

# UNA MIRADA ATRÁS

Centro de Educación de Personas Adultas  
CEPA Montes Norte

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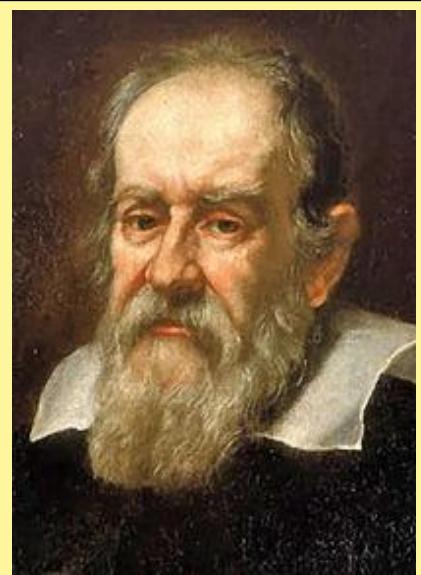
El número 3 de nuestra revista va dedicado al proyecto **TICHING** enmarcado dentro del programa Erasmus+, modalidad KA1. **TICHING** es un acrónimo, con juego de palabras incluido, que significa **TIC Herramientas para la enseñanza del INGlés**. Es por ello que la mayoría de los artículos sean bilingües o directamente estén escritos en la lengua de Shakespeare. Los textos en inglés disponen de un código QR para descargar y poder oírlos mientras haces la lectura. **Enjoy it.**

## Galileo Galilei

Vamos a hablar hoy de un genio, un genio que vivió allá por 1600. Vamos a hablar de Galileo Galilei. Seguro que a muchos de ustedes les sonará este nombre, y es que Galileo se cultivó como astrónomo, filósofo, ingeniero, matemático y físico, fue en definitiva un auténtico hombre del renacimiento.

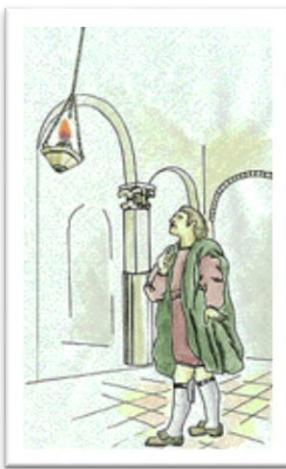
Galileo nació en 1564 en Pisa (Italia) y recibió una completa educación, en principio de mano de un vecino religioso y después en un convento de Florencia. Esto le hizo plantearse unirse a la vida religiosa lo que disgustó a su padre, que era escéptico además de matemático, y cuando pudo lo sacó del convento y lo inscribió en la universidad de Pisa. Aunque su padre quería que estudiara medicina, enseguida se decantó por las matemáticas y la física.

Las investigaciones de Galileo fueron múltiples y transcurrieron por diversos campos, aunque lo más recordado de él sea su modelo heliocéntrico del Sistema Solar (el Sol, cuerpo con más masa, queda en el centro y el resto de planetas giran alrededor de él) del que hablaremos luego.



Galileo Galilei

Pero ahora, les voy a narrar un detalle de esos que solo lo tienen los genios, los genios como Galileo Galilei. Cuenta la leyenda que teniendo Galileo 17 años, siendo todavía estudiante, no se podía concentrar en sus oraciones en la catedral de Pisa porque había algo que le dominaba y no podía parar de pensar en ello. Una suave corriente de aire en el interior de la iglesia movía en forma de vaivén una gran lámpara suspendida del techo. Le pareció muy curioso y sorpresivo que la lámpara parecía tardar lo mismo en hacer un vaivén, fuese este movimiento más corto o más largo. Por fin acabó la misa y Galileo



corrió a su casa a comprobar su hipótesis. Suspendió diferentes pesos del extremo de varias cuerdas y descubrió que, efectivamente, tardaba más tiempo en ir y venir (periodo de oscilación) de una cuerda más larga que de una más corta, pero el periodo era el mismo independientemente de la amplitud de la oscilación. Otro detalle de genio, ustedes ya se habrán dado cuenta que en la época no existían cronómetros, ¿cómo midió el tiempo Galileo?, ¡lo midió con su propio pulso! Increíble, acababa de descubrir, con 17 años, estando en misa, y usando como reloj las pulsaciones de su corazón, el principio del péndulo simple. Este principio se usó posteriormente para hacer relojes y para medir la aceleración de la gravedad (simplemente con un peso y un hilo).

Pero Galileo es conocido también por su teoría heliocéntrica, donde también vamos a descubrir sus detalles de genio.

Resulta que tras sus observaciones con un telescopio, naturalmente de su invención, Galileo llega a la deducción de que el modelo de Ptolomeo (año 100 aproximadamente) estaba equivocado. Ptolomeo plantea que La Tierra es el centro del universo, y el resto de cuerpos celestes giran alrededor de ella. Es lo que se llama el modelo geocéntrico del universo, y es el más intuitivo dado lo que observan nuestros sentidos, no apreciamos movimiento, el sol parece "moverse" en el cielo.... Pero Galileo, que era un genio, ya había demostrado la ley de inercia y otros principios, que justificaban perfectamente el modelo Heliocéntrico, donde el Sol, con más masa, se situaría en el centro y el resto de planetas girarían alrededor (como observó en las lunas de Júpiter). En su época se tenía por costumbre aceptar la veracidad de las cosas siguiendo el *argumentum ad verecundiam*, o argumento de autoridad (igual en la

nuestra algunas personas pretenden seguir manteniendo vigente este argumento), pero Galileo era un gran experimentador y apoyaba todas su *verdades* con los resultados experimentales, como no puede ser de otra manera.

Sin embargo, el modelo heliocéntrico estaba en contra de la interpretación literal de la biblia y por lo tanto la Iglesia y las Autoridades estaban en contra de este modelo. Para no tener problemas con la Autoridad, ya Copérnico años antes los había tenido, Galileo escribió en 1632, animado por el Papa Urbano VIII entre otros, *Diálogo sobre los dos máximos sistemas del Mundo*, donde tres personajes hablaban sobre las teorías y finalmente llegaban a la

conclusión de que la única posible y correcta era el modelo Heliocéntrico, burlándose del modelo Geocéntrico. De esta manera, quería evitar que se le acusara de propagar el modelo heliocéntrico. Es que era una idea genial. Al personaje que defendía el geocentrismo lo llamó Simplicio, y ahí empezaron los problemas. Algunas “*autoridades*” convencen al Papa que la figura de Simplicio es él mismo y que Galileo pretende burlarse del Papado y de la Iglesia. Galileo es obligado a acudir a Roma donde es procesado y obligado a confesarse partidario del heliocentrismo bajo amenazas de torturas y promesas de benevolencia. Este vergonzoso proceso culmina el 22 de junio de 1633 con la famosa abjuración de Galileo. Galileo tenía entonces 69 años y su estado de



salud era muy precario. Arrodillado y con el sayo de penitente Galileo es obligado a leer su abjuración. Tras esta, a Galileo se le perdona la vida y es condenado a arresto domiciliario hasta su muerte, en enero de 1642. Pero Galileo era un genio y se dice que, tras la lectura de su abjuración, refiriéndose a la Tierra, Galileo musitó: “*Eppur si muove*” (y, sin embargo, se mueve).

Yes que como en muchos casos, la verdad es solo una, y el tiempo le dio la razón a Galileo, La Tierra se mueve, por mucho que nadie diga lo contrario, por muy alto que sea su cargo. Y es que ustedes, sí habrán oído hablar de Galileo, el genio, pero seguro que no conocen ni conocerán el nombre del juez de Galileo, aunque históricamente se sabe quién fue.

Finalmente, es como hoy en día, a veces la autoridad jerárquica quiere imponer su razón, pero la verdad la tiene quién la tiene, y el tiempo pone a cada cual en su sitio.

[Descarga el Audio en inglés >>>](#)

*We're going to talk today about a genius who lived around the year 1600; we're going to talk about Galileo Galilei. I'm sure that many of you have heard this name, and that Galileo came to be known as an astronomer, philosopher, engineer, mathematician, and physicist. He was a definitively authentic man of the Renaissance.*



*Galileo was born in 1564 in Pisa, Italy, and received a complete education at first under a religious neighbor, and after in a convent in Florencia. This caused him to think of joining the religious life, which disgusted his father, who was a religious skeptic as well as mathematician. When he could, he removed his son from the convent and signed him up for the University of Pisa. Even though his father wanted him to study medicine, Galileo immediately moved towards math and physics.*

*The research of Galileo was numerous and encompassed many diverse fields, even though the most known of his works would be his model of the heliocentric solar system (the sun, having the most mass, lies in the center and the rest of the planets spin around it) which we will talk about later.*

*Now, I will share a thought that only geniuses have; geniuses like Galileo Galilei. The story goes that one day Galileo, 17 and still a student, could not concentrate on his prayers in the Pisa cathedral because something was on his mind, something he couldn't stop thinking about. A soft current of air inside the church moved in such a way as to cause a*

large lamp attached to the ceiling to sway back and forth. It seemed very strange to him that the lamp took the same amount of time to complete its swing, regardless of the distance it must travel. Finally the mass came to an end and Galileo ran home to prove his hypothesis. He suspended different weights at the ends of different cords and discovered that, effectively, that it took more time to travel (the period of oscillation) on a longer cord than a shorter one, but that the period was the same for both, independent of the amplitude of oscillation. Another genius detail, have you thought that at this time there were no stopwatches? So how did Galileo measure the time? He took it with his own pulse! Incredible, that at only 17 years and sitting in mass, using the beats of his heart as a watch, Galileo discovered the principle of the simple pendulum. This principle would be used later to create clocks and for the measuring of the acceleration of gravity (simply with a weight and a thread).

However, Galileo is also known for his heliocentric theory, in which we can discover more details of his genius.

As a result of his observations using a telescope, naturally by his own design, Galileo came to the conclusion that Ptolemy's model (approximately 100 years old at the time) was incorrect. Ptolemy purposed that Earth is the center of the universe, and the rest of the heavenly bodies spin around her. This is what is known as a geocentric model of the universe, and is the most intuitive solution given the observations of our physical senses and our lack of appreciation of movement of the Earth. The sun seems to "move" in the sky... But Galileo, que was a genius, had already demonstrated the law of inertia and other principles that justify perfectly the heliocentric model, where the sun- with the most mass- is situated in the center; the rest of the planets orbit this mass (as can be seen on Jupiter, with its moons). In his time, Galileo had to accept the custom of argumentum ad verecundiam, or argument of authority (similar to how people nowadays attempt to continue the use of this argument), but Galileo was an excellent scientist, and put all of his verdades with the experimental results, so that it could be no other way.

Nevertheless, the heliocentric model was against the literal interpretation of the bible and for this, the church and the authorities were against the model. In order to not have problems with the authority, as Copernicus had years ago, Galileo, encouraged by the Pope as well as other, wrote in 1632 Dialog about the two supreme systems of the World, where three people spoke about the theories, finally coming to the conclusion that the only possible and correct model was the heliocentric one, while mocking the geocentric model. In this way, he wanted to avoid being accused of spreading the heliocentric model. This was a genius idea! The person who defended geocentrism was called Simplicio, and here started the problems. Some "authorities" convinced the Pope that the figure of Simplicio in his likeness, and that Galileo intended to make fun of the Pope and of the church. Galileo was forced to turn himself in to Rome, where he was tried and forced to confess his support of heliocentrism under threat of torture, and with promise of benevolence. This shaming ended on the 22<sup>nd</sup> of June, 1633, with the famous abjuration of Galileo. Galileo was 69, so the state of his health was very fragile. Kneeling, and with the coat of penitence, Galileo was obligated to read his abjuration. After that, Galileo was pardoned for life, but confined to house arrest until his death, in January 1642. But Galileo was a genius and they say that, after the reading of his abjuration, referring to the Earth, Galileo mumbled: "Eppur si muove" (and, nevertheless, it moves).

And this is how in many cases, the truth is only one. That time gave reason to Galileo, and that the Earth moves. For a long time nobody disagreed, so high was the risk in doing so. You have heard talk of Galileo, the genius, but I am sure that you have not known the name of the judge of Galileo, even though historically his name is known.

In conclusion, nowadays, sometimes the hierarchy of authority wants to impose on your reasoning, but the truth has what it has, and time put everything in its place.

Sentencia de Galileo



Abjuración de Galileo

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Profesor Ámbito Científico Tecnológico  
C.E.P.A. Montes Norte



## INTERVIEW TO OUR ENGLISH LANGUAGE ASSISTANT.

**W**ith the main aim of supporting the learning of foreign languages the Ministry of Education, Culture and Sport collaborates with the program of Conversation Assistants.

The conversation assistant is a university graduate whose main labour is the reinforcement of the students' oral skills through conversation and the teaching of the culture and civilization of his country.

[Descarga el audio](#)



This year, in the school for adults of Piedrabuena we are so fortunate as to count on the assistance of George John Spirakis, a breath of fresh air from Chicago who is helping us to improve and learn about English language and American lifestyle. Let's get to know a little bit more about him.

### **1. How is it teaching English to Spanish adults?**

To say that I enjoy my job would be an understatement. I never thought that helping adults learn a second language would give me such satisfaction. I love the fact that I can help people do something they want to do, like become smarter (something that many adults don't think is possible). I respect people who continue to learn and make themselves better people, and I always want to work with people I can respect. It works perfectly. Some times are frustrating, but that's normal for every job.

### **2. Why did you decide to come to Spain? Why Ciudad Real?**

I chose Spain because I had studied Spanish in high school and in college, for seven years, and I didn't want to lose my language skills. Spain seemed to be an easy country to transition to for a foreigner, and since I've always wanted to see Europe, it was an easy decision! While I didn't choose Ciudad Real, I chose Castilla La Mancha because it is very close to Andalusia as well as Madrid, two areas that I would like to visit a lot. La Mancha reminds me of home- large open areas, beautiful views, and very kind people.

### **3. You've already been living here for 8 months, so tell us about your life in Ciudad Real. Are you happy here with us?**

Yes, I am extremely content here! Everybody here has been very helpful and welcoming; the people have really made me feel at home. My life is perfect... it is full of happiness and great people and beautiful weather! I spend my time visiting other cities in Spain, relaxing with my friends, or practicing my Spanish during tapas and parties. I've gotten a lot better at dancing, too!

### **4. Could you tell us about some main differences you've found between your country and ours?**

I find that the main differences between USA and Spain are the attitude of the people. Everybody here is so much more relaxed than in America, something that I love now- but only after some time to become accustomed. Everybody is friendly and talkative, and people seem to do their best to be in a good mood. I also really enjoy the holidays and weekends in Spain. There is always something fun to do, or a friend to go out with to dinner or for a drink. People here really love to enjoy themselves, and it helps me be happy too. There are so many more differences! The weather here is beautiful, the food is healthy and inexpensive, and every street has a beautiful old building that has been kept standing for many years. I feel sometimes that I am on a different planet!

### **5. What about the people, in what sense are Spanish people different from American ones?**

At first, I thought Spanish people lived slower, and that they weren't worried about anything! People here value their free time, and their own personal happiness is very important to them; two qualities that I've always admired.

Everybody here is very kind, yet very direct, and I feel like the people are honest and good to each other. I always have someone to spend time with, and it is very easy to make friends with Spanish people. They also treat their families very well, and it impresses me the amount of hours parents can work during a day and still have time to eat dinner with their children.



**6. After you've spent your first Easter holidays in Spain, what do you think about processions? What did you feel the first time you saw one of them?**

In America, very few of the holidays are religious, so seeing something like a procession was new to me. I only had seen them on TV and films. My first procession was during the day. I thought it was really interesting, and I enjoyed seeing all of the people so happy about their commitment to the church. The second one that I saw was El Silencio, in the middle of the night. It was a little scary and very emotional. The entire crowd was silent around the street. It was something I had only experienced a few times in my life. I'm very glad I got to be in the middle of it.

**7. For how long are you willing to stay?**

Right now I'm willing to stay for a long time! I'm having the time of my life in Spain, and the thought of leaving after just one or two years makes me sad. I have so much to see and learn, and until my Spanish is perfect- and I'm bored of dancing- I plan to stay!

It's been a pleasure for us to get to know a little bit more about you. I hope that you really enjoy the rest of your stay here and that we can count on your help again next course. Thank you very much, George.



# Las Ciencias Sociales

## Qué son y para qué sirven

### Ciencias Sociales



A lo largo de los años que llevo dedicado a la enseñanza de las Ciencias Sociales no han sido pocos los alumnos que me han hecho preguntas del estilo de las siguientes:

- ¿Y a mí de qué me sirve saber lo que pasó durante la Revolución Francesa?
- ¿Para qué sirve saberse las fechas de los acontecimientos históricos?
- ¿Por qué me tengo que aprender cómo vivían los hombres en la Prehistoria?
- ¿De qué sirve saber dónde están las cordilleras que hay en España y en el Mundo?
- ¿Por qué tengo que conocer las características del arte renacentista o las principales obras de Goya?

En definitiva, muchos de mis alumnos y muchas personas no entienden la necesidad de que las Ciencias Sociales formen parte obligada del currículo de los actuales sistemas educativos.

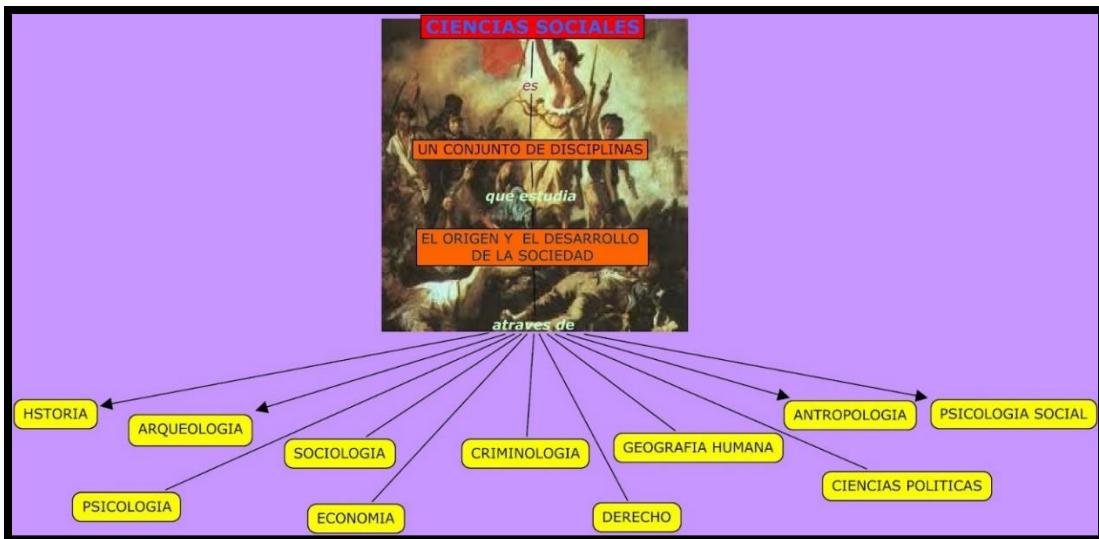
En nuestra sociedad, en la que priman los conocimientos de carácter científico, técnico y práctico, y en la que se impone la falta de curiosidad y el desinterés a la hora de conocer los acontecimientos del mundo actual y la falta de un verdadero espíritu crítico para entender las causas que explican la realidad que nos ha tocado vivir, las Ciencias Sociales se consideran como algo del pasado o de la educación que recibieron nuestros padres y abuelos, máxime cuando, a través de Internet, tenemos acceso casi cualquier tipo de conocimiento.

El objetivo de este artículo es demostrar que las Ciencias Sociales no son algo obsoleto de lo que podemos prescindir, sino que, al contrario, son algo con plena vigencia en la actualidad, al ser fundamentales para la formación de ciudadanos responsables y dotados de espíritu crítico. Creo que es necesario, por lo tanto, explicar qué son y para qué sirven las Ciencias Sociales.

Para comprender cuál es la utilidad de las Ciencias Sociales es preciso, en primer lugar, saber qué son. Con el término Ciencias Sociales, muchas veces conocidas como Humanidades o Letras, nos referimos a un conjunto de ciencias que se encargan de estudiar los procesos sociales y culturales que son producto de la actividad del ser humano y de su relación con la sociedad.

Sus objetivos son, fundamentalmente, interpretar, conocer y explicar los fenómenos sociales y las manifestaciones del ser humano como sujeto social, aplicando para ello la metodología científica.

Se trata, por lo tanto, de un conjunto amplio de disciplinas, entre las que podemos incluir la Geografía, la Historia, la Historia del Arte, la Antropología, la Etnografía, la Sociología, la Pedagogía, la Filosofía, las Ciencias Políticas, el Derecho y la Economía entre otras.



en ciudadanos capaces de participar en la vida social, económica y cultural de una manera activa, ejerciendo los derechos y deberes propios de una sociedad democrática con una actitud crítica y responsable.

Centrándonos de una manera más concreta en los contenidos que estudian los alumnos de ESPAD dentro del Ámbito Social, éstos, en su mayor parte, pertenecen a dos disciplinas de las Ciencias Sociales: **la Historia y la Geografía**. ¿Para qué sirven?

La **Historia** sirve para comprender y valorar de forma crítica cómo es la sociedad del mundo en el que vivimos, cuáles son sus características políticas, sociales, económicas, culturales y religiosas, cuáles son sus conflictos y sus causas, cómo son las relaciones de todo tipo que se establecen entre las distintas sociedades y países y cuál puede ser la realidad futura que nos espera. ¿Por qué la Historia puede servirnos para todo eso? La respuesta a esta pregunta es obvia, el presente es consecuencia del pasado, el mundo actual es el resultado de lo que hicieron las generaciones anteriores a nosotros, desde nuestros más remotos antepasados hasta nuestros días. Por lo tanto, si queremos comprender como es nuestra sociedad y participar de forma crítica, activa y responsable en la misma, deberemos conocer los hechos del pasado que la han configurado. Por eso cuando nuestros alumnos nos preguntan por qué tienen que estudiar tal o cual acontecimiento histórico, con sus fechas y personajes, yo siempre les digo que esos acontecimientos han contribuido a construir el mundo en el que ellos viven, aunque haya sido mínimamente y de una forma indirecta. A veces les pongo el siguiente ejemplo: que consideren que el presente es un puzzle terminado y que todos y cada uno de los hechos del pasado, desde el más remoto al más actual, son las piezas sin las cuales ese puzzle nunca se habría podido realizar. Todo lo ocurrido en el pasado ha influido, de una manera o de otra, en el presente y por ello es preciso conocerlo si queremos tener una opinión crítica y razonada de lo que ocurre hoy a nuestro alrededor y poder participar de forma activa y responsable en la sociedad en la que vivimos.



La **Geografía** sirve para alcanzar fines similares y complementarios a los de la Historia. A través del conocimiento del medio físico en el que vivimos, de la distribución de los elementos y fenómenos que lo integran en el espacio, de la influencia que ejerce ese medio físico en el desarrollo y características de las distintas sociedades y actividades humanas y de la distribución en el espacio geográfico de dichas sociedades y actividades, esta disciplina de las Ciencias Sociales nos ayuda a entender mejor como es el mundo en el que vivimos, favoreciendo así nuestra capacidad para analizar de forma crítica la realidad en la que nos movemos. Nuestros alumnos no pueden

De todo lo expuesto se desprende para qué deben servir las Ciencias Sociales y por qué están incluidas en nuestro Sistema Educativo; para proporcionar a nuestros alumnos conocimientos, reflexiones, ideas y valores que les permitan entender cómo es el mundo en el que viven y puedan convertirse

tener una visión crítica de la realidad en la que viven si no saben donde se encuentran y se producen los acontecimientos, los países y los procesos sociales, económicos, políticos, culturales y religiosos que caracterizan dicha realidad. Por poner un ejemplo, un alumno difícilmente podrá entender como es la realidad económica del mundo actual si no conoce en qué zonas del mundo se localizan las materias primas y los centros industriales, dónde se encuentran los grandes centros financieros y comerciales mundiales, cuáles son las principales rutas comerciales, entre que zonas circulan los grandes flujos de personas, bienes y servicios y como afectan las características del medio físico, (clima, relieve, etc...), a las actividades económicas y a la distribución de la población sobre el planeta.

Como colofón se puede afirmar que si queremos conocer de una forma crítica y razonada como es la sociedad en el mundo actual a la que pertenecemos y cómo podemos participar en ella de una manera activa y responsable, necesitamos de la ayuda de las Ciencias Sociales.

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## The Social Sciences What they are and what they're for

*After all the years spent dedicated to the teaching of Social Sciences, there have been more than a few students who have asked me questions similar to the following:*

- *How does it help me to know what happened during the French Revolution?*
- *Why know the dates of important historical events?*
- *Why do I have to learn how Prehistoric man lived?*
- *What's the use knowing where the mountain ranges are in Spain, or the world?*
- *Why do I have to know the characteristics of renaissance art, or the famous works of Goya?*

*It's obvious that many of my students and many people in general don't understand the need for Social Sciences as mandatory curriculum of the current education system. In our society, in which the knowledge of science- technical and practical- takes precedence; upon which is imposed a lack of curiosity and disinterest when it comes to knowing actual world events; in which is missing the true critical spirit used to understand the causes that explain the reality in which we live, the Social Sciences are considered something of the past, or of the education given to our fathers, and to our father's fathers; especially when, thanks to the internet, we have access to nearly every type of knowledge.*

*The object of this article is to demonstrate that Social Science is not something obsolete that we can do without, but instead is something truly valid and fundamental for the creation of responsible citizens and the endowment of a critical spirit. I think it is necessary, at the very least, to explain what the Social Sciences are, and why they are important.*

*To learn the utility of the Social Sciences, we must first learn what they are. With the use of the term Social Sciences, widely understood as Humanities or The Arts, we refer to the combination of sciences that cover the study of social and cultural processes which are produced by humans and their relation with society.*

*Their objectives are, fundamentally, to interpret, understand, and explain social phenomena and demonstrate the human being as a social subject, and apply these deductions using the scientific method.*

*It is treated, therefore, as the coordination between many disciplines, amongst which can be included: Geography, History, Art History, Anthropology, Ethnology, Sociology, Pedagogy, Philosophy, Political Science, Law and Economy, among others.*

*From this, it is easy to understand what value the Social Sciences have, and why they are included in our Education system: to provide our students with understanding, reason, ideas and values which permit them to understand the world in which they live; to convert them into citizens able to participate in all social,*

**economic, and cultural aspects of life where they may exercise the rights and duties of a democratic society, all the while with a critical, responsible attitude.**

Focusing specifically on the content studied by the students of ESPAD within the Social field, these, for the most part, seem to consist of two disciplines of Social Science: **History and Geography**. What are they good for?

**History** serves to understand and evaluate critically the world society in which we live: what are its political, social, economic, cultural, and religious characteristics; what are its conflicts, and their causes; how are the relations of every type established between distinct societies and nations; what could be the future reality which awaits us? How could History help us with this? The answer to this question is obvious: the present is a consequence of the past, and the real world is the result of what has been done by the previous generations, from the time of our most ancient history until the present day in which we live. At the very least, if we want to learn about our society and participate in it in a critical, active and responsible way, we will need to know the events of the past which have created our society. Because of this, when our students ask us why they have to study one historical event or another, with its dates and important figures, I always tell them that these events have contributed to construct the world in which they live, however small or indirect. Sometimes I give them the following example: to consider that the present day is a completed puzzle and that any and all historical events, past or present, are the pieces, and that without each one, the puzzle can never be completed. Everything that has occurred in the past has influenced the present in one way or another, and it is precious to know if we want to have an objective and reasonable opinion about what occurs today in our world and if we want to participate actively and responsibly in the society in which we live.

**Geography** is used to reach similar ends as History, and complements it. Through the study of the physical environment in which we live, of the distribution of the elements and the phenomena integrated into that environment; the influence exerted by this environment in its development; the distinct characteristics of societies and human activities and their distribution in geographic space of these societies and activities; this discipline of Social Sciences helps us to understand better the world in which we live, thanks to our ability to critically analyze the reality in which we move, and to participate in the society in an active and responsible way. Our students can't have a critical vision of reality if they don't know how or when historical events had occurred; the countries and the social, economic, political, cultural, and religious processes which characterize reality. For example, a student could learn, with difficulty, about the economic reality of the world without knowing from which part of the world the raw materials are taken, or where the industrial centers are, or where to find the world's centers of finance and commerce, or which are the principal routes of commerce, or between which parts of the world move the most people, or of goods and services and how they are affected by characteristics of the physical world (climate, terrain, etc.).

In summary, it can be said that if we want to know about our world in a critical and sensible way, and how we can participate in it actively and responsibly, we need the help of Social Sciences.



Luis Carlos Ramos Molpeceres  
Jefe del Departamento Socio-Lingüístico

# About My Home

[Descarga el Audio en inglés >>>](#)



I remember my first time going to Chicago, the big city in the east which always seemed to be the center of attention for our state, Illinois. I looked up from the window of the train as we approached the city, and I felt very small, like a grain of sand lost on a beach. That was probably twenty years ago, but I remember the feeling well because it was how I felt when I came to Spain; like a lost little dog, constantly looking up and looking around me and behind me at all I could see.



Chicago and the areas surrounding the city, the suburbs, were my home for my entire life. Most everything I ever did occurred within that space, an area of about one hundred square kilometers. My home extended from the flat country land in the west, where they plant corn and soy, through the miles of concrete and commerce, and finally ended at the giant Lake Michigan, a massive body of fresh water which we all viewed as our own small ocean. This area is called Chicagoland.

When I think of home, I imagine driving my car down a long, straight road with no visible beginning or end. Much of my time was spent driving because everything is so far apart in America. Still, it was normal for us, and I remember all the long trips. Sometimes we drove for over an hour just to meet a friend for a few hot dogs. We would park our cars at my friend's parent's house, take my friend's race car, and drive like idiots into the city just for fast food. I had many friends who enjoyed working with cars and making them very fast, so I've sat "shotgun" for a lot of high-speed street races. It didn't bother me at the time, but I think my racing days are over.

There's this place in the city, one of the famous Chicago restaurants, where they treat you like garbage; call you names, throw things at you, ignore you. Some people don't understand the joke and get upset (I am guilty of this). I would love to go back now and enjoy an argument and a milkshake.

There were other things too- the beach, brunches in nice restaurants, the shopping, the semi-frequent fistfights, the tall buildings, and the bottomless coffee in late-night diners (as long as you tip): the constant reality-TV show that was America. We tried very hard to spend our time together, because it was so difficult to arrange. Thus, time with friends was one of the most important things. We all worked five to seven days a week on different schedules, so Friday (maybe) and Saturday night: that was our time to shine. We tried not to spend our money, and gas was cheap, so we drove a lot. Up, down, and up the city again with the lake always at our side. It was how we relaxed in a country that was always moving. Sometimes we would drive through the expensive neighborhoods where sports players and politicians lived,



and sometimes we stopped the car at a quiet part of the city to watch Lake Michigan. We could see the boats go in and out of the harbor and we played The Beatles so loud that I think everybody out there could hear us. We would crash a movie theater, maybe go to a live music show in a bar or café; anything just to be together.

I think of America as a country which does not sleep, does not slow down. Even still, there are many quiet times. Things close early, and for the average American, there is no reason to be outside of the house past two or three in the morning. Because of this, I have seen many quiet places; huge blocks of businesses, buildings, restaurants, and parks-all empty. I remember that very well also, how it felt to be outside late at night. It is not as welcoming as a Spanish nighttime.

When the sun goes down and there is no more work to be done, we like to be outside in the backyard, cooking food on the grill or having a fire in the fire pit. Bonfires, grilling, and shooting guns are just about the most American things I could do- and I've done enough of the three to make me a professional American, I believe. Fourth of July was always spent on a blanket, on the grass, with some Budweiser and a burger (and getting eaten alive by mosquitos).

Sitting around with friends and a guitar, roasting marshmallows on an open fire, watching the stars; these are the things I miss most of home. In Chicago there are no stars because of the light of the city. Even during the darkest moonless night there are no stars, but instead a constant bright glow which turns the night sky and any clouds overhead into a moving haze of purple shadows. In the country is where you find the stars, and the real America. You find the people working for their family, doing anything they can to keep their loved ones safe and happy. These people exist all over the world, and I'm sure many of them, inside, are like you.

I remember my last days in Chicago. I rode the train east into the city to stay with a friend before my plane left. I could

hear it from miles away- the dull roar of the city- getting louder and louder as I got closer. I arrived and was greeted with the familiar city trash, the police, and the millions of people whose lives I always tried to imagine as I walked past. I attempted to eat at as many of the restaurants as I could; see as many of the parks, talk to every old friend I could, visit my favorite beaches, and walk my favorite streets with my favorite street musicians loudly banging on home-made drums.



I remember my first day in Chicago all the years ago. I was nervous and afraid as soon as I entered the city; a small child leaving the comfortable countryside, exchanging grass for concrete.

I remember my last day in Chicago. This time I felt not childlike worry- but adult fear. I was moving in search of adventure, and even though this time my home was the giant metropolis Chicago, I felt like it was a thing I could easily misplace, like a key in my pocket. My world had sunk, and shrunk, to the size of a suitcase.

On my last day I went east again, this time crossing all of Lake Michigan on an airplane bound for Madrid, and I met my first Spanish friend. She was a middle-aged woman, and even though my Spanish was terrible, she listened. I couldn't sleep all night during the flight, and perhaps she noticed, because she put a movie on for the both of us to watch. She didn't ask me about my home, and I was glad, because I didn't have the Spanish skill necessary to communicate what I've just written here, about my home.

**George Spirakis**  
Language Assistant

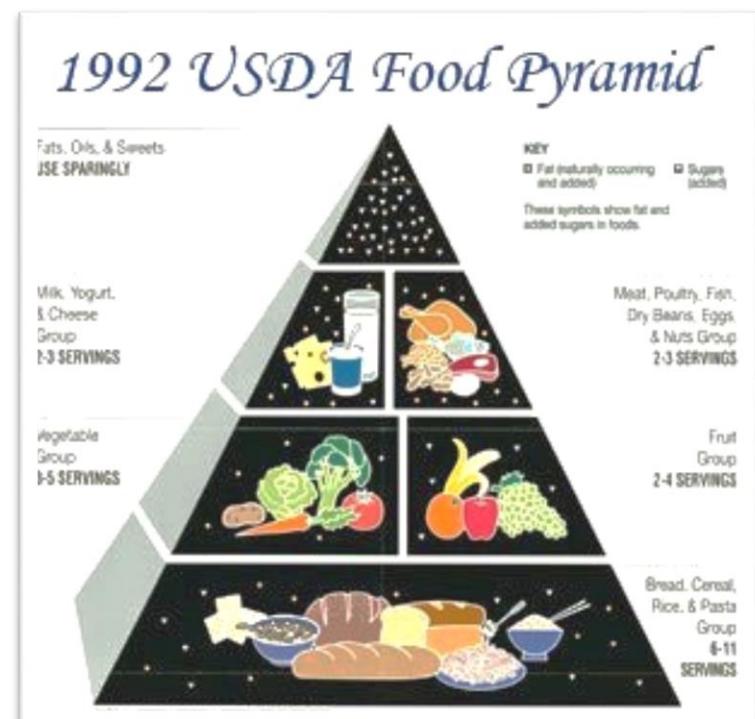
# Relativizando la pirámide alimentaria.



La pirámide alimentaria se define como “gráfico diseñado con el fin de indicar en forma simple cuáles son los alimentos que son necesarios en la dieta, y en qué cantidad deben consumirse para lograr una dieta sana y balanceada” (Wikipedia). En otras palabras, es una guía de nutrición que nos sugiere qué alimentos, y en qué proporciones, debemos consumirlos diariamente para obtener los nutrientes necesarios para conseguir o mantener un óptimo estado de salud (lo que, por otra parte, no nos librará del ineludible envejecimiento ni de la muerte). La mayoría de las pirámides son horizontales con niveles que muestran, en proporción a su longitud, la cantidad de los diferentes grupos de alimentos que debemos consumir al día.

Desde la aparición de estas guías ha existido gran controversia respecto al binomio **intereses comerciales o industriales e intereses saludables**. Consultando las pirámides alimentarias oficiales de algunos países, he confirmado lo que ya sospechaba: que en su elaboración han sido más determinantes variables como la renta per cápita y los intereses de la industria agroalimentaria que el análisis empírico en pro de una dieta equilibrada.

A modo de ejemplo, en la guía de nutrición introducida por USDA (Departamento de Agricultura de los Estados Unidos) en 1992, los alimentos que aparecen en su base son pan, cereales, arroces y pastas. Tras su publicación, un grupo de expertos nutricionales sugirieron que ese nivel debería estar ocupado por frutas y vegetales. Esta sugerencia fue desestimada en favor de los intereses de industrias cárnicas, lácteas y de cereales, ampliamente subvencionadas por el USDA.



Posteriormente, en 2005 ese mismo organismo actualizó el formato de pirámide (MyPyramid) cambiando los niveles horizontales por cuñas verticales e incluyendo la actividad física diaria. La proporción de alimentos viene representada por la anchura de las franjas y se observa que en este nuevo modelo la proporción de cereales supera **escasamente** a las de verduras y lácteos.

En lo que atañe a nuestro país la Sociedad Española de Nutrición Comunitaria (SNEC) ha publicado en los últimos años (2015-2017) nuevas guías alimentarias para la población española en las que han tenido en consideración “los problemas de salud más frecuentes, los hábitos alimentarios, usos y costumbres de la población española, los niveles de

práctica de actividad física y sedentarismo, así como el actual contexto socioeconómico y cultural". En este gráfico, los cereales siguen apareciendo en la base de la pirámide, aunque, como novedad, en su versión integral. Además, incluye un nivel relacionado con de técnicas culinarias saludables, actividad física diaria, hidratación...

A quien tenga algún conocimiento de antropología no le resultará novedoso que el consumo frecuente de cereales y lácteos esté asociado a la domesticación civil del ser humano, que de este modo pudo obtener y almacenar energía de bajo coste para alimentar de forma regular a amplias capas de población en núcleos habitados de forma permanente. Cuando el ser humano adoptó estos hábitos alimenticios en detrimento del régimen dietético del hombre paleolítico (altamente proteico, aunque irregular), se enfrentó a varias consecuencias fisiológicas desastrosas, como el incremento de intolerancias digestivas, la pérdida de tono muscular, la reducción progresiva de la talla y una respuesta inmune disminuida. La actual promoción que todavía reciben los lácteos y los carbohidratos procedentes de semillas como base de la alimentación humana no demuestra que estos productos sean buenos por sí mismos, sino más bien la eficacia propagandística que ostentan los emporios del sector primario y, lo que es peor, que los cimientos de la estructura social siguen siendo la subordinación en bruto de la persona al trabajo con una fuerza que debe ser mantenida con calorías de fácil obtención.



Las recomendaciones deberían responder además a otras cuestiones como el contexto de la población y así adaptarlas a las costumbres y disponibilidad de alimentos locales con independencia de las presiones de la industria alimentaria. El impacto ambiental y económico también deberían verse reflejado en estas recomendaciones.

A mi juicio debería hacerse más hincapié en la calidad de los alimentos que en el tipo de los alimentos, así como en la densidad de nutrientes en los alimentos y no solo en su presencia, sin obviar la implementación de alternativas a las exigencias morales de algunos consumidores comprometidos con la reducción del daño causado a los animales sintientes por el estilo de vida depredador característico, de nuestra especie.

**Beatriz Rivas Álvarez**  
*Jefa del Departamento Científico-Tecnológico*

# FINDING OXFORD ...



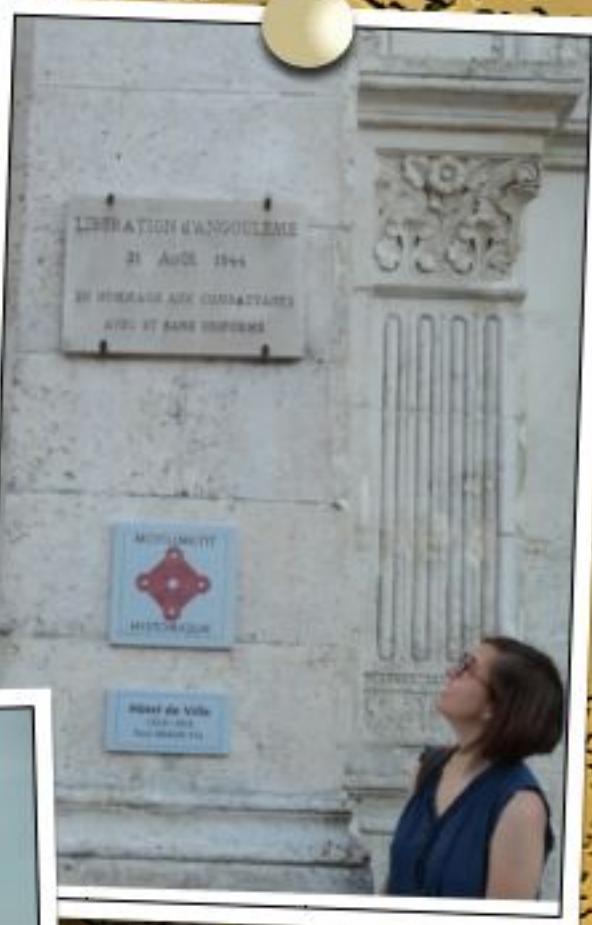
Descarga el Audio en inglés



Second stop: I am in a beautiful and quiet city in the south of France. There is important information in the photograph...where am I?



First stop at the trip:  
The only one Spanish city!  
It belongs to the Basque Country. The Monument in the photo is dedicated to an important battle that happened on 21st June, 1813...what is the name of this city?



Third stop: I am still in France, in the centre. In the photo you can see a Magnificent cathedral. It has got a mysterious labyrinth inside it...where am I?

Fourth stop: I am in the north of France, in a city that was the most important Roman port to cross to Britania. As you can see they use wind power to generate electricity!, where am I?

Fifth stop: Bye bye continental Europe...hello United Kingdom! in this photo you can see a border kiosk where they check passports...



After checking passports you can move your car inside this peculiar train that crosses the Channel Tunnel into England...



Sixth stop: Once in England, beyond Folkestone, a short stop in a historic place. The Primate of the Church of England is the Archbishop of this city...where am I?





Seventh and final stop: Oxford!! I finally arrived! What time is it? How many kms have I driven (look at the figure at the bottom)?

Look at the beautiful cottage I am going to live in... just one floor and, of course... a nice and lush garden at the front!



Another example of the wonderful houses in this part of England... a thatched roof house...like in a Fairy tale!

Time to start the course at the Academy...the best way to go there is the "Park & Ride" facility...



[HTTPS://EN.WIKIPEDIA.ORG/WIKI/PARK\\_AND\\_RIDE](https://en.wikipedia.org/wiki/PARK_AND_RIDE)



First day of the course,  
I Meet teachers from  
Turkey, Germany,  
Poland , Czech Republic  
and Reunion Island  
...ah! and my teacher is  
Welsh! We are a Mini  
United Nations  
commettee!!

One of the first activities is a visit to a Secondary School to see how teachers and students work in a real educational environment...very interesting and quite different to a Spanish High School.



[HTTP://WWW.THEVAULTSANDGARDEN.COM](http://WWW.THEVAULTSANDGARDEN.COM)

Time for a break...  
a delicious tea,  
with scones,  
strawberry jam  
and clotted  
cream...and the  
views are great!





In the picture you can admire a wonderful example of the beautiful architecture of Oxford. Although it is known as the "Bridge of sighs", could you find out its real name?



In the coat of arms of the photo you can read a famous motto in Oxford University... "Dominus Illuminatio Mea"... do you know its meaning?



In this picture I am sharing a great time with some of the other teachers in the course, we are visiting a well known library... could you find out its name in the video?



In this photograph you can read some famous English dishes... I invite you to investigate the British cuisine, so demonized by Spanish tourists!





One of the most famous open air activities in Oxford... it helps the students to relax and meditate in an unrivaled beautiful place!

On the right hand side you can admire a beautiful stained glass window of the dining room in Christ College... do you know the two characters that appear there?



Two more distinguished characters who researched at Oxford University... both equally crucial in the fields of Chemistry and Biology. It is easy to understand why so many people came here to research or study!



Last but not least, a relaxing and beautiful view of the English countryside... I strongly recommend you visit this wonderful part of Britain!



Ana Belén Pérez Berbes  
Profesora de inglés y responsable del AEPA de Porzuna



I CAN IMAGINE ENGLAND BY LISTENING TO THIS SONG...

# DUBLIN MOBILITY



ERASMUS+ IN SERVICE  
EUROPEAN PROGRAMME

Trinity College Dublin  
11<sup>th</sup> to 22<sup>nd</sup> July, 2016

HI EVERYONE! I'M EDUARDO, THE ENGLISH MATTERS COORDINATOR. OUR MAIN IDEA HERE IS CONTENT IN CONTEXT! SO TAKE AS MANY PICTURES AS POSSIBLE!

## MY REFLECTIVE JOURNAL

HI, I'M PILAR FROM PIEDRABUENA. I WORK AS AN ENGLISH TEACHER IN AN ADULT SCHOOL.

I'M JORDI, FROM VALENCIA, AND I KNOW A LOT ABOUT COMPUTERS

I'M MARIAM FROM XATIVA, I'M A PRIMARY ENGLISH TEACHER, TOO!



## WHERE ARE WE FROM?

WE ARE FROM GERMANY!

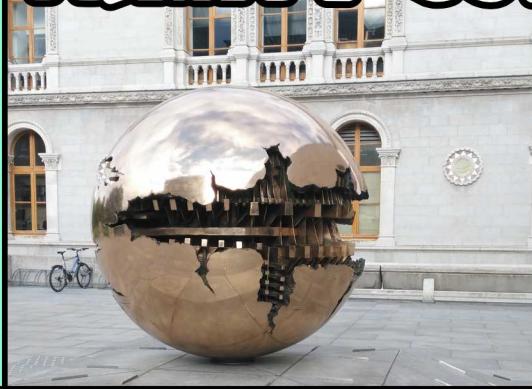
I THOUGHT I WAS THE ONLY SPANIARD...

I'M KATRI, FROM FINLAND.

HA, HA , HA, BUT MOST OF US ARE FROM SPAIN!!!

I'M FROM CROATIA!

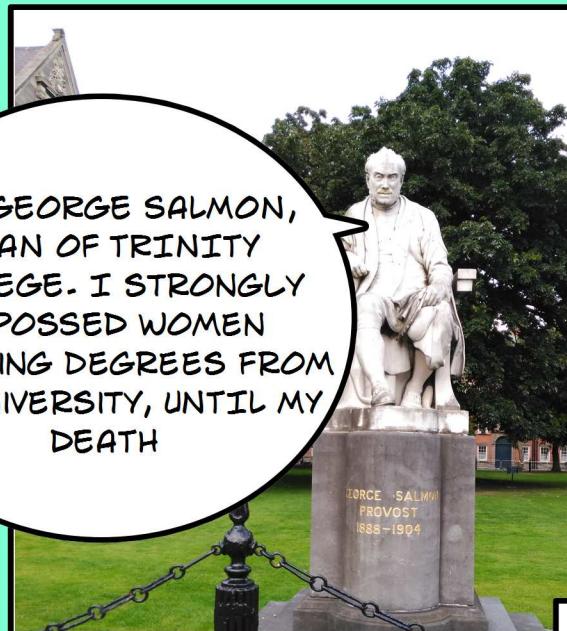
# TRINITY COLLEGE: FACTS



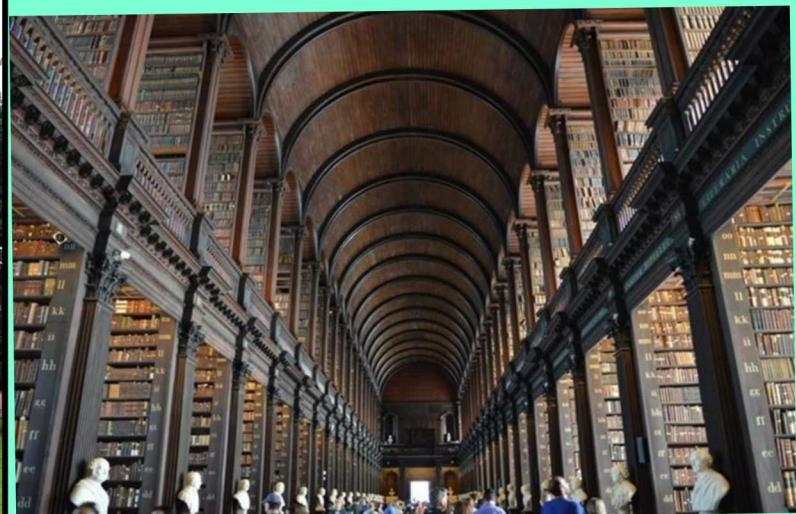
POMODORO  
SCULPTURE: SPHERE WITHIN SPHERE. IT HAS REFERENCES TO COPERNICO AND GALILEO GALILEI.  
DO YOU KNOW WHERE THERE



DO YOU KNOW WHO'S THIS?



I'M GEORGE SALMON,  
DEAN OF TRINITY  
COLLEGE. I STRONGLY  
OPPOSED WOMEN  
RECEIVING DEGREES FROM  
THE UNIVERSITY, UNTIL MY  
DEATH



THE LONG ROOM IS MORE THAN JUST A PRETTY LIBRARY HOWEVER. IT ALSO CONTAINS OVER 200000 BOOKS

THE CAMPANILE



REMEMBER NOT TO WALK THROUGH THE CAMPANILE WHILE THE BELLS ARE RINGING OR YOU WILL NEVER PASS AN EXAM!!!



THE BOOK OF KELLS



# INTERNATIONAL FOOD FAIR



HOW MANY FOOD ITEMS CAN YOU  
NAME?

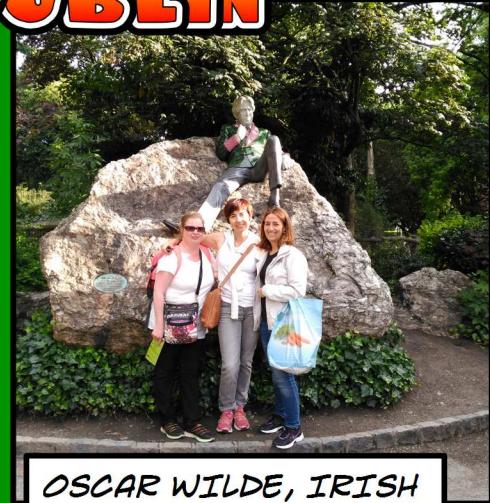


# GETTING AROUND DUBLIN

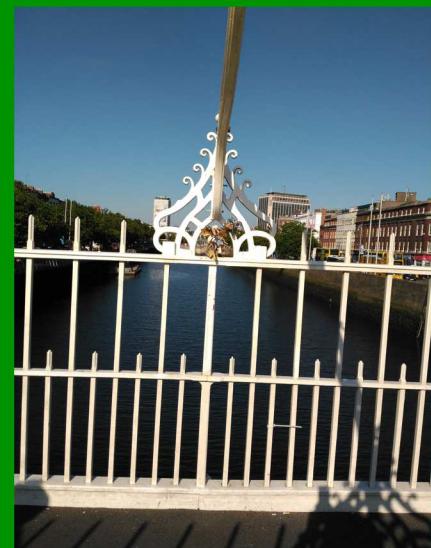
LIFFEY RIVER AND ONE OF ITS BRIDGES.



MOLLY, LET'S SING YOUR SONG!



OSCAR WILDE, IRISH WRITER, AND ONE OF THE MOST IMPORTANT WRITERS IN THE WORLD!



HALFPENNY BRIDGE OR LOVERS BRIDGE



THE CITY HALL



WILDE'S QUOTES



CHRISTCHURCH, THE 1ST CATHEDRAL IN DUBLIN.



KILMAINHAM GAOL: MANY MOVIES WERE FILMED THERE, E.G. IN THE NAME OF THE FATHER, 1993.



DUBLIN CASTLE

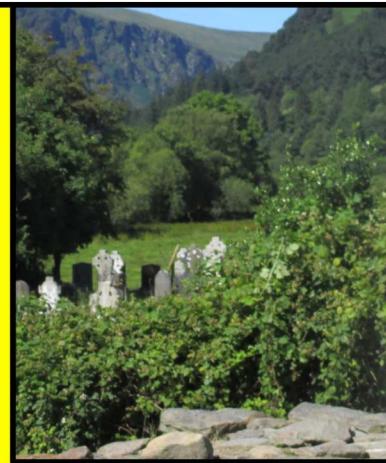


# GLENDALOUGH NATURE RESERVE

UPPER LAKE

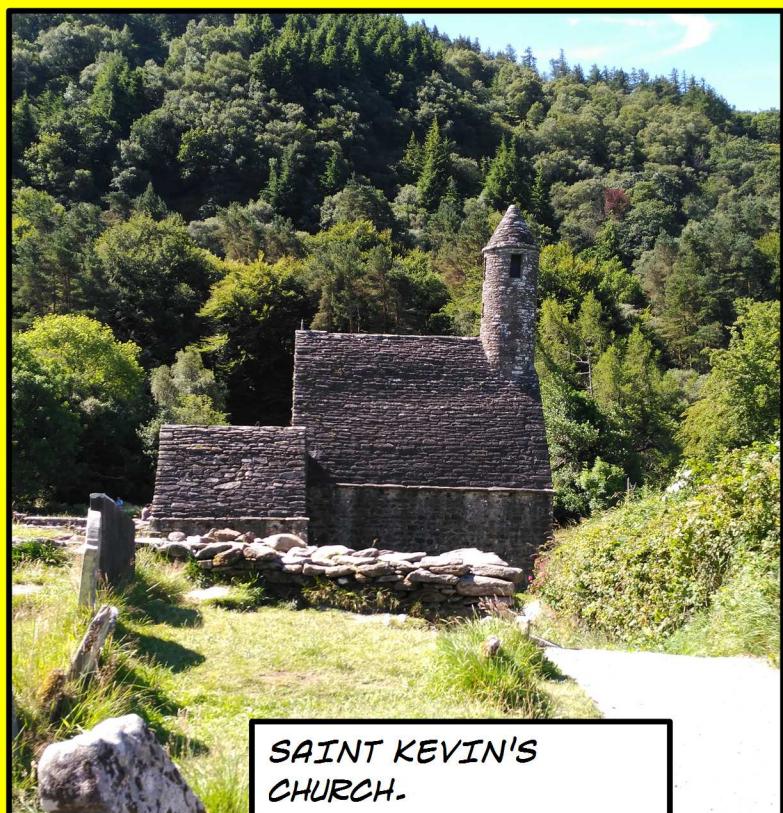


THE CELTIC CROSS IS A SYMBOL OF BOTH CULTURE AND FAITH. THE TRUE ORIGINS OF THE CELTIC CROSS ARE UNKNOWN BUT THERE ARE MANY THEORIES AND LEGENDS.



GLENDALOUG IS A GLACIAL VALLEY IN COUNTY WICKLOW. THERE WAS AN EARLY MEDIEVAL MONASTIC SETTLEMENT FOUNDED IN THE 6TH CENTURY BY ST KEVIN.

LOWER LAKE



SAINT KEVIN'S CHURCH.

# PUBS, PUBS AND PUBS TEMPLE BAR



TEMPLE BAR IS THE CENTRE OF DUBLIN'S CULTURAL UNIVERSE. BUSKERS, STREET ARTISTS, OPEN AIR MARKETS AND EXHIBITIONS.

WHEN THE SUN GOES DOWN, THE VOLUME GOES UP. TEMPLE BAR HAS THE HIGHEST DENSITY OF PUBS IN DUBLIN CITY, SO NO PROBLEMS GRABBING A PINT HERE.

THE RHYTHMIC SOUNDS OF IRISH MUSIC MAY TEMPT YOU IN FOR A PINT AND A DANCE.

TEMPLE BAR ITSELF: A CULTURAL MELTING POT WITH AN IRISH FLAVOUR AT ITS HEART.



THE BRAZEN HEAD, ONE OF THE OLDEST PUBS IN DUBLIN. FROM THERE, YOU CAN SEE HOW FAR SOME OF THE MOST POPULAR PLACES ARE.



Pilar Castillo Torres  
Profesora de inglés  
Secretaria del CEPA



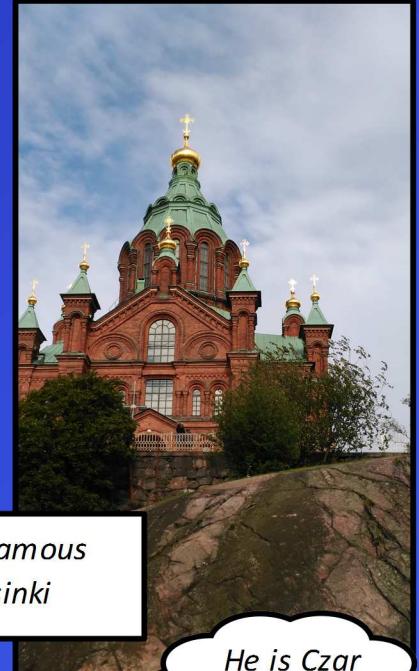
# TALLINN (ESTONIA)

## AUGUST - 2016

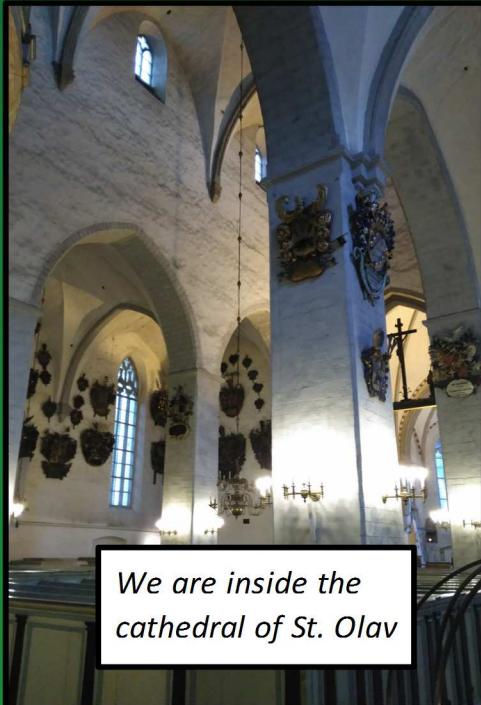
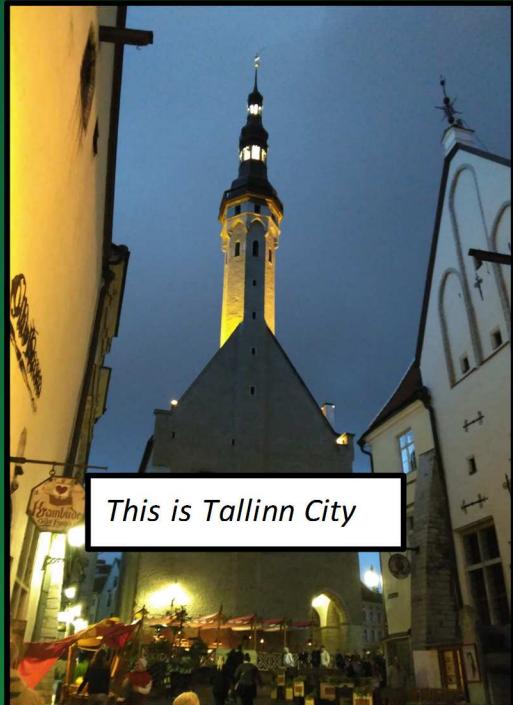
Descarga el audio en inglés  
Indicado para ESPAD - Módulo 1 - Bloque 2



<http://erasmusplustiching.blogspot.com.es/>





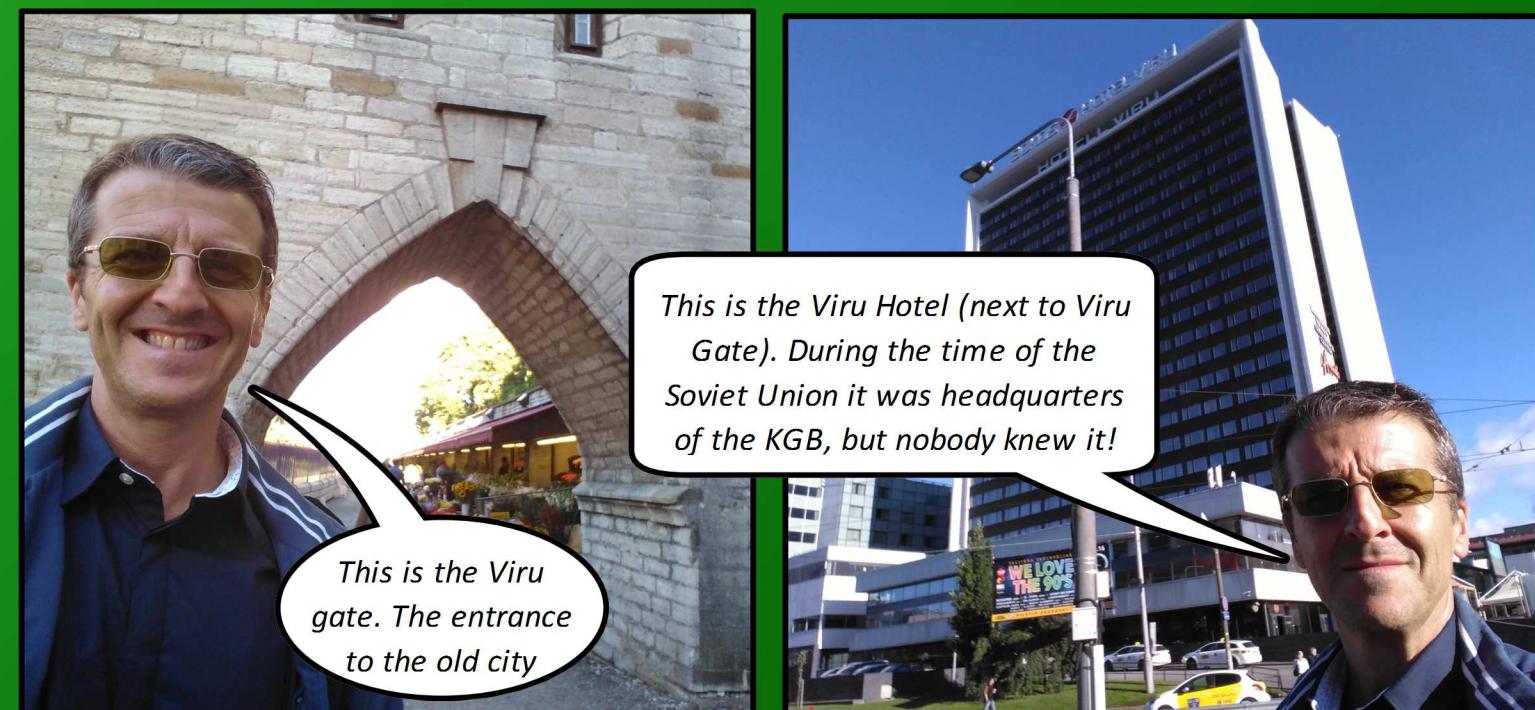
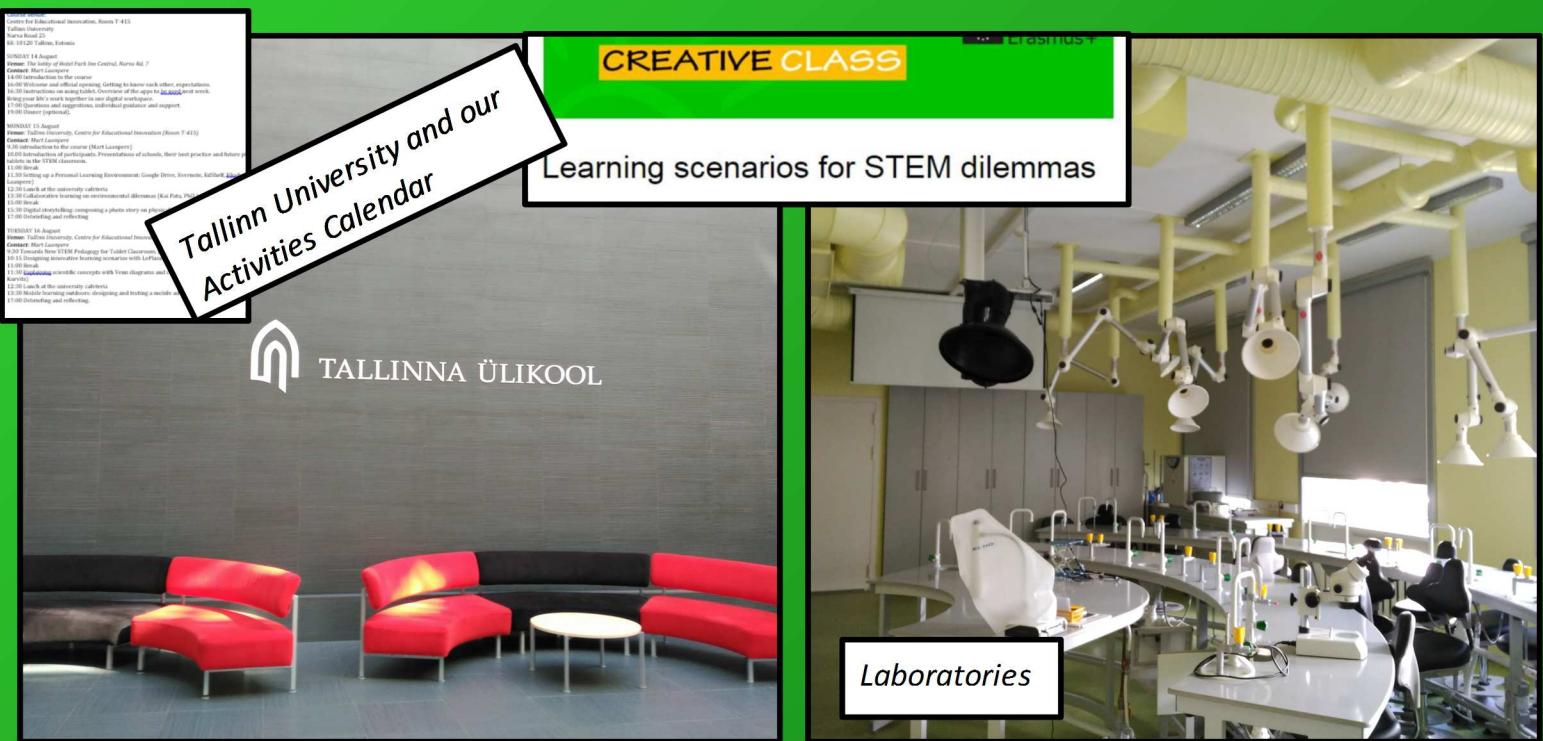


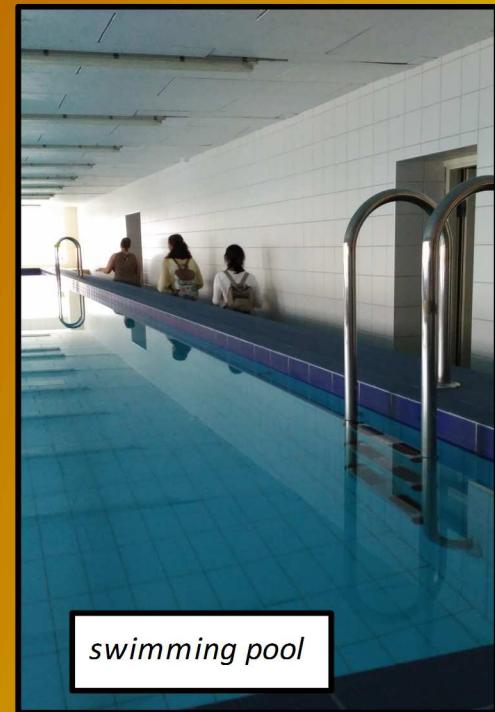
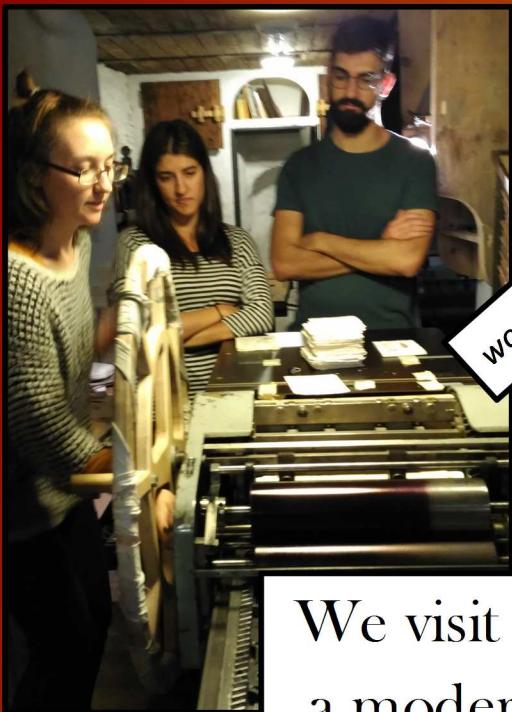
*This is Tallinn City*

*We are inside the cathedral of St. Olav*

*What's the weather like today?  
It's rainy.  
Every day it rains in Tallinn*



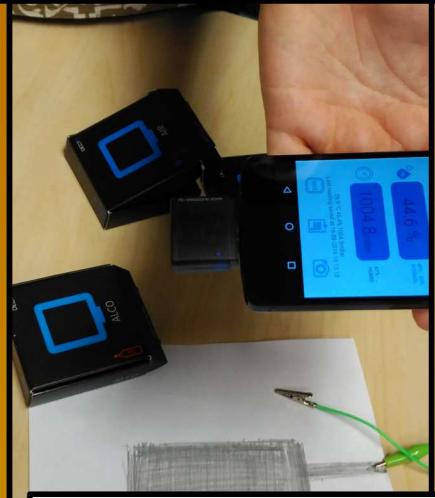




We visit a very old and  
a modern school with  
new facilities



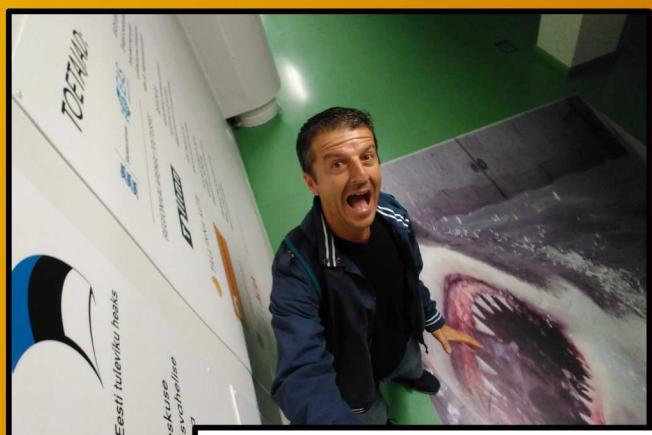
Flipped classroom in Lilleküla Gymnasium



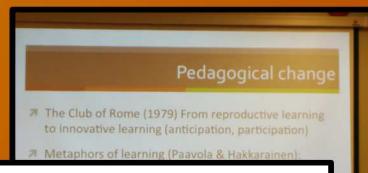
They have got many tablets and little robots in the electronic lab



*This is the sailing port of the 1980 Moscow Olympics. Remember that Estonia was a republic of the former USSR until 1991*



*Science museum Energiakeskus*



*And That's all folks!  
Bye bye Estonia.  
See you next year?*



**Designing inquiry-based learning in the science museum**



Juan Francisco Lozano Ramírez  
Director CEPA Montes Norte

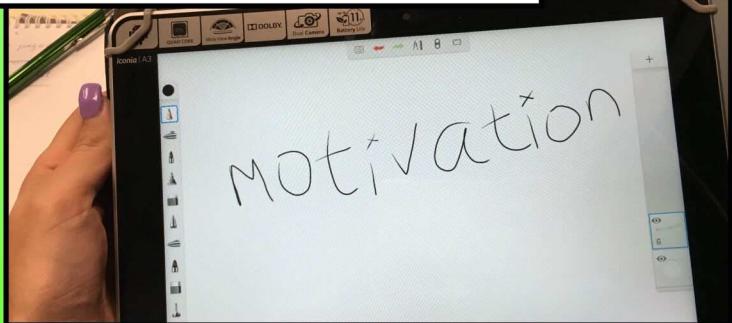


# HELSINKI ERASMUS +

Future learning with tablets and ipads.

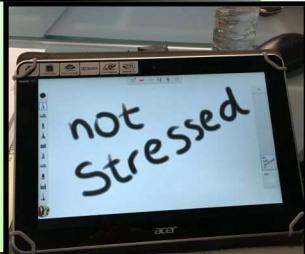


LOOKING FOR...



THE  
CENTRAL  
RAILWAY  
STATION---  
THE  
ADVENTURE  
IS  
COMING..

THE ARRIVAL...



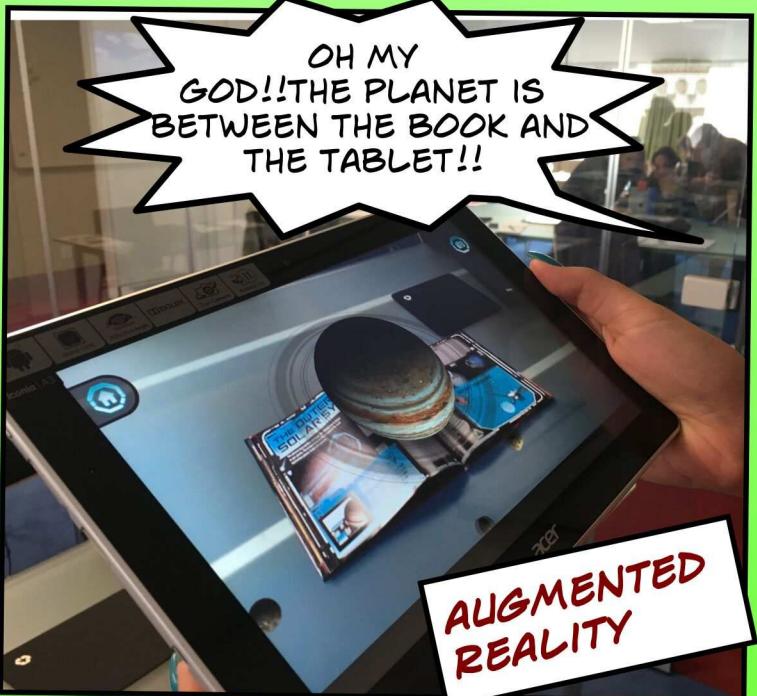
WORKING HARD...



WE HAVE  
MADE THE  
HIGHEST PAPER  
TOWER!! WE HAVE  
WON!



OH MY  
GOD!! THE PLANET IS  
BETWEEN THE BOOK AND  
THE TABLET!!



IT COULD BE  
POSSIBLE THAT--WITH  
THESE TWO LETTERS I  
MAKE THE FINAL  
WORD...



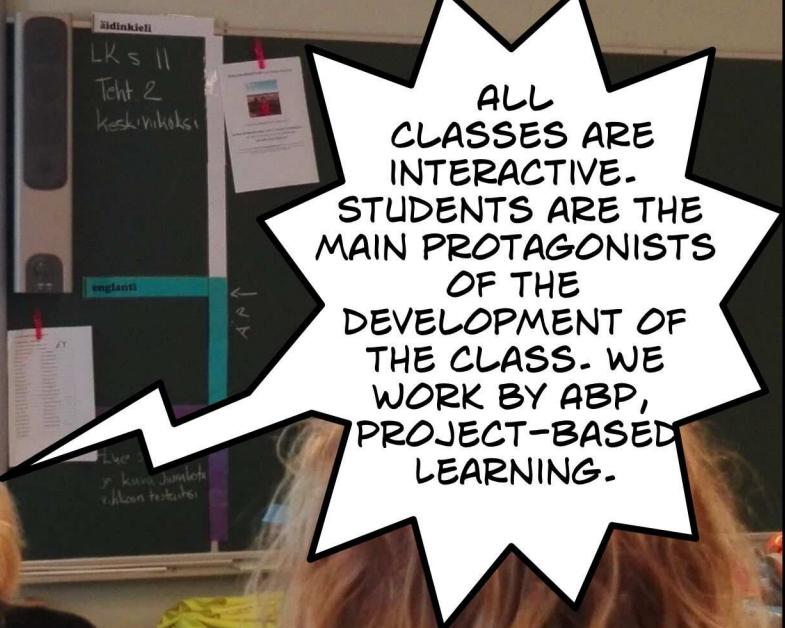
THE SCHOOL...

THE PLAYGROUND...



# WE WERE GIVEN THE OPPORTUNITY TO VISIT A FINNISH SCHOOL

Kirjailijoidut yleis!	Pokemon Go ja menoiksi	Tietokonepelit ylevät minut mukanaan	Työkkää Pinterestistä
Pidän yleis- urheilulajeista	Kielten opiskelu kiehtoo	Rakastan ruuanlaittoa!	Aikatelu on hauskaa
Koodausfani	Teen mielelläni käsitöitä	Vaimistelu miellytyössä	Tanssiminen on hauskaa
Laulan usein	Soitan instrumenttia	Otan skeittimäiset haltuun	Liljun usein palkupyörällä
Tiede kiehtoo	Luonto on ihallita sydäntäni	Leikkiminen on hauskaa!	Pidän uuden oppimisesta



INTERESTING

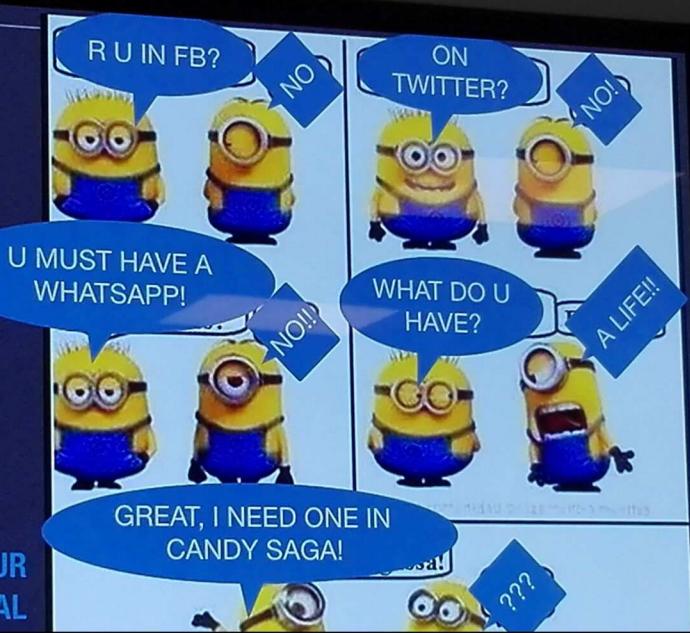
ORDER AND CLEANLINESS  
ARE A FACT.



DO SPEAK  
YOUR  
STUDENTS'  
LANGUAGE?

IT IS ALL  
ABOUT  
A WILL TO  
CHANGE YOUR  
PEDAGOGICAL

ARE YOU USED TO WORKING WITH SOCIAL NETWORK IN YOUR DAILY WORK? IT'S HIGH TIME WE BEGAN WORKING WITH THESE NETWORKS...OUR STUDENTS ARE GROWING UP WITH THEM.



TIME TO ACTIVATE YOUR FINGER AGAIN  
THE SECRET OF FINLAND'S SYSTEM!

# What's Good

IN YOUR OPINION, WHICH IS THE SECRET OF FINLAND'S SYSTEM? MAYBE THE METHODOLOGIES THAT ARE BEING USED OR THE FACT THAT THERE'S NO EXAMS, NO HOMEWORK...LET'S THINK IT OVER.

BESIDES SOCIAL NETWORKS WE HAVE TO USE OTHER ICTS LIKE BOOKCREATOR, MIND MAPPING, SOCRATIVE...IN ORDER TO INCREASE THE CREATIVITY IN OUR STUDENTS AND MAKE A FUN WAY OF LEARNING.

	Apps	Platform	Costs
eBooks	Book Creator	iOS, android, windows	€5
Presentations	Keynote Explain Everything	iOS all platforms	free 3.99€
Flashcards	bitsboard Quizlet	iOS iOS, android	free/19.99€ free
Mindmapping	mindmeister Simple Mind	iOS, android iOS, android	free trial account free
Quizzes und Assessments	Kahoot Socrative	Browser Socrative	free

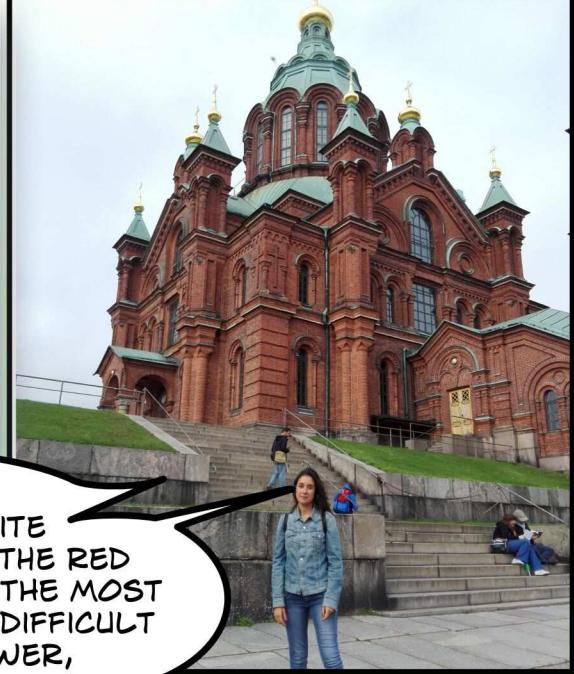


THESE ARE THE MAIN GOALS OF AN ERASMUS+ COURSE...



IF YOU WERE GIVEN THE OPPORTUNITY TO VISIT HELSINKI, I WOULD RECOMMEND THE MOST BEAUTIFUL SITES HERE, BECAUSE I HAD SOME TIME OFF TO ENJOY THE CITY.

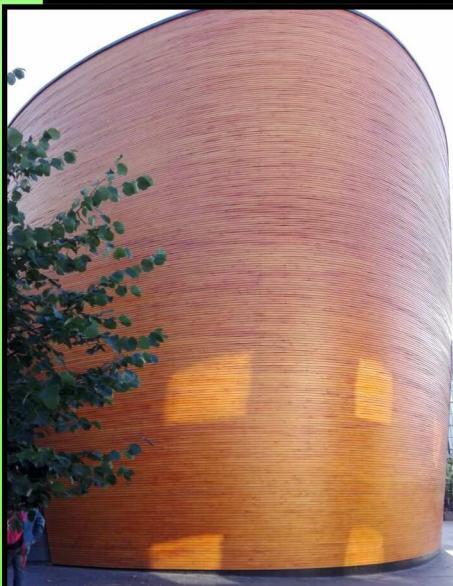
ON THE LEFT IS THE WHITE CHURCH, BEHIND ME THE RED CHURCH- WHICH ONE IS THE MOST BEAUTIFUL? THIS IS A DIFFICULT QUESTION TO ANSWER, BELIEVE ME.



SENATE SQUARE AND ITS SURROUNDINGS MAKE UP THE OLDEST PART OF CENTRAL HELSINKI. LANDMARKS AND FAMOUS BUILDINGS SURROUNDING THE SQUARE ARE THE HELSINKI CATHEDRAL (THE WHITE CHURCH), THE GOVERNMENT PALACE (ON THE LEFT OF THIS PHOTO) MAIN BUILDING OF THE UNIVERSITY OF HELSINKI, AND SEDERHOLM HOUSE (ON THE RIGHT OF THIS PHOTO)



ON THE RIGHT YOU COULD SEE A PAPER FISH IN SENATE SQUARE FOR "NIGHT OF THE ARTS". THIS IS THE SIBELIUS MONUMENT.



OVER HERE, THE KAMPKI CHAPEL OF SILENCE. IT OFFERS AN OPPORTUNITY TO CALM DOWN IN THE MIDDLE OF PERHAPS THE BUSIEST AREA IN FINLAND.

WHAT ABOUT THE FINNISH FOOD? I COULD TASTE A LOT OF DIFFERENT FLAVOURS: REINDEER SIRLOIN, HERRING, ELK STEAK, CRUMBLLED CARROT...HERE ARE SOME DIFFERENT PHOTOS OF THIS DELICIOUS FOOD.



"NIGHT OF THE ARTS"  
2016 HELSINKI



IN CONCLUSION, I HAVE LEARNT A LOT ABOUT HOW TO INTRODUCE TABLETS AND IPADS IN OUR DAILY CLASSES IN ORDER TO INCREASE THE MOTIVATION AND DEVELOPING MINDFULNESS OF OUR STUDENTS, ...THIS HAS BEEN A VERY ENRICHING EXPERIENCE AND I WOULD RECOMMEND IT BOTH PERSONALLY AND PROFESSIONALLY.

ANA MARIA NIETO RUIZ  
CEPA MONTES NORTE  
ERASMUS + "TICHING" 2016



# CURSO 2017/2018

Centro de Educación de Personas Adultas “Montes Norte”

## Centro cabecera (Piedrabuena)

- **Educación Secundaria (ESPAD)**
- **Acceso a la Universidad para mayores de 25 años.**
- **Inglés Básico** (igual que Escuela Oficial de Idiomas): **A1 y A2**
- **That's English** (Nivel Intermedio)
- **Preparación para las pruebas Libres de Bachillerato.**
- **Informática Básica** (presencial)
- **Informática Avanzada** (presencial)
- **Internet** (presencial)

## Aulas (Alcolea, Porzuna y El Robledo)

- **Educación Secundaria (Apoyo a ESPAD)**
- **Enseñanzas Iniciales**
- **Castellano para Extranjeros**
- **Inglés de Iniciación (solo Aula de Porzuna)**

**CURSO 2017/18**  
PROCESO DE ADMISIÓN EN ENSEÑANZAS DE PERSONAS ADULTAS

**EDUCACIÓN DE PERSONAS ADULTAS**  
A PARTIR DE 18 AÑOS

Edición Secundaria (Titulación ESO) | Bachillerato nocturno y a distancia (solo en IES)  
Cursos preparatorios de pruebas libres para obtener el título de Graduado en ESO y Bachillerato | Cursos preparatorios para pruebas de acceso a la Universidad y a Ciclos Formativos | Cursos de formación básica | Cursos de informática y de idiomas | Aula Mentor

Visualización del fichero "Admisión EPA 2017-2018" en forma mediante lightbox, puede haber un cambio de contexto.



Plazos 2017  
Del 19 de mayo al 13 de Junio  
Del 5 al 14 de septiembre

Más Información  
Portal de Educación - [www.educacion.jccm.es](http://www.educacion.jccm.es)  
Centros y Aulas de Educación de personas adultas

Solicitud  
Centros de Educación de personas adultas  
Cualquier oficina de registro

Solicitud telemática  
A través de Papas 2.0 - <https://papas.jccm.es>

Contacta con nosotros  
usando este código QR



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# GRADUADOS EN EDUCACIÓN SECUNDARIA

## 2015-2016 Segundo Cuatrimestre

Alias Aranda, Miguel  
Alonso Torres de, Abel  
Campos Nieto, María Esther  
Castillo Serrano, Ángela  
Cuadrado González, Francisco  
de la Fuente de la Fuente, Nazaret  
Fernández Campos, Yolanda  
Gómez Aguilar, Ana Isabel  
Gómez García, Fabriciana  
González Medina, Ana Isabel  
Grano de Oro Justo, Antonio  
Gutiérrez Mora, Emilio José  
Gutiérrez Romero, María Luna  
Jiménez Patón, María Asunción  
Mansilla Álvaro, José  
Martín Santiago, Nazaret  
Merino Rivilla, Sergio  
Muñoz Arias, Eloy  
Ormeño Gómez, Rosa Belén  
Oubekhane, Hasnaa  
Parra Cadavid, Alba Cenelia  
Patón Palomares, Antonia  
Regalado Clos, Jordi  
Ruiz Mansilla, Israel  
Sánchez Laguna, Raúl  
Santiago Córdoba, Rocío  
Sebastián Rodríguez, Consuelo  
Velarde Díaz, Jenifer

## 2016-2017 Primer Cuatrimestre

Aranda Villajos, Jaime  
Araujo López, Samantha  
Caro Gutiérrez, Lucía  
García-Sacedon Herrera, José Luis  
Hidalgo Gómez, Melanie  
Laguna Roso, Ismael  
Navas Roma, Alexis  
Rivero Rodríguez, Luisa  
Rodríguez Jiménez, María  
Rodríguez-Rey Camargo, Adela  
Rojas Gómez, Ana Belén  
Rojas Gómez, Carmen

CEPA Montes Norte

### Claustro de profesores:

- Pilar Castillo Torres
- Blanca León Gómez
- JuanFra Lozano Ramírez
- Juan Carlos Mendoza Jiménez
- Ana Belén Pérez Berges
- Luis Carlos Ramos Molpeceres
- Beatriz Rivas Álvarez
- Javier Sáez García
- George Spirakis