

## Lucia Berlin. *Living life to the fullest*

### Lucia Belin's biography

Berlin was born in Alaska in 1936. Her father was a mining engineer and in 1941 he went off to the war. Her mother moved Lucia and her younger sister to El Paso with their grandfather. After the war, Berlin's father moved the family to Chile. She grew in a high society atmosphere where cigarettes and alcohol appeared everywhere. She was an eyewitness of her mother's addiction. By the age of 10, Lucia had scoliosis.



In 1955 she enrolled at the University of New Mexico and that is why she was fluent in Spanish. She married three times and had four children. By 1968, Lucia was working on a master's degree at the University of New Mexico. She was employed as a substitute teacher. Berlin worked as a high-school teacher, switchboard operator, hospital ward clerk, cleaning woman, and physician's assistant, while writing, raising her four sons, drinking, and finally, prevailing over her alcoholism. She spent much of 1991 and 1992 in Mexico City, where her sister was dying of cancer. Her mother had died in 1986, a probable suicide. In 1994, at the University of Colorado, she worked as a visiting writer and, ultimately, associate professor. She became a remarkably popular and beloved teacher, and in just her second year, won the university's award for teaching excellence.

In 2001, in failing health, she moved to Southern California to be near her sons. She passed away in 2004 in Marina del Rey.

— *Stephen Emerson (version)*

*A Manual for Cleaning Women* compiles the best work of the legendary short-story writer Lucia Berlin. With the wit of Lorrie Moore, the grit of Raymond Carver, and a blend of humour and melancholy all her own, Berlin crafts miracles from the everyday, uncovering moments of grace in the cafeterias and Laundromats of the American Southwest, in the homes of the Bay Area upper class, among switchboard operators and struggling mothers, hitchhikers and bad Christians.

SOURCE: <http://linguae.cat/lucia-berlin-i-alicia-kopf-guardonades-amb-el-premi-llibreter-2016-%C2%B7-bookshop-girona/>

### PODCAST:

<http://www.npr.org/2015/08/24/432748481/a-manual-for-cleaning-women-showcases-a-gritty-one-of-a-kind-voice>



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### SPEAKING: USING THE PAST SIMPLE

Once you have read the text, try to explain something about your past:

Use some useful expressions on the web:

<http://www.hamptonhill.richmond.sch.uk/attachments/download.asp?file=77>

Firstly, do a guideline in order to explain some ideas and use linking words, adjectives, etc.

Example:

When I was a child I .....	<i>(was very shy)</i>
I ....	<i>(lived in the outskirts of my town)</i>
My mother and my father ....	<i>(were good at learning languages)</i>
The place I lived ....	<i>(was full of ....)</i>
We ..... along the .....	

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### READING: VOCABULARY

*Friends* by Lucia Berlin <http://www.vice.com/read/read-a-story-from-lucia-berlins-a-manual-for-cleaning-women-0810>

"[...] **Whatever the reason**, she found herself more and more involved in Sam and Anna's life. **They didn't drive anymore**. **Often** Anna would call Loretta at work and ask her to pick up peat moss when she **got off**, or take Sam to the eye doctor. **Sometimes both of them** felt too bad to go to the **store**, so Loretta would **pick** things **up** for them. She liked **them both**, **admired** them. **Since** they seemed so much to want company, she found herself at dinner with them **once a week**, **every two weeks at the most**. A **few times** she asked them to her house for dinner, but there were so many steps to climb and the two arrived so exhausted that she stopped. So then she would take fish or chicken or a pasta dish to their house. They would make a salad, serve berries from the garden for **dessert**.

**After** dinner, over cups of mint or Jamaica tea they would sit around the table while Sam told stories. **About the time** Anna got polio, at a **dig** deep in the jungle in the Yucatán, how they got her to a hospital, how kind people were. Many stories about the house they built in Xalapa. The mayor's wife, the time she broke her leg **climbing out** of a window to avoid a visitor. Sam's stories **always** began, "That **reminds** me of the time..." [...]"

1) These are some words you are going to find along the text. Match the vocabulary with the correct definition or synonym:

1.....pick up	excavation
2.....get off	Something you eat at the end of the meal
3.....store	Look up to
4.....dig	Step off
5.....climb out	Think back to something
6..... admire	shop
7.....remind	To take someone or something from a place and bring them to other place
8.....dessert	Go up

2) Now make a sentence with the expressions below:

- **Often:**
- **Sometimes:**
- **Since:**

## **Lucia Berlin. *Living life to the fullest***

- ***Once a week:***
- ***Every two weeks at the most:***
- ***Few times:***
- ***After:***
- ***About the time:***
- ***Always:***

**3) After reading the text, answer these questions:**

- **What did Anna ask Loretta to pick up?**
- **When Sam and Anna felt bad to go to the store, who picked things up for them?**
- **How many times did Loretta go to dinner to Sam and Anna's house?**
- **Why Loretta had decided not to invite them again to her house?**
- **What did Loretta bring to their house to have lunch?**
- **What did Sam and Anna prepare to dinner?**

Lucia Berlin. *Living life to the fullest*  
USE OF LANGUAGE: PAST TENSE AND PAST HABITS

<http://grammarworm.blogspot.com.es/2014/03/used-to-would-past-simple-past-habits.html>

■ USED TO:

- We use *used to* to talk about past habits (repeated events in the past) that we no longer have.

I **used to work** part time when I was a student.

My parents **used to take** me to the park every weekend when I was a child.

He **didn't use to smoke** in the past, but now he smokes a lot.

- "Used to" is also used with **past states**, not with past actions.

We **used to live** in New York when I was a kid.

There **didn't use to be** a petrol station there. When was it built?

**Don't use "used to" with single events in the past. Use past simple in that case.**

I visited my grandmother last month. NOT ~~I used to visit my grandmother last month.~~

■ WOULD

-We use "would" to talk about repeated past actions.

Every weekend, we would go on a picnic in the summer.

We wouldn't spend our holidays abroad.

- "Would" is also used with **past actions**, not with past states.

I ~~would live~~ in Vienna when I was a child. (used to)

He would come and help me with my homework.

**Don't use "would" with single events in the past. Use past simple in that case.**

I visited my grandmother last month. NOT ~~I would visit my grandmother last month.~~

\* *Wouldn't* is not generally used.

■ PAST SIMPLE

We can use past simple for repeated past events similar to "used to" and "would".

She used to work in a factory.

She would work in a factory.

She worked in a factory.

**However, when we give a period of time, we use past simple, not "used to /would"**

She worked in a factory for 5 years. She used to work in a factory for 5 years.

## Lucia Berlin. *Living life to the fullest*

### 1) Practice on the Internet:

- <http://www.ecenglish.com/learnenglish/lessons/used-would-always>
- <http://www.perfect-english-grammar.com/used-to-exercise-2.html>
- <http://www.esl-lounge.com/student/grammar/3g11-used-to-would.php>
- <http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-26509.php>

### 2) Highlight some Past Simple tenses you find in the text:

"Whatever the reason, she found herself more and more involved in Sam and Anna's life. They didn't drive anymore. Often Anna would call Loretta at work and ask her to pick up peat moss when she got off, or take Sam to the eye doctor. Sometimes both of them felt too bad to go to the store, so Loretta would pick things up for them. She liked them both, admired them. Since they seemed so much to want company, she found herself at dinner with them once a week, every two weeks at the most. A few times she asked them to her house for dinner, but there were so many steps to climb and the two arrived so exhausted that she stopped. So then she would take fish or chicken or a pasta dish to their house. They would make a salad, serve berries from the garden for dessert."

### 3) Write some sentences using PRESENT, PAST and PAST HABITS

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### Use of language: Forming adjectives

#### 1) Underline the adjectives you find on the text and classify them.

“It was not that they were ever boring or uninteresting. On the contrary, the couple had lived a rich, full life, were involved and perceptive. They were intensely interested in the world, in their own past. They had such a good time, adding to the other's remarks, arguing about dates or details, that Loretta didn't have the heart to interrupt them and leave. And it did make her feel good to go there, because the two people were so glad to see her. But sometimes she felt like not going over at all, when she was too tired or had something else to do. Finally she did say that she couldn't stay so late, that it was hard to get up the next morning. Come for Sunday brunch, Anna said. “

-ed	-ing

[http://www.grammar.cl/Notes/Adjectives\\_ED\\_ING.htm](http://www.grammar.cl/Notes/Adjectives_ED_ING.htm)

#### Adjectives ending in ED and ING

Adjectives in English can be formed adding **-ED** or **-ING** to the adjective even though there are many others that have a different construction.

**An adjective** that ends in **-ING** is used to describe the **characteristic** of a person, a thing or a situation.

**An adjective** that ends in **-ED** is used to describe a **feeling** (or how a person feels) or an **emotion**. It is used to describe a temporary thing. Since only people (and some animals) have feelings, -ed adjectives cannot be used to describe an object or situation.

Compare the difference:

- My girlfriend is **bored**. - (My girlfriend feels bored)
- My girlfriend is **boring**. - (My girlfriend is a boring person)

You can use these adjectives to describe people or situations but be careful that you are using the correct adjective. For example, there is a big difference in meaning between:

- I am **confused**. - (I don't understand something)
- I am **confusing**. - (I will cause you to be confused)

## Lucia Berlin. *Living life to the fullest*

Note that the sentences below are to highlight the difference between the two types of adjectives. They are NOT common to do or say because they sound repetitive.

- I was **shocked** by how **shocking** the accident was last night.
- They were **frightened** by the **frightening** roller-coaster ride!
- I am **annoyed** by how **annoying** that person in front of us is.
- Sally was **confused** by the **confusing** street signs in the city.

### Example sentences of adjectives ending in -ED and -ING

- This grammar lesson is **boring**. I am **bored** reading all about these grammar rules.
- I am **tired** right now. My flight was **tiring** (because it was a twelve-hour flight).
- Public toilets are usually **disgusting**. I am **disgusted** by the smell in some of them.
- Your speech was very **inspiring**. I am now **inspired** to do wonderful things with my life.

ENGLISH GRAMMAR

# ADJECTIVES

Ending in -ED and -ING

Woodward®  
ENGLISH

HE IS **BORED**

THESE BOOKS ARE **BORING**

ADJECTIVES THAT END IN **-ING** Describe the **characteristic** of a person, a thing or a situation. It **CAUSES** a feeling.  
*The books are boring.* We are describing a characteristic of these books.  
*What do these books cause? They make people feel bored.*

ADJECTIVES THAT END IN **-ED** Describe **a feeling** or an emotion. It is how we **FEEL** about something.  
*He is bored.* This is his feeling right now. This feeling was caused by the books.  
*He is not going to be bored for eternity. He feels bored for now. (It is temporary)*

**Example Sentences** (compare the difference)  
*I am **tired** right now. My flight was **tiring** (because it was a twelve-hour flight).*  
*Public toilets are sometimes **disgusting**. I am **disgusted** by the smell of them.*  
*Your speech was **inspiring**. I'm now **inspired** to do great things with my life.*

[www.grammar.cl](http://www.grammar.cl)   [www.woodwardenglish.com](http://www.woodwardenglish.com)   [www.vocabulary.cl](http://www.vocabulary.cl)

**Lucia Berlin. *Living life to the fullest***

**FINAL TASK**

**1: Write a story of about 50 words using the past tense to describe something you did in the past and things you used to do.**

**It was on Sundays when ...**

**WORDS:**

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### ASSESSMENT GRID

Student's name: .....

RUBRIC	<b>EXCELLENT!</b> 5 points	<b>GOOD!</b> 3 points	<b>IT NEEDS REVISION</b> 1 point
Completion, Organization & Effort	<ul style="list-style-type: none"> <li>- Writer exceeds or fulfils the requirements by writing fully detailed sentences.</li> <li>- S/he has put care and effort into the process.</li> <li>- The text is organized and topic is discussed properly.</li> </ul>	<ul style="list-style-type: none"> <li>- Writer included somewhat detailed sentences.</li> <li>- Writing is generally logical.</li> <li>- Most information on topic is included.</li> </ul>	<ul style="list-style-type: none"> <li>- Writer has included some or a few detailed sentences</li> <li>- Paragraph is somewhat unorganized.</li> <li>- There is some irrelevant information</li> </ul>
Comprehensibility	<ul style="list-style-type: none"> <li>- Reader can always understand what the writer is trying to communicate.</li> <li>- English vocabulary is used correctly.</li> <li>- No interpretation on part of the reader is necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Reader can understand most of what the writer is trying to communicate.</li> <li>- Mostly correct use of English vocabulary.</li> <li>- Minimal interpretation on the part of reader is required.</li> </ul>	<ul style="list-style-type: none"> <li>- Reader can understand less than half of what writer is trying to communicate and must rely on interpretation.</li> <li>- Incorrect use of vocabulary</li> </ul>
General Accuracy	<ul style="list-style-type: none"> <li>- Writer stays in English language throughout and uses correct word order, verbal forms, spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>- Writer usually uses correct word order, verbal forms spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>- Writer makes frequent mistakes with word order, verbal forms, spelling and punctuation.</li> </ul>
Reading Skill	<ul style="list-style-type: none"> <li>- Very good at understanding and identifying main ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Fair understanding and still able to identify main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Fails to understand. Unable to identify main ideas</li> </ul>
Linguistic Complexity in Speaking	<ul style="list-style-type: none"> <li>- Variety of sentences in length, complexity, organised and in cohesion</li> </ul>	<ul style="list-style-type: none"> <li>- Simple and expanded oral sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Single words, set phrases or chunks of memorised oral language</li> </ul>
Writing	<ul style="list-style-type: none"> <li>- No errors in grammar, clarity, capture readers' attention</li> </ul>	<ul style="list-style-type: none"> <li>- Few errors in grammar, it is not so clear.</li> </ul>	<ul style="list-style-type: none"> <li>- Contains many grammar errors, lacks the ability to keep reader reading.</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>- Literary aspect in writing and personal contributions.</li> </ul>	<ul style="list-style-type: none"> <li>- Common writing without special contributions.</li> </ul>	<ul style="list-style-type: none"> <li>- Typical writing with no remarkable personal style.</li> </ul>