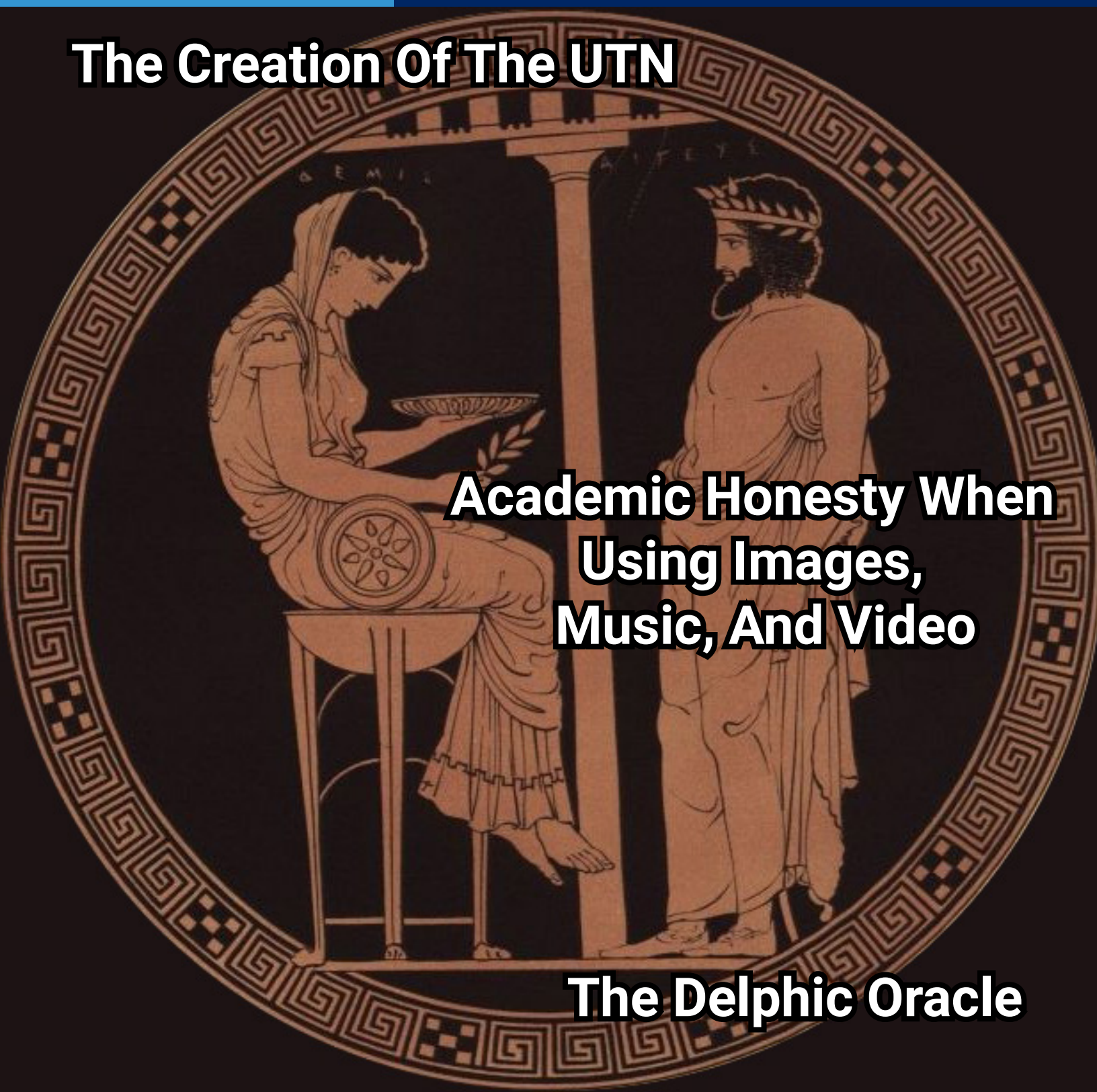
Universidad Técnica Nacional

The Ile Post
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The Creation Of The UTN



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The Delphic Oracle

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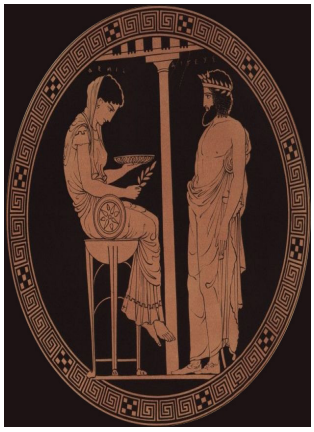
LOUDER THAN WORDS

21 Atomic Cloud Over Nagasaki, Japan

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COVER PAGE



This year we dedicate our cover pages to different legends and ancient myths. In this issue, we are going to learn about the Delphic Oraclea, who was in charge of predicting the future in the old Greece. If you have an awesome picture you think could be on the cover of one of The ILE Post editions, send it to eherrera@utn.ac.cr. So far several readers have sent amazing pictures that we will be sharing with you soon. If you want to know what is happening in ILE, follow us on FACEBOOK.

Photo Creidt: https://es.wikipedia.org/wiki/Archivo:Themis_Aigeus_Antikensammlung_Berlin_F253

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EDITORIAL

Times Of Change And Times Of Adversity Are Times To Rethink

by Jose Soto (ILE Director)



Our surrounding reality is leading us to think, rethink and redirect. Today more than ever, we must have developed the ability to imagine different solutions and alternative scenarios. Above all, there is a great opportunity for new university authorities to make this possible. All of us who make up this university must take responsibility for the common good which is different from the individual. However, the individual is what matters the most.

The students at this university are aware of their own needs. They know that they must prepare themselves academically in the technical areas that make up the thirty-three careers at UTN. 2020 is a time of reflection, attention to change and an attitude of constant struggle for goals. The students' environment is tense now, and that is undeniable. The proposed reduction in scholarship aid, and a probable reduction in other benefits, pose a somewhat more challenging scenario. Roger Crawford, the first disabled athlete in high-division sports, once said that having challenges in life is inevitable, but being defeated is optional. At the end of the road, nothing is ever more highly valued than when you have worked hard for. A word of encouragement to students should be based on useful comparisons of achievement in history. For example, the reconstruction of Germany and Japan after World War II have been examples of recovery and improvement after the worst doomed scenarios.

The academic sector at UTN, while it may seem distracted from what is happening, it is not. It remains focused on its work of teaching and pedagogical mediation. In times of pandemic, many teachers have shown their true vocation, and others have also been discouraged by an unknown and even threatening situation. Here too, there must be a word of encouragement and motivation to urge them to continue doing their best. What the teacher is, is more important than what they teach. This sentence by Karl A. Menninger, gives an insight into understanding that the teacher is a human being who does not work in their own emptiness, they teach with what they are. The role of the professors is incredibly important and we all must be there to stand by them. For teachers and academics, difficult times of different limitations will probably come. But beware, the critical eye must always prevail to defend what is right.

Next years new university authorities have an immense historical responsibility not only for the pandemic, but for the current state of the institution. Without looking for culprits and following up a witch-hunt, they will have to work to maintain the objectives and goals of UTN in the strictest sense of honesty, transparency, and moderation.

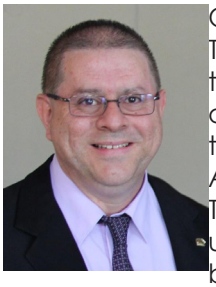
The ILE POST in August is bringing all the learning opportunities and vision of the UTN in the English language. However, it is especially contextualized in times of change that were not expected so soon but are just around the corner. The best way to be prepared may sound trite, but it will always be by giving and being the best of ourselves. This will always serve as a true reference for the individual and the professional. One thing to always to be good at is reading, and if you have read this far, I am sure you will continue reading edition 91.

Enjoy it.



The Creation Of The UTN

Written in Spanish by José Alberto Rodríguez
Translated By Izabela Sepúlveda (ILE Professor)



On June 4th, 2008, the Universidad Técnica Nacional (UTN) was created through the publication in La Gaceta of Law No. 8638, but how was the vote to approve this law in the Legislative Assembly?

The proposal to create a technical university in Costa Rica was assumed by the then President of the Republic, Óscar Arias Sánchez, who included the project in the Jorge Manuel Dengo National Development Plan 2006-2010, as one of the 11 strategic actions in education that are essential for the social and economic development of the country.

The initiative was supported by the Ministers of Finance, National Planning, and Science and Technology, Mr. Guillermo Zúñiga, Mr. Kevin Casas and Ms.Eugenia Flores, respectively.

Marcelo Prieto, dean of the Alajuela College (CUNA), was the one who drafted the bill for the creation of the new university. This draft was approved by the CUNA Board of Directors and delivered to a group of deputies from Alajuela, led by Janina Del Vecchio, in a ceremony held at the Alajuela College.

The bill to create the UTN was presented to the Legislative Assembly in mid-2006 by eight Alajuela deputies from three political parties: Janina Del Vecchio, Francisco Antonio Pacheco, Luis Antonio Barrantes, Lorena Vázquez, Salvador Quirós, José Luis Valenciano, Gladis González and Luis Carlos Araya.

The draft Law for the Creation of the National Technical University was sent for the respective study of the Permanent Commission of Government and Administration and received an affirmative opinion of the majority of this commission on April 25th, 2007.

Once the unanimous affirmative opinion was given, the bill entered the legislative plenary in August 2007, ready to be voted on by the deputies.

The intense process of dissemination and convincing about the bill to create the UTN (in which officials from the former university colleges, businessmen, community forces and political authorities took part) took effect when on Thursday, April 23rd, 2008 , with the unanimous vote of 35 deputies, the Organic Law of the Universidad Técnica Nacional No.8638 was approved in the



first debate and six days later, on Tuesday, April 29th, 2008, said law was approved in the second debate with a unanimous vote of 44 deputies.

On the day of the approval of the Organic Law of the Universidad Técnica Nacional in the second debate the legislative session began with 53 deputies, however said session was quite long because there were several issues to discuss and approve.

In such extensive legislative sessions, such as that day, it is normal for deputies to be in and out of plenary, so they do not always stay in their seats.

Of the 53 deputies who began the session on April 29th, 2008, 44 were present at the time it was due to vote on the Organic Law of the Universidad Técnica Nacional, who voted unanimously on the project.

There is no record of who were the 44 deputies who voted in the second debate of the bill, since the total votes were counted and not the names of those who voted. This session was No. 175 and took place in the second period of extraordinary sessions, which curiously ended on April 30th, one day after the approval of the law.

In an act that was held in the Presidential House, on May 13th, 2008, the President of the Republic, Óscar Arias Sánchez, signed the law that created the new university and on June 4th of that same year the Organic Law of the Universidad Técnica Nacional, No.8638, was published in the Official Gazette La Gaceta, which formalized the creation of the UTN.

*Journalist



To read original news in Spanish, go to: https://www.diarioextra.com/Noticia/detalle/423180/-c-mo-se-dio-la-votaci-n-en-la-asamblea-legislativa-para-aprobar-la-creaci-n-de-la-utn-

English As A Foreign Language Major Conducted Academic Discussions

Translated By Izabela Sepúlveda (ILE Professor)

The English as a Foreign Language (ILE) Major held a series of virtual conversations the week of July 13th to 17th, with the participation of academics from all the venues where this major is taught.

The main purpose was to be able to share experiences, techniques, resources and tools that the academic body uses daily in the learning process. Virtuality was an ally and facilitated the participation of teachers in the discussions. The spaces were organized by areas, according to the courses taught in this second quarter.

Each day of the meeting of professionals, a space was opened in the morning and another in the afternoon to guarantee the registration and participation of all academics.

This is how the first activity began on Monday, July, 13th, where the participants chatted for more than two hours and were able to talk about experiences they have had since March of this year when they had to move their physical workplace from a classroom to the remote route. During those hours, they also discussed how they have had to resort to creativity and the use of different techniques, resources, without missing the exchange of the difficulties they have had to face, to continue providing an education, without detriment to the excellent quality that this program has always had.

Throughout those five days, a total of five discussions were held distributed by course groups and areas. The first was aimed at academics who teach the Oral Communication and Integrated English courses. On Tuesday the 14th, the dialogues continued with the grammar courses. The next day opened the way to the pronunciation courses then on Thursday conversation about the Reading and Composition courses was developed. Finally, on Friday, July 17th, a general discussion and open forum were held, to deal more broadly



special aspects in other areas and various issues of career development.

"I found it quite interesting and enriching to be able to share our experiences and tools with other colleagues," an academic who participated in these discussions expressed through the activity evaluation instrument.

After this first satisfactory experience, the teaching team has requested to carry out this type of approach at least once a quarter because they consider that this space has come to strengthen the academic dialogue of the career and also to contribute to the self-assessment process that is currently being carried out with a view to accreditation by SINAES, definitely enriching the approach of the teaching area, sharing learning, success stories, realities in distance care, mainly understanding towards the student population, whose conditions are not all favorable.

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del 5 de agosto
al 30 de setiembre 2020

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To read original news in Spanish, go to: https://www.utn.ac.cr/content/carrera-de-inglés-como-lengua-extranjera-realizó-conversatorio-académico

Scientists Fear Trump Could Rush Out Coronavirus Vaccine Before It's Ready

The Donald Trump administration's dash to create a vaccine, which it has dubbed **"Operation Warp Speed"**, is a highly pressurised programme intended to achieve in a few months what normally takes a few years, according to The Independent.

And given the emphasis on speed as well as the repeated assurances from Trump that the virus will eventually "disappear" or be "put out" with a vaccine, some in the US's scientific community are worried that when it comes to rolling a vaccine out, safety and efficacy might be pushed aside by political expediency.

Dr. Paul A. Offit, who sits on the vaccine advisory committee of the Food and Drug Administration, told The New York Times that "there are a lot of people on the inside of this process who are very nervous about whether the administration is going to reach their hand into the Warp Speed bucket, pull out one or two or three vaccines, and say, 'We've tested it on a few thousand people, it looks safe, and now we are going to roll it out'".

"They are really worried about that, and they should be," he added.

Were a vaccine to be brought to market before the election on November 3, Trump would be handed perhaps the best political lifebelt he could hope for. Besides the fallout from the death of George Floyd, the campaign has so far been dominated by the coronavirus and the government's fumbled response to it – and Trump has been consistently lagging behind Joe Biden both nationally and in various crucial states.

Trump himself only yesterday announced that another in a list of candidate vaccines supported by the White House has gone into testing, with massive pre-orders for oth



ers already being placed.

"We're balancing speed and safety," he said at a White House press conference, noting, "We're on pace to have a vaccine available this year, maybe far in advance of the end of the year, and we're mass-producing the most promising candidates in advance so that we're ready immediately upon approval."

Concerns about the White House's motives and methods notwithstanding, there is at least some genuine hope that a vaccine is not far off.

Dr Anthony Fauci, leading immunologist and the White House's most visible adviser during the pandemic, told a congressional committee last week that he is "cautiously optimistic" that a safe and effective vaccine could be developed by year's end.

However, he also stated that even with at least 25 vaccines in development around the world, the jab – when it arrives – will not be a silver bullet.

"I don't think that we'll have everybody getting it immediately in the beginning. It probably will be phased in. And that's the reason why we have the committees to do the prioritisation of who should get it first," he told lawmakers.

"But ultimately, within a reasonable period of time, the plans now allow for any American who needs a vaccine to get it within the year 2021," he continued.

The Trump administration is far from the only government racing to get a vaccine rolled out in world-beating time. Russia is set to roll out a nationwide inoculation programme in October using a vaccine developed by Moscow's Gamaleya Institute, and is aiming to produce millions of doses by the start of 2021.

However, there are serious international concerns about the vaccine, which is now in phase three large-sample population trials. There is scant publicly available data on its performance in trials so far, and reports have surfaced of subjects in one trial group suffering fevers above 38°C.

China, meanwhile, is testing multiple candidate vaccines, but scientists there are worried that population studies are becoming difficult because of the country's low COVID-19 infection rate, which makes it hard to recruit the tens of thousands of subjects needed for proper testing.

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Information taken from: https://english.farsnews.ir/newstext.aspx?nn=13990515001051
Image taken from: www.pixabay.com

UN Chief Warns World Facing 'Generational Catastrophe' On Education

TEHRAN (Tasnim) – UN Secretary-General Antonio Guterres warned on Tuesday that the world faces a "generational catastrophe" because of school closures amid the coronavirus pandemic and said that getting students safely back to the classroom must be "a top priority."

Guterres said that as of mid-July schools were closed in some 160 countries, affecting more than 1 billion students, while at least 40 million children have missed out on preschool.

This came on top of more than 250 million children already being out of school before the pandemic and only a quarter of secondary school students in developing countries leaving with basic skills, he said in a video statement.

"Now we face a generational catastrophe that could waste untold human potential, undermine decades of progress, and exacerbate entrenched inequalities," said Guterres as he launched a UN "Save our Future" campaign.

"Once local transmission of COVID-19 is under control, getting students back into schools and learning institutions as safely as possible must be a top priority," he said. "Consultation with parents, carers, teachers and young people is fundamental."

The UN recommendations for getting global education back on track come as US President Donald Trump pushes for schools to reopen in the face of opposition from some teachers and parents while COVID-19 is surging in many parts of the country.

The coronavirus, which first appeared in China late last year, has infected 4.6 million people in the



United States and killed more than 155,000 Americans since February, according to a Reuters tally. Deaths rose by over 25,000 in July and cases doubled in 19 states during the month.

Globally the coronavirus has infected at least 18.1 million people and there have been more tha[illegible] known deaths worldwide, according to the Reuters tally.

information and images taken from: https://www.tasnimnews.com/en/news/2020/08/04/2320639/un-chief-warns-world-facing-generational-catastrophe-on-education
Photo Credit: https://es.wikipedia.org/wiki/Archivo:António_Guterres_-_2019_(48132270313)_(cropped).jpg

WHO Warms There May Never Be A Covid 19 'Silver Bullet'

World Health Organization

The World Health Organization warned that there might never be a "silver bullet" for the new coronavirus, despite the rush to discover effective vaccines.

The WHO urged governments and citizens to focus on doing the known basics, such as testing, contact tracing, maintaining physical distance and wearing a mask in order to suppress the pandemic, which has upended normal life around the globe and triggered a devastating economic crisis, AFP reported.

"We all hope to have a number of effective vaccines that can help prevent people from infection," WHO Director-General Tedros Adhanom Ghebreyesus told a virtual press conference.

"However, there's no silver bullet at the moment – and there might never be.

"For now, stopping outbreaks comes down to the basics of public health and disease control,"he urged.

Coronavirus has killed nearly 700,000 people and infected at least 18.1 million since the outbreak emerged in Wuhan in China last December, according to a tally from official sources compiled by AFP.

The WHO began pressing China in early May to invite in its experts to help investigate the animal origins of COVID-19.

The UN health agency sent an epidemiologist and an animal health specialist to Beijing on July 10 to lay the groundwork for a probe aimed at identifying how the virus entered the human species.

"The WHO advance team that traveled to China has now concluded their mission to lay the groundwork for further joint efforts to identify the virus origins," he said.

"WHO and Chinese experts have drafted the terms of reference for the studies and program of work for an international team, led by WHO.

Scientists believe the killer virus jumped from animals to humans, possibly from a market in the city of Wuhan selling exotic animals for meat.

Chinese officials said early in the outbreak that the virus may have spread from a market in the city, which sold live and wild animals, but no further confirmation of that has been revealed.

information and images taken from: http://www.irandaily.ir/News/272440.html

Integrating Music Into the English Lessons

Written Gabriela Calvo (ILE Professor)



Psychological and linguistic studies reveal that the connection between music and language acquisition is powerful. According to Dr. Spencer Kagan, "research suggests that music positively influences spatial reasoning, creativity, generalized mathematical skills, language and reading skills". Therefore, integrating music into our daily lessons will positively influence students' disposition and responses to learning. "Neuroimaging1 reveals that music activates many different parts of the brain," states Dr. Kagan, which will benefit the process of language acquisition.

Let us enhance students' learning potential by incorporating music into our classroom. Music can help reduce stress or anxiety in our students. It can also help improve students' mood, concentration, and memory. Recognizing the potential benefits of music can help us have a more receptive learning environment and make students' learning experiences more memorable and enjoyable.

Music can be used during the different stages of a class plan to achieve different objectives. Dr. Kagan suggests using music in our classrooms to: "welcome students, set an emotional tone, get students motivated, and to enhance enjoyment and concentration." According to Kagan, "music with different tempos, measured in beats per minute (bpm), helps outreach different classroom goals".

Described below is a sample of different types of songs classified according to their tempos or beats per minute, how they can be used in the classroom, as well as the best moment during the lesson to use them based on different class objectives.

Songs such as Teenage Dream by Katy Perry, Rumor Has It by Adele, I Wanna Dance With Somebody by Whitney Houston, or Mean by Taylor Swift can help activate students. These **90-120 bpm songs** can be played before class, during brain breaks, when moving from one topic to another, or right before finishing a class.

60-70 bpm songs such as Inside Out by Britney Spears, This will be an Everlasting Love by Natalie Cole, Condemnation by Depeche Mode, Honky Cat by Elton John, or If No One Will Listen by Kelly Clarkson can help students' creativity if played during brainstorming, problem-solving, or creative writing activities.

For enhancing the learning process during studying or practicing skills, try **50-60 bpm songs** such as Dig a Pony by The Beatles, Blue and Lonesome by The Rolling Stones, Open All Night by Bon Jovi, or This Sad Bouquet by The Ark.

Try playing **40-60 bpm songs** such as Can't Help Falling in Love by Elvis Presley, Sorry by Justin Bieber, Winterlude by Bob Dylan, or Are the Good Times Really Over by Randy Travis to achieve objectives based on reflection. Play these songs during visualization, guided imagery and relaxing activities.

When students have finished a presentation or a test, and you may want them to relax before continuing with your lesson, try playing **30-60 bpm songs** such as 4th Street by Sevyn Streeter, Gone by Thirteen Senses, or I Love Paris by Ella Fitzgerald. Songs with this tempo will help students take a breather.

Including songs or music into lesson plans does not always have to seem like work. Although songs can allow students to improve vocabulary, pronunciation and syntax, there are times in which music can be used just to relax and make the teaching environment as well as the learning experience a lot more fun.

1Neuroimaging refers to the use of radiological and other techniques to create images of the living human nervous system.

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Songs taken from https://getsongbpm.com/tempo

Using Individual Learning Strategies

Written by (ILE Professor)



Leonard Bernstein, the famous American musician and conductor, was also a successful language learner. When he visited a new country, he tried to learn some of the language of that country. Here is what he did: 1. Before the trip, Bernstein learned simple vocabulary and phrases. He spent about forty hours by himself with a dictionary and a phrase book and memorized useful words like hotel, bathroom, menu, How much? Where is _____? 2. Then, Bernstein worked with a conversation partner practicing the language, but after a session, he practiced alone, repeating the things he had learned with his conversation partner.

As a young boy of about fourteen, Hans Durbeek, from Holland, invented little conversations in English as he walked to and from school. In other words, he pretended he was talking with someone in English. He practiced like this every day and became the best English speaker in his school.

Another anecdote by Douglas Brown says that a few years ago, before he went to Yugoslavia, he tried to learn some Serbo-Croatian. For about a month before he went, every day he listened to tapes in his cars and repeated words and phrases. When he got out there, he tried to use his memorized phrases as often as possible. The result was that he talked a little bit with people and had fun doing it.

There are many strategies you can do on your own to improve your English. Here are some suggestions.

The Internet

The Internet is an amazing source for language practice. Today about 80% of all the World Wide Web (www) sites around the world are in English, so wherever you are, if you have a computer or device, you can find English on the Internet. Here are some suggestions for individual English practice on the Internet.

- **Activities and exercises**. Many publishers and language schools around the world have their own Web sites that offer various activities and exercises in English. For example, www.eslcafe.com and www.longman.com offer many different opportunities to practice English. There are also Web sites that offer English courses online, such as www.EnglishSuccess.com. These sites have different types of courses.
- Information. Would you like information about another country? A topic of current interest? A famous actor or actress? Today's newspaper in English? Again, using a convenient search engine as www.duckduck.com, type in two or three keywords, and you will almost immediately find many different Web sites to choose from. Read through them, take notes, follow up on related Web sites, and learn – all in English.
- Shopping. People claim that there is nothing you cannot shop for on the Internet, so there is a chance to use English and to look for things you might want to buy. Of course, you do not have to buy anything, you can just look!

Songs

Another way to practice English is to sing English songs. Listen to the radio, play CDs or MP3 playlists, and sing along in English. It will help your pronunciation while you have some fun.

Poetry

Have you ever tried to write a simple poem in English? Your grammar does not have to be perfect in poetry, so it is easy to write. You do not have to make every line rhyme. Try it! Your reward will be some interesting and possibly beautiful thoughts in English.

Word categories

When learning vocabulary, try putting words into categories in English. For example, write down words that rhyme, such as possession, obsession, regression. Or write lists of words that start with the same letter, like possession, powerful, poten-

potential. You can make index cards with these words on them, so you can practice later.

Crossword puzzles

They can help you learn English words. Look in an English newspaper, or on the Internet, search for keywords, and you will see several possibilities for playing crossword puzzles games that are at your level. Other games in English are helpful, too. Boggle is a game with letters on dice with which you have to make new words; you can play this game alone. You can also buy magazines with word puzzles in them.



Carrer And Technical Education

Career and technical education is a term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation. It was formerly (and is still commonly) called vocational education; however, the term has fallen out of favor with most educators.

Career and technical programs frequently offer both academic and career-oriented courses, and many provide students with the opportunity to gain work experience through internships, job shadowing, on-the-job training, and industry-certification opportunities. Career and technical programs—depending on their size, configuration, location, and mission—provide a wide range of learning experiences spanning many different career tracks, fields, and industries, from skilled trades such as automotive technology, construction, plumbing, or electrical contracting to fields as diverse as agriculture, architecture, culinary arts, fashion design, filmmaking, forestry, engineering, healthcare, personal training, robotics, or veterinary medicine.

Career and technical education may be offered in middle schools and high schools or through community colleges and other postsecondary institutions and certification programs. At the secondary level, career and technical education is often provided by regional centers that serve students from multiple schools or districts. For example, the Boards of Cooperative Educational Services in New York administers a network of 37 regional career and technical education centers that serve students throughout the state. Many states have similar regional centers or statewide networks that operate as part of the public-school system.

In some cases, career and technical education is provided through a high school, where it may or may not be an integrated part of the school's regular academic program. Students may also attend separate career and technical institutions for part of the school day, or a regional center may be the primary school of enrollment, where students take both academic and career and technical courses. In other cases, career and technical programs may take the form of a distinct "school within a school," such as a theme-based academy, that offers an interdisciplinary or career-oriented program in which academic coursework is aligned with specific career paths, such as culinary arts, nursing, or engineering.

Reform

Some educators and school-reform advocates argue that career and technical education is an underutilized learning pathway that could help to increase the educational engagement, achievement, and attainment of students who are not excelling in more traditional academic programs. The practical learning experiences that are often provided in career and technical programs appeal to many students, and certain common elements—the focus on critical thinking, new technologies, real-world settings, hands-on activities, and the application of learning to practical problems, for example—align with a growing emphasis on 21st century skills—skills that are relevant to all academic subject areas and that can be applied in educational, career, and civic contexts throughout a student's life. Advocates may also argue that career and technical education programs are an antidote to some of the weaknesses of traditional academic programs.



For example, rather than learning from books, taking tests, and discussing abstract concepts in classrooms, students gain practical, relevant, marketable skills that will them more employable adults after graduation.

Over the past few decades, learning expectations for career and technical education have risen significantly, largely in response to the increasing sophistication of modern careers that are demanding higher levels of education, training, and skill from the workforce. For instance, yesterday's "auto mechanics" are today's "automotive technicians," and automotive programs now routinely provide training in the use of advanced computerized diagnostic equipment in addition to more traditional mechanical repairs. Students enrolled at career and technical centers, which are typically secondary-level public schools, are required to meet the same learning standards that apply to students in public high schools. In addition to state-required learning standards that apply to public schools, many states have developed standards specific to career and technical programs.

Debate

In the United States, career and technical education is often stigmatized, and there is a widespread perception that career and technical centers provide a lower quality education or that **students who attend such schools are less capable or have lower aspirations**. At least in part, these perceptions are lingering stereotypes associated with traditional "vocational" programs of past decades. There is no concrete evidence that such generalized perceptions and stereotypes are valid, and many studies have shown that students enrolled in career and technical programs can and do outperform students in more traditional academic settings.

Discussions about career and technical education also intersect with ongoing debates about academic "tracking," or the sorting of students into tiered courses based on past academic performance or perceived ability. Depending on its structure, academic requirements, and student demographics, a career and technical program can resemble an academic track in that certain types of students or certain educational outcomes may predominate. For example, lower-income students and minorities may be disproportionately represented in a program, or graduation rates and college-going rates may be markedly lower. Critics of tracking may argue that such results more than likely reflect the particular structure and culture the education system, rather than an accurate representation of the abilities and aspirations of the students enrolled in the programs.



Information taken from: https://www.edglossary.org/career-and-technical-education/
Photo credit: https://pixabay.com

The UTN community includes professors, administrative staff and students. Each individual has something to say about everything. In this section, we give the university community the opportunity to express what they feel about different school, country and world issues that in one or another way affect or impact our lives, feelings and opinions. This month we asked students:

Do you agree with the measures and restrictions the government has established during the pandemic?

I agree with the sanitary measures because the government is working hard in order to protect its citizens from the virus, but there are always problems because people do not follow the rules given by governmental authorities. However, we all know that those restrictions are affecting the economy of most families in the country.

Magda Cordero

I believe that the government has taken good and necessary actions towards our safety. However, people have not been taking it seriously since the measures have been reinforced. Because of that, the whole population has been affected.

Raehel Sojo

I do! I strongly agree with all the restrictions. I know how difficult it has been for lots of people out there specially because of the economy, but I feel this is what we need to protect ourselves from getting sick. Not to be mean, but Costa Rica needs to understand COVID-19 is a reality. Unfortunately, we are not that educated when it comes to following protocols.

Christiam Moya

I have no problem with the restrictions that we have in the southern area of the country, especially because we are so close to Corredores, and Panama. It hasn't affected me directly because we go out just to buy food, so it hasn't been a problem. Still no cases here.

Yuliana Rojas

I haven't been directly affected by the measures, but I know people who have.
It seems they have been overreacting to the situation. There's no need to close and paralyze the entire country. With forcing shops, restaurants and other public places to have hand sanitizer and to wear masks is enough. I know why they are doing it, but what I know is people will starve.

Josue Romero

I consider the Costa Rican goverment has exceeded the level of non-comprehension against the population because the health mininster together with his collegues , for obvious reason, tries to implement measurements and restrictions to stop the spread, but unfortunately the population has suffered in the same way due to people having to look for a way out of the difficult economical situation.

Justin González

I do agree with all the measures and restrictions the government has established during the pandemic, but I also believe that they could do more than what they're doing. I haven't been directly affected by them. However, people close to me have had many problems due to these restrictions because of unemployment. I would like for the government to have a better solution for people without a job.

Fiorella Aguilar

In the terms of taking care of our health, I agree because this is a very contagious virus. However, I have been affected because where I live the bus schedule has reduced the number of buses, so there is a bus every 2 hours. Also, the buses used to go to Grecia, and now they don´t, and when I have an apointment with my dentist due to my orthodontic treatment, which is in Grecia, I have to take another bus to get there. In addition, there aren't any buses on Sundays.

Gabriela Mora

Why Is Technology Making People Feel Lonely?

By Sofia Araya (ILE Student)

Even though technology and technological devices are making life easier for people, there are some reasons why technology affects people's lives. These reasons are very dangerous for the world, especially for the human species because they can cause extinction in an extreme case. These reasons are connectivity, intimacy, and social distancing.

Nowadays, there are a lot of people that have to spend a lot of time in front of a monitor not only to work but also to have fun when they arrive home. Spending a lot of time connected affects interpersonal relationships because people prefer to stay at home than have a date in a restaurant, for example. Also, in many cases, people prefer to have "virtual relationships" because they think that the person who he or she is dating could have a lot of defects so that in the long run will cause people to feel lonely because they don´t have this lovely person next to them when they need it.

Technology is affecting society's intimacy because of the use of many applications on the internet. To begin with, the use of social media allows people who use these applications to not only suffer bullying but also to suffer from being vulgarized. How does it happen? It is because a person who posts a picture on his or her blog, but if a person does like it this bully will write comments or share the pictures with other people saying bad things about this person. Also, in the case of suffering from being burglarized, there are many people that post that they are at the beach, for example, and a thief can see the post on the blog, and can burglarize the person´s home.

Nowadays, people have to apply social distancing because of the coronavirus. It is very difficult for people to stay home all the time, especially for people who work or study because they were out of their homes for many days of the week and now have to adapt to this new reality. People who have mental illness are the ones who are suffering the most because their illnesses are developed when they are in a difficult or stressful situation so that they are having anxiety and panic attacks. Some of these people do not have a person who can help with these attacks or the family thinks that the person is putting on a show..

Therefore people are feeling lonely because they are spending more time on social media than going out with friends. Also, it is affecting people's lives because technological devices are destroying people's intimacy. Moreover, social distancing is causing an exponential increase in the quantity of panic and anxiety attacks for many people.



Should I Wear This Today?

By April Arias (ILE Students)

Should I wear this today? I have been thinking about it even more and wondering some questions as: Is it that important to wear what society wants? Why do some people disrespect others only because of their clothing? or even worse: Why don't employers hire people with other clothing tastes? At some point, nowadays humankind approves everything that does not harm others except the way you look. In this day and age, where people push others to be what they want, without being afraid of it; judging people because of what they look like is still a reality. That is the least important thing. The way I see it, everyone can wear a suit and that doesn't mean you are successful or better than anyone who wears casual clothes; and even worse when it comes to women, some jobs demand women to wear high heels, skirts, and make-up, and this could be considered abusive. Making a good impression on customers doesn't mean that you have to look gorgeous; it is all about being graceful, kind, and respectful. If you accomplish those three aspects, people will forget about your clothing and will pay attention to your service towards them. It is the same with tattoos; for some people, tattoos represent something spiritual or something that they are proud of. Why should people criticize their accomplishments only because they are printed on their skin?

On the other hand, clothing and health are different. Wearing a T-shirt with your favorite band does not mean that you will not take a bath or you are not going to brush your teeth and hair. For me, expressing yourself is important. If you only do what other people tell you, you will be a servant to society, an ant in the world. It is not just about being in the spotlight. It is just to be yourself, to feel comfortable, and to do your best and be your best. If you don't have a personality, then, who are you?

Being an "example" for others can be misunderstood in this world: you can be a real example who teaches others and inspires them to make an effort and be successful in life. On the contrary, you can be a fake example who dresses very nicely and perfectly and only act the way other people say or do.

I really think this world needs a real change in prejudgments, not those matters regarding sexual diversity since that is something that probably doesn't affect you when looking for a job. The world and technology are changing; therefore, people's minds must change as well.



Vending Machines



A vending machine is an automated machine that provides items such as snacks, beverages, cigarettes and lottery tickets to consumers after cash, a credit card, or a specially designed card is inserted into the machine. The first modern vending machines **were developed in England in the early 1880s** and dispensed postcards. Vending machines exist in many countries, and in more recent times, specialized vending machines that provide less common products compared to traditional vending machine items have been created.

History

The earliest known reference to a vending machine is in the work of Hero of Alexandria, an engineer and mathematician in first-century Roman Egypt. His machine accepted a coin and then dispensed holy water. When the coin was deposited, it fell upon a pan attached to a lever. The lever opened a valve which let some water flow out. The pan continued to tilt with the weight of the coin until it fell off, at which point a counterweight snapped the lever up and turned off the valve.

Coin-operated machines that dispensed tobacco were being operated as early as 1615 in the taverns of England. The machines were portable and made of brass. An English bookseller, Richard Carlile, devised a newspaper dispensing machine for the dissemination of banned works in 1822. Simeon Denham was awarded British Patent no. 706 for his stamp dispensing machine in 1867, the first fully automatic vending machine.

Modern Vending Machines

An automatic stamp and postcard vending machine, made by Takashichi Tawaraya in 1904 in Japan.

The first modern coin-operated vending machines were introduced in London, England in the early 1880s, dispensing postcards. The machine was invented by Percival Everitt in 1883 and soon became a widespread feature at railway stations and post offices, dispensing envelopes, postcards, and notepaper. The Sweetmeat Automatic Delivery Company was founded in 1887 in England as the first company to deal primarily with the installation and maintenance of vending machines. In 1893, Stollwerck, a German chocolate manufacturer, was selling its chocolate in 15,000 vending machines. It set up separate companies in various territories to manufacture vending machines to sell not just chocolate, but cigarettes, matches, chewing gum and soap products.

The first vending machine in the U.S. was built in 1888 by the Thomas Adams Gum Company, selling gum on New York City train platforms. The idea of adding games to these machines as a further incentive to buy came in 1897 when the Pulver Manufacturing Company added small figures, which would move around whenever somebody bought some gum from their machines. This idea spawned a whole new type of mechanical device known as the "trade stimulators."

Smart Vending Machines

Similar to the development of traditional mobile phones into smartphones, vending machines have also progressively, though at a much slower pace, evolved into smart vending machines. Newer technologies at a lower cost of adoption, such as the large digital touch display, internet connectivity, cameras and various types of sensors, more cost-effective embedded computing power, digital signage, various advanced payment systems, and a wide range of identification technology (NFC, RFID, etc) have contributed to this development.

According to market research by Frost & Sullivan, global shipments of smart vending machines are forecasted to reach around 2 million units by 2018, and further to 3.6 million units by 2020.

Information taken from: https://www.noisebridge.net/wiki/Vending_machine
Photo credit: https://pixabay.com

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Santa Catalina, California



Catalina Island (whose official, but rarely used, name is Santa Catalina Island) is one of a group of islands in California, lying off the southern coast of the state. It is a popular day trip and vacation destination for locals and tourists. Catalina Island and the surrounding islands are part of Los Angeles County.

Santa Catalina is 22 miles from the mainland. Catalina is a world unto itself, a distant refuge from the hustle and bustle of the rest of Southern California. 88% of the island is owned by the Catalina Conservancy which is chartered with protecting its environment.

Many visitors to the island come from cruises offered by Carnival.

The weather is mild and dry throughout the year, with average highs in the low 80s °F, and average lows of around 45°F.

Cities

Santa Catalina Island does have two "cities" if you will, although city is a relative term on Catalina. Neither Avalon nor Two Harbors are large. Avalon is actually the only incorporated one of the two towns, becoming a city in 1913, and has about 4,000 permanent citizens. Two Harbors is a village of about 300 residents. Two Harbors is primarily a boaters destination, the company manages 720 mooring around the west end of the Island along with campground, restaurant, dive and recreation rentals, 12 room bed and breakfast and a general store.

Do

Snorkeling & SCUBA diving from shore - Catalina is a haven for SCUBA divers in Los Angeles area. The main SCUBA diving site from Avalon is Casino Point, right next to the Casino building. Concrete steps have been created, so divers (and snorkelers) can step down a few steps and enter the water. Since Casino Point is north-pointing dive site, it is mostly protected from the heavy surf and waves most of the year. Casino Point is a protected area and NOTHING can be removed from the area. There is a air refill station as well as tank/weights rental right next to the entry point. Common sightings are garibaldi, bat rays, octopus, giant black sea bass, kelp bass, lobsters and horn sharks.

Additional snorkeling can be done at Lovers' Cove, south of the ferry terminal.

Many dive boats depart from various ports in LA area, such as Long Beach and San Pedro, for a day diving trip to various parts of Catalina Island that are otherwise inaccessible via car from Catalina Island. The typical cost is $110-150 and includes breakfast, lunch, and three dives with air fills. Some boats have nitrox at additional cost.

New in 2011 is Sea Trek, utilizing high tech diving helmets that allows anyone (no diving or swimming skills needed) to discover Catalina's beautiful undersea environment on a guided underwater walking tour.

For those who don't want to snorkel or dive, there are many alternatives to viewing the underwater life - semi-submarine ride and glass-bottom boat rides. Tickets can be purchased from Catalina Discovery Tours in Avalon. Other tours offered by Discovery Tours include Avalon Scenic Tour and Casino Tour.



One mile up Avalon Canyon is Hermits Gulch camp ground (accessible by walking, taxi or bus). The Catalina Island Golf Course is about 1/2 mile up the canyon from the beach.

Other unique attractions to Catalina Island are the Semi-Submarines there design is unique and allows visitors to see the underwater life, sitting 5 feet underwater, day and night. These custom-built vessels are operated by Discovery Tours "Ocean Expeditions" or Adventure Tours.

Classic to Catalina Island are the Glass Bottom Boat and the interior trips that take you to see the Bison that make part of Catalina Island their home.



Information taken from: https://wikitravel.org/en/Catalina_Island Photo credit: https://pixabay.com

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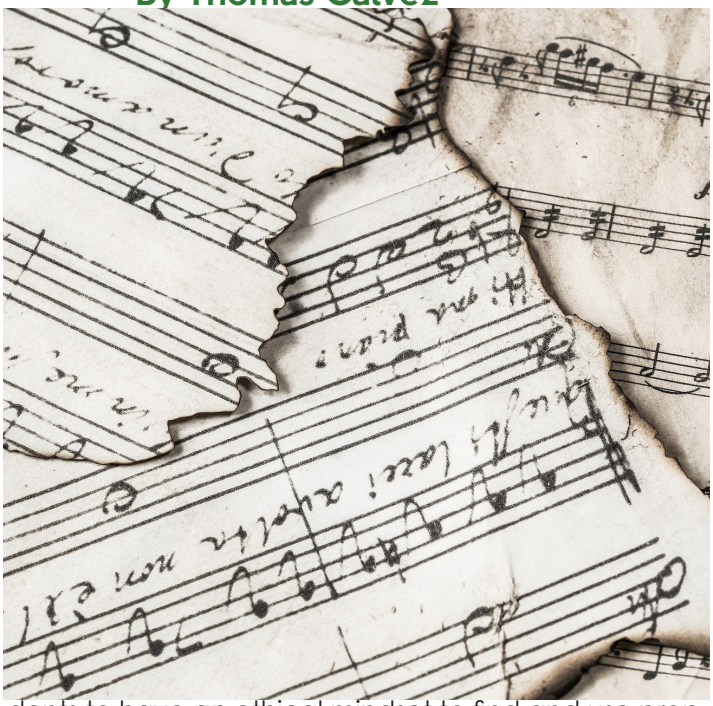
Academic Honesty When Using Images, Music, And Video

By Thomas Galvez

Academic Honesty is an important mindset we work to cultivate in our students as teachers. We do a very good job to teach our students the ethical (and legal) practices required to ensure written work is their own (i.e. not plagiarized). We teach students how to summarize, paraphrase, and quote. And when ethics-got2they have used other's ideas, we teach them to cite those ideas and the texts they come from using standard formats like MLA or APA. Along with our intuition, we have awesome tools like turnitin.com, which help the students and us do originality checks on their written work, giving us teachable moments to help students learn from their mistakes when they occur.

With teachers doing more activities and projects that require multimedia elements like images, music, and video, students are faced with the process of having to acquire these elements. The Internet has made it very easy to acquire these elements in just a few clicks. What is often lacking in the process of acquiring and using media, however, is the same ethical practice and mindset we have for writing. We have to be sure that our Academic Honesty scope also applies to the use of images, music, and video in student work. Students need to ensure they do not infringe on the copyrights of others, doing their best to use properly licensed media with clear and accurate attributions given in the work. This is an essential part of digital citizenship training for our students.

Though it's important to be aware of the backbone to this issue, I'm not going to go into the depths of Copyright law and Fair Use in this post. I will just focus on some quick and practical ways you can get your students to have an ethical mindset to find and use properly licensed media. Unfortunately, there isn't a tool like turnitin.com for checking multimedia, so we have to build our understanding of the means and websites necessary to get properly licensed media, ensuring and expecting our students are using them.



First, teaching this stop light metaphor to your students is a great place to start to build an ethical mindset for multimedia use.

THE BEST OPTION: Students create their own images, music, and/or video. In the same way we expect students to write using their own words, students creating their own original media when possible is the best way to avoid academic dishonesty and breaching copyright in schoolwork. At the same time, it promotes additional creativity in the classroom. It helps our students to be creators more than consumers with their technology.

THE GOOD AND LEGAL OPTION: Students acquire and use multimedia from Creative Commons, Public Domain, or Royalty Free Internet sites with clear and accurate attribution. These are sites where the creator of the media has given certain usage permissions in advance; the student does not need to seek explicit permission from the creator in advance of using the media as long as there is attribution. Students do need to be aware there are different types of Creative Commons licenses and need to understand what they can and can't do with the media according the license the creator chooses.

ONLY WHEN THERE IS NO OTHER OPTION: Students acquire and use (copyrighted) media from the Internet with clear and accurate attribution. The use falls under Fair Use. Sometimes there is no other option like when a student needs a scientific image, historical image, or other obscure content that would be difficult to create or find through the other options. In most cases, the use of the media would fall under Fair Use as long as there is clear and accurate attribution to the creator.

It's also important for you to model this mindset and practice with your students. Follow the stoplight as you seek and use multimedia in your lessons. Always be sure to clearly and accurately attribute multimedia work used in your lessons and presentations.

Second, here are some places where you can guide students to find Creative Commons, Public Domain, and Royalty Free media.

All Media

Search at Creative Commons – A one stop search for legally reusable images, music, & video.

Smithsonian Institute – Great site for Public Domain historical images and media.

Images

Pixabay – General image site; most images are Public Domain and free to use.

Photos for Class – Legally reusable images with attribution already on each image!

PhotoPin – Creative Commons licensed photos.

TinEye Labs – Legally reusable images searchable by color.

Wikimedia Commons – Contains Public Domain and legally licensed media.



Compfight – Yet another search engine to find legally reusable images.

Music

CCMixter – Thousands of hours of free to use music for video, film, or video game projects.

Free Music Archive – An interactive library of high-quality, legal audio downloads.

Jamendo – Creative Commons licensed music from a variety of genres.

Lastly, here are attribution statements your students and you can use. Note: these attribution statements usually appear in-the-moment when the media appears in the work. For example, if a student is doing a presentation, the image attribution should appear directly on the slide on which the image is placed.

Images (be sure to put the following statement ON EACH IMAGE when it appears in your presentation or other multimedia product)

If you have a photographer's name – ***"Image by <author's name> on <website name>"***

If you don't have a photographer's name – ***"Image from <website name>"***

Video (put the following statement in a corner near the beginning of the video clip for about 5-10 seconds)

If you have a videographer's or production company's name – ***"Video by <author's name> on <website name>"***

If you don't have a videographer's or production company's name – ***"Videofrom <website name>"***

Music (it will depend on the context in which music is used. If the music is in a video, put the following statement in a corner when the music begins playing for about 5-10 seconds. If the music is in a presentation, a attribution can be on a slide or can be stated orally if it fits well into the script. If it's a podcast, the speaker can attribute music at the end of the podcast).

<"Song name"> by <artist or band's name> from <website name>

Information taken from: https://togalearning.com/2016/09/16/academic-honesty-when-using-images-music-and-video/
Phot Credit: https://pixabay.com

The Delphic Oracle

The word, "**oracle**," comes from the Latin word oraculum, which means both a prophecy made by a god (or priest) and the place where the prophecy is given. Similarly, the English word, "oracle," has both meanings. So, the Delphic Oracle refers to the place where the prophecies were given, but an "oracle" can also refer to the prophecy that Apollo gives there.



The Delphic Oracle belonged to Apollo, and his priestess, called The Pythia, gave her oracles from inside Apollo's temple.

The Oracle at Delphi seems to have originally been held by Gaia. According to some accounts, Gaia had a snake or dragon, named the Python, that guarded her oracle. When Apollo came to take over the oracle, he first had to kill the dragon in order to take possession of it. Apollo's priestess got her title, The Pythia, from the Python.

Delphi was (and still is) located in central Greece, on the side of Mount Parnassus. The temple of Apollo, where the prophesies were given, was (and still is) situated in an incredibly beautiful spot about half way up the mountain. This is one of the most beautiful places on earth, and the Greeks clearly chose this spot for the temple with good reason.

The Consultation Procedure

There were many other oracles in Greece, but the Oracle at Delphi was the most famous, and everyone who could afford to consult the Oracle at Delphi preferred to do so. Of course, there was a long waiting period to consult the oracle (sometimes several months), and there were a number of expensive, preliminary sacrifices. Most of the people who consulted the Oracle at Delphi were wealthy individuals or even heads of state. The long path leading up the mountain to Apollo's temple, called the Sacred Way, was lined with treasure houses. These treasuries were filled with costly gifts that leaders and cities had given to Apollo. Some of these treasuries are still standing, and a very few of those precious gifts can still be seen in the museum at Delphi.

When someone came to ask a question of the Oracle, he would need to make a preliminary sacrifice of a goat, and then purify himself in the nearby Castilian Spring. Then he would approach the adyton of Apollo's temple. The adyton is a room inside the temple that was off limits; no one could go in. It is unclear whether those who were consulting the oracle were allowed to go inside the adyton, or whether they had to remain outside. The Pythia is usually conceived of as sitting on a tripod when she gave her prophecies. A tripod (as its name implies) was a three-footed stand, usually made of metal. Tripods had a round, metal band around the top, and they were usually used to hold a cauldron over the fire for cooking. But in this case, the Pythia would sit on it, almost like she was sitting on a three-legged stool, to give her prophecies.

After the person consulting the Oracle asked his question, the Pythia would go into a trance; it was believed that Apollo himself possessed her. She would speak and a priest (or several priests) who were standing near-by would take down what she said and translate her words into a poem written in hexameters. It is usually assumed that the Pythia's original words were coherent, but not very clear. Of course, there is no way to know for sure what her words were really like, but perhaps we can get a good idea from Cassandra's prophecies in Aeschylus' play, the Agamemnon. In that play, Cassandra gives several prophecies that make sense to the audience (because we know what is going to happen), but are so fragmented and confusing that the other characters in the drama do not understand them.

Once the Pythia's words were translated into hexameter poetry, the poem was written down and given to the person who sought the advice; it was always the responsibility of the recipient to interpret the oracle correctly. And the oracles, even in their final form, were always ambiguous. Frequently (though not always), the recipients did not interpret them correctly, and they suffered as a result.

Information taken from: https://press.rebus.community/mythologyunbound/chapter/the-delphic-oracle/
Photo Credit: https://pixabay.com/es/photos/delphi-oráculo-oráculo-de-delfos-1919203/



"English For You CR" Presents, Top Ten Skills for a Sucessful Job Interview (Part I)

Starting this month and in order to prepare you for your next job interview either this year or in 2021, we'll be talking about the Top Ten Skills for a successful interview.

Keep in mind that a job interview depends on the first impression you give, which is the first personal impression they will get once they have read your CV. So, be careful but natural, respectful, educated, and try to keep relaxed. The answers you give won't be really important in most cases, but rather your reaction to them, and the way you handle the situation.

Skill #1: Do your howework. Check out the company's website, and get familiar with as much information as you can about their business, history, mission and vision. You don't need to memorize it, but mentioning an interesting fact or asking an intelligent question will favorably surprise your interviewer. This shows that you're proactive and that you care about the job they're offering you. In addition, it will give you enough information as to what kind of values they have, for example, and that will be good input for your questions (always prepare one or two questions besides «How much will you pay?»).

Skill #2: Be nice and polite. Your good impression is not only for the interviewer, but for all people you may meet once you've entered the building: guards, clerks, secretaries. Use the magic words that will open doors and take you far in life: «Good morning; hello; please; thank you; excuse me; may I...?; you're welcome; good-bye». The interviewer will also ask the secretary in many cases what impression she got, even if she only exchanged a few words with you. Rude people won't land the job in 99% of cases, no matter how qualified they might be.

Remember: Job interviews are a continuous learning process where you can always do better. Trust yourself, control your emotions, put on your best smile... and relax! **Good luck!**

You can listen to our podcast including this section, music in English, and more in:
www.EnglishforYouCR.com and www.facebook.com/english.foryoucr

bonanza

noun [buh-nan-zuh, boh-]

-a source of great and sudden wealth or luck; a spectacular windfall:
EXAMPLE:
-What happened to the vast oil production bonanza that was going to flow from Iraq?

www.dictionary.com

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Atomic Cloud Over Nagasaki, Japan

On August 5th, we conmeorated the anniversary of the atomic bombings of Hiroshima and Nagasaki. Seventy-five years have passed since the U.S. dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. It is estimated that the bombs killed 210,000 citizens by the end of 1945 and, over the years, have ruined the health of many of the survivors. The average age of the Hibakusha, or atomic bomb survivors, is now over 82 years old, and many of them are still suffering from terrible health issues. To honor the memory of those who were killed by the atomic bombings, a coalition of peace groups and individuals will gather online.

The coalition supports the commitment of the Japanese people to protect their peace constitution by retaining Article 9*. It encourages them in their continued opposition to Japan's reliance on the U.S.-Japan military alliance and the U.S. nuclear umbrella.

The coalition's conviction is that nuclear weapons must never be used again against any nation under any circumstances. The message of peace from Hibakusha to the people of the world is an appeal for all to realize a world free of nuclear weapons.

The coalition's conviction is that nuclear weapons must never be used again against any nation under any circumstances. The message of peace from Hibakusha to the people of the world is an appeal for all to realize a world free of nuclear weapons.

* **Article 9 of Japanese Constitution:**

(1) Aspiring sincerely to an international peace based on justice and order, the Japanese people forever renounce war as a sovereign right of the nation and the threat or use of force as means of settling international disputes.

Information taken and adapted from:
https://www.pressenza.com/2020/07/peace-gathering-to-commemorate-75th-anniversary-of-hiroshima-and-nagasaki/
Photo Credit: https://pixabay.com/es/photos/nube-de-hongo-bomba-atómica-67534/

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