce your series. Write a post with a small preview of what your series will cover to get your readers excited about it. This can run one week before the start of your series, and could also be included in any email newsletter you send out to your readers. Give your readers an idea what you will be covering, and why they want to read it.

Review the previous post. At the beginning of the post, cover what happened last time in a short sentence that includes a link to the previous post. This is good in a narrative post, so readers don't feel like they are coming in on the middle of a story. It is also great for tutorials or posts that are related in any other way.

Preview the next post. At the end of each post, add a short teaser letting readers know what to expect in the next post. You can go back and add the link into the preview once the next post is published, to make it easier for readers who find the series in the future and want to read through all of the posts in order. This preview helps to build anticipation just like your introduction did.

Include a graphic. Pinnable graphics are a must no matter what kind of post you are writing, but if you are writing a series, make sure the graphics are complimentary to help further tie the posts together, and remind readers that the post is part of a series.

Interlink posts. Anytime you refer back to an earlier post in the series, add a link! Or, if you have a previous post that wasn't a part of this series, but fits in with the topic, link to it. You could also link to other posts or series you have written at the end of the post in an "additional resources" or "related posts" section. Make it easy for readers to find all the things you have written about a specific topic. The more there is for them to read, the longer they will stay on your site.

Are the following statements about the text true (T) or false (F)?

1. Each post in a series must be over 1,000 words.
2. There needs to be a link between the posts in a series.
3. Only tutorials make sense as a series.
4. Posts that are recurrent on a blog will be better if they are seen as constituting a series.
5. It is better to not decide in advance when you want to end a series. That way, you don't have to stop a feature that you really enjoy writing just because you said it would run until a specific date.
6. For tutorials and narratives, it is better to leave a week in between each post in the series.
7. It is a good idea to have a post announcing a series is about to start before it does.
8. Every post in a series should include a brief review of the previous post in the series.
9. You should not tell your readers what to expect in the next post so you can build suspense.
10. Make sure that your readers can easily navigate between posts in the series.

Which of the following items would lend themselves well to being a series?

1. Unrelated, random stories
2. FAQs
3. Stories about your last big trip through Europe
4. Your reaction to a news story that just broke
5. A short tutorial on how to configure your screensaver
6. Weekly reviews of newly-released albums
7. Your About page

Video - 5 Vlogs templates to get you started

https://www.youtube.com/watch?v=UxXZCRiJpFI

Objectives

- understand content formats that can be reused in a vlog post
- identify and reuse language and communication techniques to help get the message across.
- Apply to the project.

Focus

- Vlog structures and formats, objectives
- Verbal tools (vocabulary and language structures)
- Non-verbal tools (Intonation and connection with body language)

I. Before watching

Read the title: what do you anticipate the video to be about? Are there any elements that you expect to find in the video?

From the title and the following sentences, try to guess the meaning of the word "template" (Give a synonym or an explanation):

- Good news, I found a lot of CV templates online, it's going to save me a lot of time when preparing my job application!
- The first store they had opened was used as a template when they started opening others to expand the franchise across the country.

➔ 2 synonyms: …… / ……

➔ Definition: Something that ……

Other vocabulary

A (1) …… can be a fishing (1) …… or, in a pop song, the easy to remember part that immediately (1) "……s" the listener.

The (2) …… can be the return on an investment, or, in a story, the final outcome, the conclusion.

The person who watches a video is a (3) ……, and on streaming services, people making videos are often called (4) …… (2 words).

II. 1st viewing

Now watch the video for the first time, trying not to pause too often, and try to get a sense of the main ideas and overall/superficial structure.

Only take a few notes (just keywords in each category) to have an idea of the main ideas. Focus on the most important ideas rather than details.

Introduction

What 3 important things does the creator of the video do at the very beginning?

"What is up you wonderful people? My name is Cody Wanner, I daily-vlogged for all of 2018. And I've found that there's five kinds of structures…"

- ➔ ……
- ➔ ……
- ➔ ……

III. 2nd viewing

Now watch again and pause when needed to make more understandable (and a bit more detailed) notes on the information and language used to give that information.

The 5 types:

1. **Mission vlog**
   a. What is it?
   b. Hook:
   c. Adventure:
   d. Payoff:

   e. Note:
   f. Vocab:

2. **Intrigue**
   a. What is it?

   b. Hook:
   c. Adventure:

   d. Payoff:

   e. Vocab:

3. **Magic in the Mundane**
    a. What is it?

    b. Hook:

    c. Adventure:

    d. Payoff:

    e. Vocab:

4. **Challenge vlog**
    a. What is it?

    b. Hook:

    c. Adventure:

    d. Payoff:
    e. Note:

    f. Vocab:

5. **Vulnerable vlog**.
    a. What is it?

    b. Hook:

    c. Adventure:
    d. Payoff:

    e. Vocab:

Closing comments

Vocabulary: fill in the blanks
If you went to my channel and …… …… my videos, …… find something (other than tutorials) that doesn't …… …… one of those five categories. ……! [= "you can do this" - Used to encourage someone, especially if they're not very confident]

IV. Non-verbal communication: stress, reduction, intonation

Intonation

Listen and repeat, then underline the two most important syllables in the sentence:

a) 0'22 "The hook on this is, something needs to be gotten"
b) 0'38 "There's an immediate sense of curiosity…"
c) 1'05 "The payoff…is…didja get it?"

Try to connect the intonation to the meaning: why are these syllables stressed more than the rest? Consider old Vs new information, importance…

- The first one in each sentence:
- The second one in each sentence:

Note that other elements of the sentence, especially if they are close to the stressed syllables, tend to be reduced (did you -> didja…). Listen and pay attention to reduced syllables: what type of words tends to be reduced?

1'08 "…for the viewer of the video" In this case, compared to the beginning, the last part of the sentence is pronounced **lower in pitch (and with vocal fry) and volume, with a flatter intonation (flat, low pitch, falling at the end), faster, with less articulation/more reduction**…

➔ Why? ……

Practice tip: listen and repeat sentences, specifically trying to imitate stress and intonation.

V. Application to project preparation

Group project preparation:

1. discuss how a vlog aspect could make your blog more interesting/varied
2. find ideas for one vlog entry per group member (decide what type…)
3. prepare a very short segment and practice delivering that segment orally with the right structure (depending on the type), vocabulary and intonation, body language…
4. You can present to your classmates, or record on your phone and actually use it for your blog (although the blog is mostly a *written* project).

Project progress check:Now that you have planned out your content, you need to decide on how you are going to share the work within the group. Then you can all start drafting your texts and infographics.

Tip: Even if you have divided up the work, it does not mean that you are responsible only for the part you have written, so make sure that you have enough time before you hand in your blog for everybody to re-read it and make suggestions for adjustments. Ultimately, you are all responsible for the whole project. That also means that if you are stuck and need help, you should not hesitate to ask the other members of your group to help you.

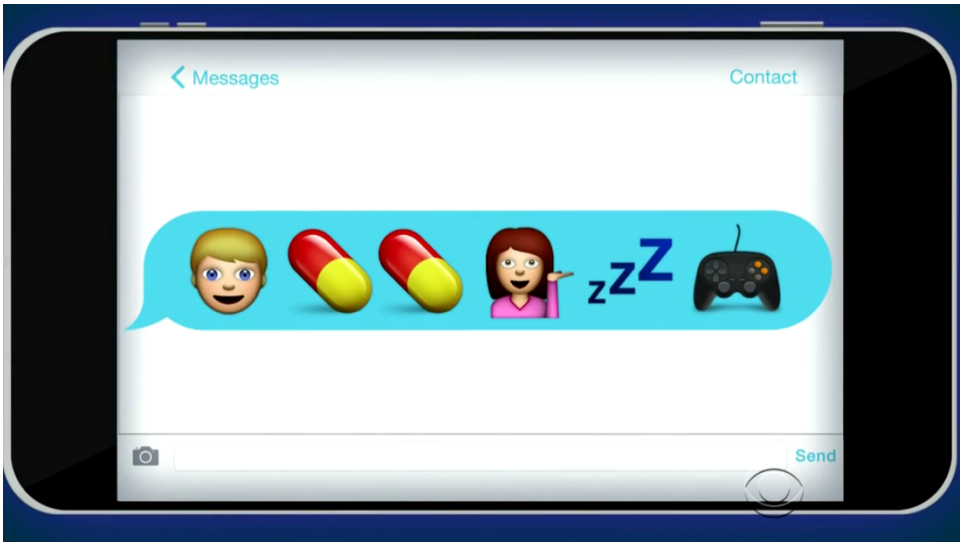
You can decide on a timeslot when you can all see each other throughout the project, even if it cannot be for long, so that you can compare notes, check up on each other's progress to make sure there is no problem, and suggest solutions if one of you has difficulties with their work.

Warm-up - Emoji news

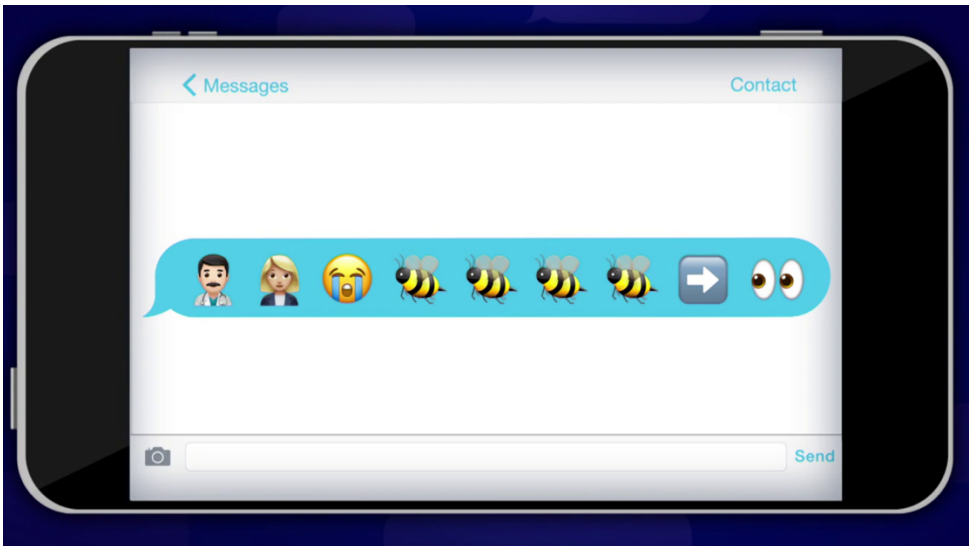
1. Look at the following emoji news stories.
2. Can you guess what strange news story the emoji tell? In small groups, discuss your ideas, then share them with the rest of the class.
3. Discover the actual story told by the emojis. Was it what you had guessed?

1. Story #1

2. Story #2



3. Story #3



Optional (or homework):
Prepare your own emoji story (news, anecdote, real or made up…) using 10 emojis maximum, so that your classmates can try to guess the story

Project skills: How to Write a Good Blog Post

1. **Writing a blog post, like all other writing, is a skill.** To keep your reader interested, you should think about the structure of your copy and write appealing texts. If people understand and like your text, they are much more inclined to share, like, tweet and link to your post.

Brainstorm the following questions with your group / the rest of the class:

⇨ As a reader, what do you expect from a good blog?
⇨ What tips would you give to someone who would like to start writing a blog?

2. **Consider the examples of blogs displayed on the board. Do you think they are good or bad? Justify your answers.**

3. **Here is a recap of elementary writing tips on writing blog posts that are both readable and user-friendly.**

<table>
<tr><td colspan="2">GET READY</td></tr>
<tr><td>1. Think before you write!

Think hard about the message of your text. What do you want to tell your readers or which central question do you want to ask? What's the purpose of your text? And what do you want your readers to do at the end of the page? Write down the answers to these questions before you begin writing.</td><td>2. Write down the structure of your blog post

Start your post with creating a clear structure. Every post should have:
some sort of introduction (in which you introduce your topic);
a body (in which the main message is written);
a conclusion (which should summarize the most important ideas or deduce some new idea).
Write down what you want to write in all these three sections. You now have a kind of summary of your post. The real writing can begin.</td></tr>
<tr><td colspan="2">ORGANIZE your IDEAS</td></tr>
<tr><td>3. Use paragraphs

Everybody uses paragraphs, but make sure to use paragraphs that make sense. Do not start a new sentence on a new line, just because it looks nice. There should be a reason for making a new paragraph. Every paragraph should have a main idea or a main subject. Ask yourself what the main idea of each paragraph is. You should be able to grasp that main idea in only one sentence. If you need more sentences, you simply need more paragraphs.</td><td>4. Use headings

Headings structure the entire page, so you should use headings. They're important for readability and user-friendliness. Headings help Google to grasp the main topics of a long post and therefore can help in your ranking. If you want people to find their way in your articles, you should use subheadings. Subheadings will lead people, help them scan your page, and clarify the structure of your articles. Make sure you use your keywords in some subheadings. Not in each and every one of them though, as it will make the text unreadable.</td></tr>
<tr><td colspan="2">LINK your IDEAS</td></tr>
<tr><td colspan="2">5. Use signal words

Signal words help people to scan through your text and help people to grasp the main idea. Let's say, for instance, that there are three reasons for people to buy your product. You should use signal words like: 'first of all'; 'secondly' and 'finally'. Also, words like 'nevertheless', 'surely' and 'indeed' give a clear signal to your readers. Readers will instantly get that a conclusion will follow after words like 'consequently', 'so' or 'for this reason'. Signal words are therefore very important to structure your text.</td></tr>
</table>

BE USER-FRIENDLY		
6. Let other people read your post Before publishing your post, let someone else read your post first. Ask him/her whether he understands the main idea of your post. Correct typos and sentences that aren't formulated correctly	**7. Optimize the length of your article** Make sure your articles have a minimum of 300 words. Google likes long articles, if your article is too long though, it might scare away users. So try to stop at around 700 words. And, as a general rule of thumb: try to put your search terms in about 1 to 2 percent of your text. So in an article of 300 words, you should mention your search terms 3 to 6 times	**8. Link to previous content** If you already wrote some content about the topic of your current post, don't forget to link to these posts. It will make your post stronger because you show some authority on the subject. Next to that, your link structure is important for your ranking in Google as well. And of course, your reader might be interested in these related posts too

Adapted from https://yoast.com/seo-friendly-blog-post/

Video: Is Social Media replacing our 'real relationships' or adding to them?

Before you watch: brainstorm the following questions in small groups/with the class

1. Are social media important to you?
2. How often do you use them?
3. What applications do you use most?
4. Do you have the feeling that social media affect your 'real relationships'?

Now watch the video and answer the questions

1. What is the social organ of the body?
2. How does Daniel Siegel explain the success of social media?
3. Sum up the two-way interaction between brain and social media.
4. Sum up Daniel Siegel's comparison of social media and face-to-face relationships using the chart below. Fill in each box using key words or ideas

	Face-to-face relationship	**Social media**
Type of signal		
Area of the brain involved		
Region involved in…		

5. Is Daniel Siegel pessimistic or optimistic about the future?

Conclusion Do you agree with Daniel Siegel's conclusion?

SPEAKING: Instagram Captions
Choose one of the following pictures and write a caption for it.
Captions on Instagram can be up to 2,200 characters long and include emojis and up to 30 hashtags.

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Project progress check:
By now you should have all started writing your parts. If you haven't done so already, you should schedule a group meeting so that you can see where everybody is at. Take a step back and look at what you have so far with a critical eye to assess if there are no methodological issues, and adjust your work accordingly.

Video: Negative Comments and Trolling

1. Intro – Brainstorming

Why leave comments on a blog?

2. Watch the video and then choose the best answer for each question (warning: this video contains swearing)

1. Which of the following ideas is NOT mentioned as the ideal to which online comments sections should be?
   (A) The online equivalent of a town plaza in a free democracy
   (B) Somewhere we can go when we want to discuss something in a considered and honest manner
   (C) A space that allows us to see something through different eyes
   (D) An opportunity to discuss serious subjects such as evolution and time travel

2. What conclusion is understandable after reading typical comments online?
   (A) Humanity is losing sway
   (B) Humanity has veered off course
   (C) Humanity will never find a better solution
   (D) Humanity has lots of ways

3. What is said about commenting online?
   (A) It comes from bad people
   (B) Some people are born more capable of it than others
   (C) It's a skill you can earn money from
   (D) Many bad comments come from people who have good intentions

4. Why is it a bad idea to humiliate a person who you think is wrong?
   (A) You won't learn anything about the person
   (B) The person will think you aren't very clever
   (C) The person can't learn anything this way
   (D) The person will humiliate you back

5. Complete the ideal phrase to use when correcting someone: "I _____ you might have missed something"
   (A) Wander if
   (B) Wonder if
   (C) Want to know if
   (D) Wandering

6. When you're confused by something someone has said it's best not to use which common acronym?
   (A) LOL
   (B) ROFL
   (C) FFS
   (D) WTF

7. What should you try to convey when expressing your confusion? (2 possible answers)
   (A) You respect the intelligence of the writer
   (B) You respect the way the writer communicates
   (C) You respect what the writer wanted to do
   (D) You want to be treated with more respect

8. What is the first reason given to explain why people are so rude online?
   (A) Because they are often very young and inexperienced
   (B) Because they themselves are emotionally injured and alone
   (C) Because they have unrealistic expectations of themselves
   (D) Because they are rude in general

9. What is another reason that is mentioned?
   (A) Trolls think others will just ignore what they say so it doesn't matter
   (B) Trolls are usually impotent
   (C) Trolls feel they can increase in power to own more
   (D) Trolls have a lot of despair and self-hatred

10. What is important to remember?
    (A) The comments represent people from many different walks of life
    (B) There is a majority of readers who are less inclined to share their opinion
    (C) There is an invisible army of moderators regulating all online interaction
    (D) The comments reflect how the world really is

DISCUSS: What do you think about the ideas in this video? Do you think you would follow the suggestions offered? (give reasons)

3. 5 Tips on How to Write Good Blog Comments – Do's and Don'ts

Adapted from https://smartblogger.com/blog-comments/ (Original Post written by Kevin J. Duncan, as of Nov 13, 2018)

a. Don't…

1. …use a novelty or non-existent avatar
   - Instead, let people see the real you. They will be far more likely to make a connection if they can see your face.
2. …use a false name (or "fun" nickname)
   - Among your friends and family, you can go by any nickname you choose, but unless you're a spy, on a blog, using your real name is the right thing to do. Bloggers want to know who is trying to get their attention.
3. …dump links on your comments
   - If you embed links to your own content in your comments, it comes across as an attempt to peddle (=*sell by going from house to house*) your lemonade on the bloggers' lawn, and might get you kicked off their property. Only include links if you think they are absolutely necessary.
4. …forget to read the post before commenting
   - When you comment on a post after skimming it or — worse — not reading it at all, you greatly increase the chances you'll say something silly.
5. …drone on and on (=write a long comment)
   - One-sided conversations are not much fun and neither are blog comments that last forever and a day. A 500-word comment isn't better than a 100-word comment. It's usually just five times longer.
6. …repeat what the post just said
   - In the world of blog, this is called a (re)Pete comment. It doesn't add to the conversation. It doesn't ask questions. It doesn't challenge an idea. Your comment needs to be more than a summary of the post, otherwise, what's the point?

b. But instead, do…

1. …use a friendly greeting
   - If you're hoping to catch the attention of bloggers and strike up a relationship, a healthy dose of proper etiquette can go a long way.
     - So say hello to them.
     - Greet them.

- *Refer to them by name.*

2. …pay a sincere compliment
   - Remember, you've chosen to be on this person's blog, not someone else's. You've chosen to read their post instead of another. Chances are, you like them. You value them. You respect them. So pay them a compliment…Just make sure it's sincere.
   - **Note:** In order to sound sincere, refrain from heaping *too much* praise onto the bloggers themselves. A little praise can go a long way. For this reason, it's often best to focus on the post rather than the blogger.
3. …give added value
   - Your goal in every comment should be to add value. If your comment doesn't add value, it's wasting everyone's time.
     - Share personal insights or anecdotes
     - Ask thoughtful questions
     - Contribute to the discussion
4. …make a parting promise
   - One great way to make a promise is to tell the author you're going to share the post on your favorite social media platform, or that you'll be back to read more of their content…
   - But whatever promise you make, be sure to keep it.
     - Tweet the post like you said you would. Read the blogger's other posts, and leave more comments. In other words, do exactly what you said you would do.

And when you share the post on your favorite social media platform, be sure to tag the blogger — let them know you followed through…

Application: Leave a comment for the authors of the video (you may criticize, but remember to leave positive, helpful criticism) OR Leave trolling comments on the pictures in S5 – Then respond.

Practice: What do you think about the following comments? Are they good or bad? Why?

Comments from White, Genevieve. *Writing*. London: HarperCollins UK, 2014.
https://wpsites.net/blogging/blog-comment-examples-best-practices/
http://www.blogherald.com/2012/10/08/how-to-write-comments/
http://blogbasics.com/examples-of-blogs/

1. "Thanks, great post. I really like your point of view!"
2. "I find your opinion quite interesting, but the other day I stumbled upon completely different advice from another blogger, I need to think that one through, thanks for posting."
3. "It should be noted, Brad, that if the site admin is not using a premium theme that deals with showing posts on a page separate from using the "static front page" from the "Settings>>Reading" tab, it really doesn't matter what page template they might use for the "blog page".

   WordPress will not pay any attention to the actual page template the "blog page" is using and instead simply shows that URL/blog-page as the container for listing the blog posts."
4. I'm very sorry to hear that dogs are constantly trying to bite your two year-old. That must be very distressing for you and your child and I sympathize with you. Dog attacks are, however, very rare and fortunately I have never seen one. Dogs which are well-behaved and good-natured shouldn't suffer because of some sort of collective vendetta against dogs in parks.
5. I want to write blogs.. please guide me how could I ???

Language: Choose the correct word in these sentences

Source: White, Genevieve. Writing. London: HarperCollins UK, 2014.

1. **While / When** many blogs are written by people who want to share their interest in something, there remain many who only want to talk about themselves.
2. **While / When** blogs are written by people who care about their target audience, the result is usually much better.
3. Blogs create streams of revenue for some famous bloggers. **Moreover / However**, it is a hobby for most bloggers.
4. **Admittedly / Admitting**, many bloggers rely on advertisement to generate income. **Yet / So** we cannot deny the benefits of accessing them easily without paying. It raises the question of how free "free" content really is, **although / though**.
5. If you want to start your own blog, **then / so** you need to clearly state what the main topic is, **now / so** your potential readers will find you easily.
6. Hey dude! Thanks for visiting my awesome blog! You're my 1000th visitor, so you're getting a cool gift. **Moreover / Plus**, you'll be allowed to write the article of your choice which will be added to the blog.
7. I won't complain too much, **since / although** I did get compensation for this problem.

Writing: Choose one of the two following situations to write a comment about

Source: White, Genevieve. Writing. London: HarperCollins UK, 2014.

1. Read this comment on the rise of teenage smartphone addiction. Write a polite response, making sure to include your own point of view.

> Smartphones are the scourge of modern day life. I have three teenage daughters. All three of them have been begging me for their own smartphones since they were twelve, but I have not given in yet! If you ask me, these moronic machines are to blame for much of today's societal ills: obesity, bullying, depression … I'd throw them all in the bin!

2. You have just read a travel blog in which some very uncomplimentary things have been written about your city—the blogger has described it as ugly, dirty, and unwelcoming. You are deeply offended, and would like to set the record straight for other visitors to the blog. Write a comment.

REGRETS ABOUT THE PAST

Discuss with a partner: What is one time that you have made a serious mistake? What did you learn from it?

eg: Once I got so drunk, I vomited all over my girlfriend and she dumped me.
I didn't study enough for my last English exam and failed the module.

Accentuating the positive! Useful phrases:

One thing I learnt from doing that was that…
If I understood one thing from that mistake, it's that…
This experience taught me that…
One good thing that came out of that mess was that…

Now discuss: If you had done things differently, what would have happened?

Grammar reminder: Conditional structures

Conditional structures come in four types, plus two mixed types. (see table below)

Structures concerning THE PAST are in grey boxes

		condition					result				
		IF	**SUBJECT**	**AUX**	**MAIN VERB**		**SUBJECT**	**MODAL VERB**	**AUX**	**MAIN VERB**	
REAL	**TYPE 0 general**	If	one		sleeps	with dogs,	one			wakes up	with fleas.
	TYPE I likely	If	she		drinks	too much tonight,	she	will/may/might		get	really sick.
UNREAL	**TYPE II unlikely/ hypothetical**	If	you		dropped out	of university now,	all your work	would/could/may/might		mean	nothing.
	TYPE III Hypothetical past	If	I	had	practiced	more,	I	would/could/may/might	have	spoken	better in my speaking test.
	TYPE III/II	If	he	had	told	his girlfriend he loved her,	she	wouldn't		be	lonely now.
	TYPE II/III	If	mankind		was	less selfish,	many of the past disasters	wouldn't	have	taken	place.

DID YOU KNOW?

In everyday English, the standard Type III Conditional structure ***could/should/would/couldn't/shouldn't/wouldn't have*** is usually pronounced with a contracted ***have***, so many native English speakers wrongly assume the structure is ***could/should/would/couldn't/shouldn't/wouldn't of.***

eg: ***He should of told me.*** WRONG!

If you see this type of structure on the internet, don't worry; it's the writer's mistake, not yours! It can actually be written as ***He should've told me,*** or just in its uncontracted form ***He should have told me.***

Project progress check:

Schedule another group meeting to make sure everybody is on track.
Take a step back and look at what you have so far with a critical eye to assess if there are no methodological issues, and adjust your work accordingly.

Video: The Flog – Watch the video and answer the questions

Recipe from http://www.marisabaggett.com:80/2008/09/04/tuna-sushi-roll-with-bacon-and-apples/
Video from *The Flog*, Geek and Sundry, http://geekandsundry.com/felicia-day-robin-thorsen-mondo-sushi-rollers/

First, complete the list of ingredients needed for the recipe

For each roll, you will need…

1 4in x 7in piece ……

From http://www.allaboutsushiguide.com/

About ½ - ¾ cup prepared ……

From http://www.foodandwine.com/

2 ounces ……, cut into ¼ in width strips

From http://eatatkellys.blogspot.fr/

From http://www.olgasflavorfactory.com/

1 strip cooked ……., or 1 TBSP finely chopped …….

From https://en.wikipedia.org/

¼ small ……., peeled, cut into thin strips and placed in ¼ cup sushi rice dressing

From https://usefulglyphs.wordpress.com/

1 tsp finely …….

You will also need…

From http://secretsofsushi.com/

a …….

Now, put the steps in the recipe back in the correct order! (Action verbs are indicated in bold)

1. With a bamboo rolling mat covered in plastic wrap, gently **shape** the roll by **pressing** the forefingers on top of the mat while simultaneously **pressing** the thumbs and middle fingers on the sides.
2. **Repeat** with the scallions.
3. **Flip** the seaweed over so that the rice is facing down.
4. **Place** the nori horizontally on the work surface, making sure that the rough side is facing upwards.
5. **Serve** with wasabi and pickled ginger if desired.
6. **Place** the bacon on the nori in the same fashion as the tuna strips.
7. **Cut** the roll into 6-8 pieces.
8. With damp fingertips, **place** your thumbs underneath the nori while **grasping** the fillings with all other fingertips. **Roll** the bottom of the nori just over the fillings, making sure to tightly **tuck** the fillings under the fold. **Continue rolling** the first fold until it reaches the top edge of the nori.
9. **Remove** the apple strips from the dressing and **pat** dry. **Place** the apple strips on the nori.
10. **Place** the tuna horizontally in the middle of the nori, making sure that it extends to both edges of the nori.
11. With fingertips **dipped** lightly in cold water, **cover** the entire surface with an even, thin layer of sushi rice.

Translate the following action verbs into English:

French	English
Appuyer	
Glisser, (faire) rentrer	
Modeler, sculpter, façonner	
Renverser, retourner	
Saisir	
Tapoter	
Tremper	

Language: Active vs Passive – Choose the appropriate verb form

Teaspoons and Tablespoons

(Adapted from *Wikipedia, the free Encyclopedia*)

In most regions (including the United States, Canada, Japan, New Zealand, South Africa, United Kingdom and the Republic of Korea), one tablespoonful equals three teaspoons. In nutrition labeling in the U.S. and the U.K., a tablespoon *(1)* ***is defined/ defines*** as 15 mL.

They *(2)* ***are used/ use*** only for preparing and serving food, not as part of a place-setting.

When writing volume-based recipes, an abbreviation like tbsp**.** *(3)* ***is usually used/ usually uses***, to differentiate it from the smaller teaspoon (tsp.). Some authors additionally *(4)* ***are capitalized/ capitalize*** the abbreviation Tbsp., while leaving tsp. in lower case, to emphasize that the larger tablespoon, rather than the smaller teaspoon, *(5)* ***is wanted/ wants***.

SPEAKING

In groups of 8-10, divide into two teams.
Each person in the team will in turn receive a set of ingredients (listed on a card) and will have a few minutes to come up with a creative and appealing recipe including ALL of those ingredients.
The person in the other team receives the same ingredients.
The rest of the group will act as audience and vote for the most tempting recipe.

Tests & quizzes: Reading horizontally, mark the one word on each line that best describes you

This list is an abridged version of the personality test found at www.amsant.org.au/cqi-tools (DOPE test)

	Column # 1	Column # 2	Column # 3	Column # 4
1	Animated	Adventurous	Analytical	Adaptable
2	Playful	Persuasive	Persistent	Peaceful
3	Sociable	Strong-willed	Self-sacrificing	Helpful
4	Convincing	Competitive	Considerate	Asks permission
5	Refreshing	Resourceful	Respectful	Reserved
6	Spirited	Self-reliant	Sensitive	Satisfied
7	Spontaneous	Sure	Scheduled	Laid-back
8	Optimistic	Outspoken	Orderly	Obliging
9	Funny	Forceful	Faithful	Friendly
10	Delightful	Daring	Detailed	Diplomatic
11	Cheerful	Confident	Cultured	Consistent
12	Inspiring	Independent	Idealistic	Inoffensive
13	Demonstrative	Decisive	Deep	Makes friends
14	Mixes easily	Mover	Musical	Mediator
15	Talker	Tenacious	Thoughtful	Tolerant
16	Lively	Leader	Loyal	Listener
17	Cute	Chief	Chartmaker	Contented
18	Popular	Productive	Perfectionist	Permissive
19	Bouncy	Bold	Behaved	Balanced
20	Wants credit	Workaholic	Withdrawn	Worrier

Now total up the number of words selected for each column and record your results below. The higher the score, the more in line your responses are with that personality style.

COLUMN # 1 TOTAL: _____ PEACOCK SCORE
COLUMN # 2 TOTAL: _____ EAGLE SCORE
COLUMN # 3 TOTAL: _____ OWL SCORE
COLUMN # 4 TOTAL: _____ DOVE SCORE

Descriptions of the four personality styles: (from richardstep.com/self-test-quizzes/dope-bird-personality-test-printable)

1) Peacock

The **showy** peacock. The peacock loves talking, being the center of attention, has passion / enthusiasm and is happy / optimistic. Peacocks can be accused of talking too much, and aren't good with detail or time-control.

2) Eagle

The **bold** eagle. Eagles are dominant, stimulated by challenge, decisive and direct. Eagles can be blunt / stubborn, can lose sight of the big picture and can be insensitive to other people's needs. Eagles are natural achievers.

3) Owl

The **wise** owl. The owl is logical, mathematically minded, methodical and sometimes seen as a perfectionist. The owl can be slow to make decisions and inflexible if rules and logic dictate it. Owls are not big risk takers but love detail.

4) Dove

The **peaceful** dove. The dove is people-oriented, loyal, friendly, hard-working and a great team player but tends to avoid change, confrontation, risk-taking and assertiveness.

SPEAKING:

In groups, create your own test or quiz. If you are with your group for the final project, you can create a quiz that could later be included in your project.
You can use the model provided above, or ask questions with multiple answers.

Project progress check:

By now you should have almost finished writing. You need to schedule a group meeting to make sure you are all on track.

You also need to start the editing process: Re-read each other's work, suggest improvements or changes, and then once you are all comfortable with the content, put everything together, making sure the formatting is consistent throughout and the information logical. Then look at the end result critically and make any necessary adjustments.

Keep an eye out for content that is plagiarized, whether consciously or not, as this will be severely penalized and you are all responsible for the entire project.

MOVIE REVIEWS

Speaking: Movie trailers and brainstorming

1. Watch the three trailers. In groups of two, discuss which you liked best and why. Try to be specific in your reasons.
2. What information should a good film or trailer review include?

Movie facts and production information

The following sentences all describe one film (UK) /movie (US). Complete them and guess the title of the film:

1. It is a **science fiction movie** entitled " _____ _____"
2. The film _____ **Arnold Schwarzenegger, Michael Ironside** and **Sharon Stone**.
3. It is _____ in **the year 2084** on **Earth and Mars**.
4. It was _____ **on location in Mexico City** in **1989**.
5. The _____ was written by **Ronald Shusett Dan O'Bannon and Gary Goldman**.
6. It was _____ ____ a book by **Phillip K. Dick**.
7. ___ ___ _____ **a bored construction worker who is swept up in an adventure and doesn't know if his experiences really happened or if they were artificially implanted in his brain**.
8. It was _____ by **Paul Verhoeven**.
9. It was _____ by **Carolco Pictures**.
10. The _____ was created by **Jerry Goldsmith**.
11. It was _____ in **1990**.
12. It _____ for **113** minutes.
13. It _____ **$50 - $65 million**.
14. It _____ **$261.3 million** at the _____ _____.
15. It _____ an **Academy Award** for **Best Visual Effects**.

Now think of a different movie (something that everyone in the classroom would be expected to know, but not too easy!) Use the internet to find out the above details about your chosen film. It doesn't matter which country it is from.

Rewrite the sentences above in the table below, replacing all the parts in bold type and being careful not to let your partner see them. Take it in turns with your partner to ask a question of your choice about the other's movie and answer in complete sentences. See who can guess the title of the other's film first.

1. It is a / an entitled “ ”.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

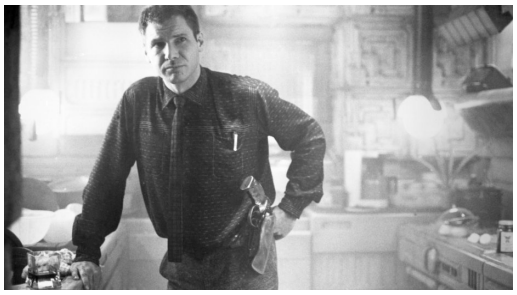
Eg:
Student A: *Where and when was your movie shot?*
Student B: *It was shot at Pinewood Studios, London in 2009. Who was your movie directed by?*
Student A: *It was directed by Luc Besson. When was your film released?*…etc.

Movie Review: Blade Runner

https://www.hollywoodreporter.com/review/blade-runner-1982-movie-original-904438

Blade Runner: THR's 1982 Review

9:09 AM PDT 6/21/2016 by THR Staff



1982's 'Blade Runner'

Admittedly, it's a film that will turn off many, but it will also bulge eyeballs and cause talk.

On June 25, 1982, Warner Bros. brought Blade Runner to theaters. Ridley Scott's noirish, R-rated, 116-minute sci-fi film, featuring "dynamo" Harrison Ford, became a cult hit. The Hollywood Reporter's original review is below:

Welcome to Ridley Scott's nightmare. Resembling a Felliniesque journey into Dante's Inferno, with Mickey Spillane in tow, *Blade Runner* is a cold, bold, bizarre and mesmerizing futuristic detective thriller that unites the British-born director of *Alien* with new box-office dynamo Harrison Ford for results that are as impressive as any film that's exploded through a projector so far this year.

Blade Runner is not an easy film to watch comfortably, or categorize smoothly. It possesses a size that is awesome, sound and visual accompaniments that blasts the senses and a pessimistic attitude that would do

justice to the hellish worlds Josef von Sternberg investigated in his Germanic and Paramount projects in the early 1930s.

Set 37 years in the future in 2019 Los Angeles, a time and place within the potential reach of many of today's moviegoers, Scott doesn't promise much to anticipate. In his view, the City of Angels has become a ghoulish circus of towering, pyramid-like buildings, flying cars, space stations and a constant barrage of TV commercial hype writhing on the sides of monstrous buildings and from blimps endlessly careening through an air that's dense with searchlights, smoke, smog and dust. Rain is a constant.

When four "replicants" manage to return to earth, Ford is enlisted by the police to find them, and terminate them. *Blade Runner* follows Ford's trail through the L.A. jungles as he accomplishes his mission, namely the destruction of Joanna Cassidy, Brion James, Daryl Hannah and Rutger Hauer. Adding to his problem is the fact that Sean Young, with whom he is having a romantic alliance, may also be a dreaded "replicant."

It all adds up to a virtual feast for sci-fi devotees, not to mention audiences who appreciate decidedly off-beat themes and substance worth debate. For them all, *Blade Runner* will require more than one visit to get all the implications.

The picture is a triumph for Scott, who wallops over the "B.R." thesis and atmosphere with a strong sense of style, and relentlessness. He is aided immeasurably by Lawrence G. Paull's breathtaking production design and the strong special photographic and visual effects supervised by Douglas Trumbull, Richard Yuricich and David Dryer, Jordan Cronenweth's cinematography is also noteworthy and underneath it all, eerie music by Vangelis, often emphasizing a wailing saxophone, makes as much of an impact as did his score for the decidedly different cup of tea, *Chariots of Fire*.

The acting is also first-line, headed by Ford, who is perfectly cast as the scruffy hunter, a character he endows with enough personality and vulnerability to create all the necessary audience identification and caring. Hauer again makes a supreme villain, at once a symbol of physical perfection and twinkling evil. William Sanderson is also a standout as a mousy genetic designer, his cavernous apartment filled with living dolls of his creation. Young, Hannah and Cassidy nicely hold up the feminine end of the proceedings.

Down the line, the technical and creative support is expert, including costumes designed by Charles Knode and Michael Kaplan, editing supervised by Terry Rawlings, art direction by David Snyder, just for starters. They've all contributed to a piece of weird movie magic that's going to become one of 1982's most discussed of the big guns. — *Robert Osborne*

Find the words in the text which best correspond to the following descriptions:

line	*definition*	*Word(s) from the text*
	following	
	People who watch films at the cinema	
	Scary, macabre, unpleasant	
	Anticipated with fear or apprehension	
	Unusual, unconventional	
	Strange, creepy, mysterious	
	The original musical accompaniment to scenes within a film	
	Of the highest quality	
	untidy	
	Shy, introverted, meek	

Do you think this review is good? Does it include all the information a film review should? If not, what information would you add?

SPEAKING
In groups of 3-5.
On a topic of your choice, create a top of 3 to 5 items.
Choose the theme well and prepare a **short review of each** of the ranked items (don't just create a list!).
When presenting, make sure you **introduce the topic first**, then move from bottom to top (to build up suspense!).

Adjectives: Grammar review. All of the following sentences contain mistakes (the words or expressions that have been crossed out). Can you correct them?

1. This film score is supposedly ~~a piece very popular~~.
2. There are many ~~others~~ classics from that era that I plan on watching.
3. In a very tense scene, he sings a lullaby to help calm the ~~afraid~~ children.
4. The film wasn't ~~enough engaging~~ to hold my attention for its full running time.
5. I have been binge-watching old gangster movies for the ~~six last~~ months.
6. His documentary is decidedly pro-capitalist, implying that ~~the poors'~~ only hope is to earn their way out of their current predicament.

Sources: Adapted from Bonnet-Piron, Daniel, and Edith Dermaux-Froissart. *The Grammar Guide*. Nathan, 2015.

And *Film Review: 'Poverty Inc.'*, http://variety.com/2015/film/reviews/poverty-inc-film-review-1201649597/

Project progress check:
By now the blog should be ready, or very close to ready. You should start discussing the oral presentation. Don't forget to read the instructions on p.2 to know what information you should include, and then agree on the outline of your presentation and divide up the work. Now is a good time to go through your logs and see what information you can use from them.

TIPS for your ORAL PRESENTATION

1. COMMUNICATION SKILLS

Read these tips and make sure you apply them. Really. Please.

Preparation

• Practice beforehand in front of a mirror, with a recorder or in front of a friend.
• Preparing a complete script and reading from it is unnecessary. You should train to make your own sentences out of your notes.
• The PowerPoint slides should contain very few full sentences, if any.
• Don't prepare fifteen slides for a five minute presentation! Except for quick examples or pictures, you will probably spend 1 to 3 minutes per slide.

• Make your text legible! Using font 6 to squeeze in as much information as possible is counterproductive. Use more numerous slides, with less information, or simply condense your text if possible. Use charts, diagrams and pictures when appropriate.
• Have a logical order: introduction, middle with your main points and a conclusion.
• Practice reading clearly, confidently, concisely and not too fast.
• The more you practice, the more fluid and confident you will get, and it will help reduce nerves!

Presentation: body language

• Before you even begin, show your enthusiasm! Or at the very least, avoid showing negative emotions. A big sigh before starting cannot lead to great expectations.
• Do not move too much! The audience has to be able to concentrate on what you are saying, not what you are doing.
• Do not play with your pen, your jewelry or your hair.
• Avoiding eye contact or trying to hide leads to communication failure.
• Pointing at things as you refer to them might help.

Presentation: miscellaneous tips

• You should not deliver an entire speech without pausing. Try to do so before moving to another point, and not right in the middle of a sentence.
• If you are looking for a particular word in English, think of changing the structure. If you cannot, using a more generic word is better than being too creative with language.
• Silence is not your friend. Think aloud if necessary. If you are writing something on the board, you should not remain silent for more than a few seconds. Explain what you are doing and its relevance.
• If you notice any, correct yourself if you make grammar mistakes. After all, this is an English exercise. However, communication is important and if you have a fluid flow, you will be forgiven more easily for minor mistakes.
• Look at your audience! You will see if something seems to be unclear (or plainly wrong) and may have the opportunity for immediate explanation or correction.
• Do not just read from your PowerPoint! Only the main points should be written down in a few words, then it is up to you to provide extra content.
• Build a rapport with you audience. You may get them involved by asking or encouraging questions, and you may even use humour if appropriate.

2. ON THE USE OF SLIDES

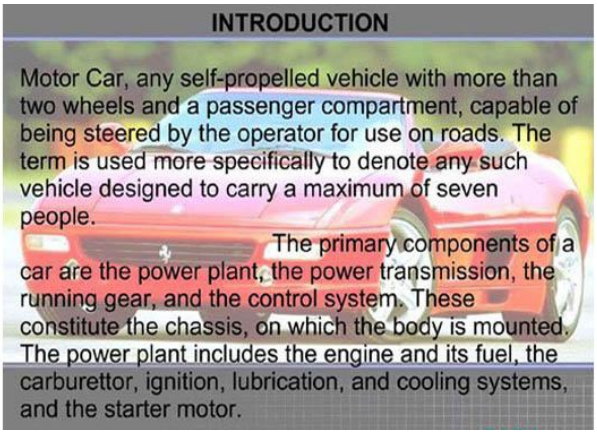
a. Watch the presentation on good and bad slides.

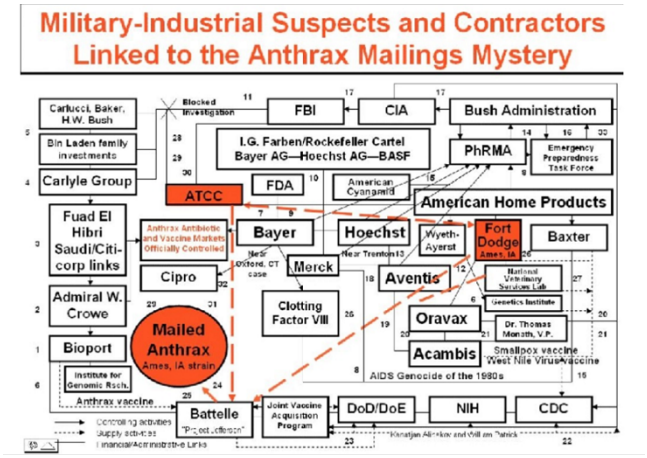
The much-needed improvement for each bad slide presented should be obvious, so avoid repeating the mistakes mentioned.

Source: Lindsey Patrick, https://fr.slideshare.net/Lynnylu/presentation1-20887067

b. Practice: Bad PowerPoint slides

Here are three more bad PowerPoint slides. Indicate what is wrong with them and/or how you could make them better.





3. HOW TO USE NOTES

a. Tips

Types of notes

Postcard-sized cards work well as **a way to remind yourself of the key elements of your presentation**. They should only include:

- the outline of your presentation
- keywords listed in a relevant order
- a couple of useful phrases to help you articulate your presentation

Hint: number the cards. In the unlikely event that you drop them, you'll be glad you did.

How to use notes

You have to learn to use them so that they support your presentation rather than detract from it. When preparing notes you should:

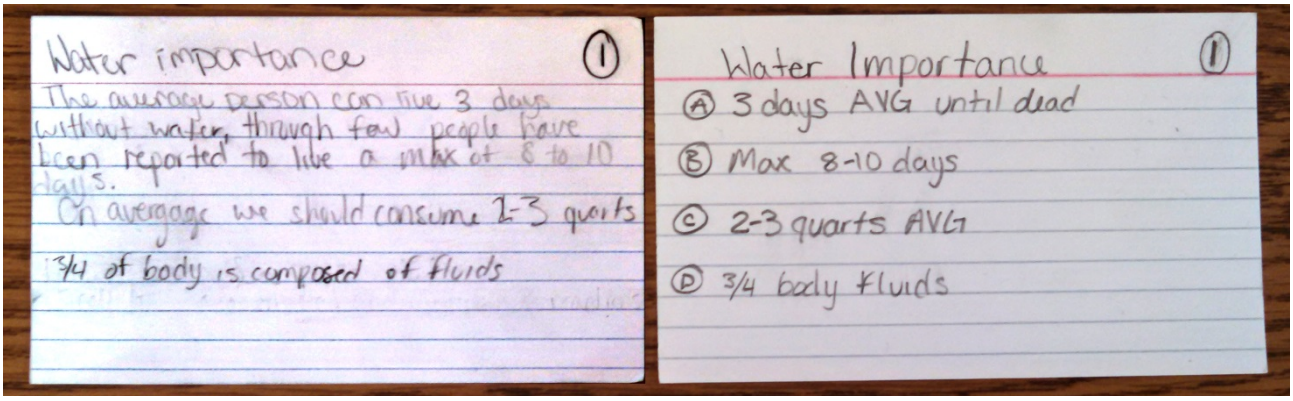
1. **Never write in full sentences**. Simply jot down key phrases or headlines in bullet form. The point of the notes is to jog your memory.
2. Make sure your notes are **easy to read**, which means writing large enough and leaving lots of white space.
3. Learn **how to interact with the physical cards**, slides or paper. Don't shuffle the cards, don't switch them from hand to hand, don't gesture with them, don't keep putting them in and pulling them out of a pocket.
4. Remember **it's OK to look at your notes**... that's what you have them for! But **do so in a deliberate manner**; don't glance surreptitiously at them as if you're trying to make it seem that you're not consulting them. Break eye contact with the audience, glance at your notes and absorb the next point, then re-establish eye contact with the audience and deliver that section.
5. Remember it's **NOT OK to just read from your notes**. This is the trap with full sentences, and gives you a **monotonous tone**, **no interaction**, and most probably a bad mark even if your English is more or less correct.
6. **Practice, practice, practice** until you can use your notes smoothly and seamlessly. Adapted from: http://andnowpresenting.typepad.com/professionally_speaking/2009/05/presentation-tip-use-notes.html

b. Practice

Consider the following. During a presentation, you want to say something like:

Now I'm going to move on to my next point, the importance of water. First, it must be reminded that the average person can live for 3 days without water, even though a few people have been reported to live for a maximum time of 8 to 10 days. In order to be healthy, we should consume on average 2 to 3 quarts of water. This is essential since ¾ of the body is composed of fluids".

You should NOT write down everything. Even the left card in the following picture contains too much information. After enough preparation, the right card should be sufficient and will enable a real oral, not just a reading exercise which may sound too monotonous.



Now create some notes from the following text. *Source: wikipedia.com*

Albert Einstein (14 March 1879 – 18 April 1955) was a German-born theoretical physicist who developed the theory of relativity, one of the two pillars of modern physics (alongside quantum mechanics). His work is also known for its influence on the philosophy of science. He is best known to the general public for his mass–energy equivalence formula E = mc2, which has been dubbed "the world's most famous equation". He received the 1921 Nobel Prize in Physics "for his services to theoretical physics, and especially for his discovery of the law of the photoelectric effect", a pivotal step in the development of quantum theory. In 1954, a year before his death, Einstein said to his old friend, Linus Pauling, "I made one great mistake in my life—when I signed the letter to President Roosevelt recommending that atom bombs be made; but there was some justification—the danger that the Germans would make them ..."

4. USEFUL PHRASES

1. Greeting your audience, introducing yourself and giving the topic of your presentation	***2. Giving the outline of your presentation***
Good morning. My name's ..... and I'm going to talk about ... *Hello. I'm ..... and welcome to this presentation about ...* *This afternoon I would like to talk to you about …* *This presentation focuses on…*	*Firstly I'll be looking at…* *Then/Secondly/Next I'll move on to…* *Lastly/Eventually/Finally I'll focus on…* *I have divided this presentation into 3 main parts…* *This presentation will last about … minutes and I'll be happy to answer any questions you may have*
3. Introducing your group mates	***4. Introducing your first main point***
I now give the floor to… *Let me now introduce …, who is going to talk about…*	*Now I'd like to focus on …* *First we're going to look at …* *Let's start with …* *Turning then to my first point, ...* *To begin with I'd like to say a few things about…* *I'd like to begin by …*
5. Moving to another main point	***6. Referring to your PowerPoint***
Now I'd like to turn to / move on to my next point, which is… *Moving on, I'd like to take a look at…* *That brings me to…*	*As you can see on this slide…* *As this slide shows…*
7. Making conclusions and summarising your main points	***8. Finishing your presentation***
To conclude my presentation, ... *In / As a conclusion, ...* *To summarise the main points of my presentation …* *After all is said and done I think we may conclude that …*	*OK we're coming to the end of the presentation so I'd just like to thank you for listening ...* *That brings us to the end of this presentation.* *Thank you for listening / for your attention.* *I hope you found it interesting.*
9. Asking for questions	
Would anyone like to ask any questions? *I'm ready to take any questions now…* *If anyone has questions I'll be happy to answer them…*	

Project progress check:

When you arrive for the in-class prep session next time, you should bring the drafts of your presentation with you to class, along with a list of questions for your teacher. During session 10, put the finishing touches on your oral presentations and prepare your slides. The in-class prep session is also a good opportunity to ask your teacher pronunciation questions, since pronunciation is crucial in any oral presentation.

Before you deliver your presentation, you should also make sure that you have rehearsed it together. Remember that pronunciation and delivery will be very important and give each other advice and support.