


UTN Chancellor: “We Are A University With Great Potential.”



**Promoting A Circular
Economy With Sustainable
Packaging**

The Argonauts (PART 2)

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COVER PAGE



This year we dedicate our cover pages to different legends and ancient myths. In this issue, we share the second part of The Argonauts a band of 50 heroes who went with Jason in the ship Argo to fetch the Golden Fleece. 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.



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EDITORIAL

A Parallel Reality

by Eric Herrera (ILE Professor)



There is no doubt people understand that we are facing a global health crisis unlike any other one in the last hundred or more years. The Covid-19 pandemic is killing people, spreading human suffering, and upending people's lives. Economically speaking, it is estimated that the economic contraction in Costa

Rica will lead to a significant loss of government revenues and widen the fiscal deficit to over 9% of the Gross Domestic Product (GDP); according to Fitch (an American credit rating agency in which investors use the company's ratings as a guide as to which investments will not default and subsequently yield a solid return.), the government revenues are going to decline by more than 3% given the expected economic contraction. However, with all this paranoia, some people are taking advantage of the situation to brutally attack the public sector employees.

Some of the measures taken so far include the elimination of salary increases for the time the government debt ratio peaks 60 %, and the elimination of pensions for a couple of years. Additionally, the government is looking for the taxation of school salary (salario escolar) with income tax for next year and a possible solidarity tax on all salaries of ₡1.000.000 and over. These measures come after the ones taken in the fiscal responsibility law approved in 2018 in which, among other aspects, there was a change in the calculation of the pensions to adopt a nominal amount instead of a percentage calculation. These measures directly affect the public employee's salary. One may say these actions are necessary because all must to do their part in order to come out of the economic and financial crisis. However, there is no transparency in the government's decisions when they

tend to affect only the public sector.

So far, no measures, like the ones mentioned, have been announced for any other sector. In time of emergency, it would be reasonable to look for at least temporary measures for certain segments. For example, according to Steve Colantuoni with regard to customs considerations, it is possible for the free zone regime to import any type of input, container, or packaging necessary for production without paying duties. Also, allowed is the tariff-free importation of vehicles, fuels, oils, and lubricants. In addition, concerning taxation, a company operating under the auspices of the free trade zone regime in Costa Rica is exempt from sales and consumption tax on the purchase of local goods and services. A temporary tax for them would be suitable under the current emergency situation; however, it has not been proposed.

Another basic way to collect more taxes would be to investigate all companies in general but particularly a list of companies considered "large taxpayers" who stopped paying taxes in one or several of the last years(2008-2017) after declaring zero profits or losses. The data revealed by the Ministry of Finance includes in its list names such as: Florida Ice and Farm Company (FIFCO), Claro CR Telecomunicaciones S.A., Autopistas del Sol, Cervecería Costa Rica S.A., Aeris Holding Costa Rica S.A., and Corporación Pipasa S.R.L. among others.

Tax evasion and corruption makes the public think that even though we are facing difficult times, it may be less difficult if the government were doing its job correctly. In brief, these words are only a catharsis exercise because in the end, we all know that more taxes come for some while others will continue living in a parallel reality

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UTN Academics Developed A Digital Tool For University Community Work

Translated By Izabela Sepúlveda (ILE Professor)

Academics from the Extension and Social Action Area of the Guanacaste Campus developed a tool for the registration, visualization and validation of academic and field activities that the University Community Work students carry out daily. The tool was built in order to provide a detailed follow-up, monitoring and control of the activities, tasks and products that the students carry out in the different projects. At the same time, it allows the improvement in the follow-up of the reports, pieces of evidences and reports of the same, as well as making more precise estimations regarding the achievement of the objectives, the scope, the time and the cost of the projects.

The initiative to build the tool was conceived in 2019, by conducting various tests and analysis that reflected the best way to carry it out. However, as a result of the current situation due to the COVID-19 pandemic, the Universidad Técnica Nacional (UTN) took a series of measures such as the virtualization of educational actions, including those University Community Work projects that could be implemented under a distance modality. For this reason, the development and application of the tool gains strength and relevance in a historical context that merits the digitization of the processes and practices of Teaching, Research and Extension and Social Action.

A set of applications are those that make up the tool. Your records are stored in the Google Drive cloud of the Universidad Técnica Nacional and concatenated on a web page (Google Sites). It also includes linked forms (Google Forms), spreadsheets (Google Sheets) and interactive report boards (Google Data Studio).

The input data is provided by the students, who include the information of their project activities through a Google Forms form, which can be completed in real-time. This allows the student to enter their credentials, the date, the start and end time, as well as a brief description of each of the activities-performed, in addition to attaching the respective evidence such as photographs, videos and documents. This process can be performed once the TCU (University Communal Work Project) activity has been executed.

The storage and management of the input data is implemented out using a Google Sheets spreadsheet (visible only to the academics in charge of the projects). This sheet is programmed using Google Apps Script (GAS) formulas and scripts, with the aim of validating the input data that the student provides. When the information included in the reports



does not meet the criteria established in the TCU Regulations, the Conceptual and Methodological Foundations and other norms and practices applicable to the program, the academic can justify the reasons for rejection of the registration, in a space dedicated to observations.

The spreadsheet has other input data that comes from the Institutional Calendar, the project program, as well as the student and partner data from the community where the TCU product is developed.

Also, the student has access to the reports module generated from Google Data Studio, which presents a series of interactive reports, through which the student can view the report of individual activities, monthly progress indicators and the total number of hours broken down into academic work and community work. In addition, as mentioned above, access to the record of reports with the observations issued by the academic.

Finally, the module for academics allows the generation of a series of monitoring and follow-up indicators by project, by TCU group, by student and by community partner, which is vital information for decision-making.

The final products generated by this tool, in addition to those described above, are: the formalization of the activity log and the TCU completion ballot in case the student disapproves. In this process, a document is generated in PDF format with the Digital signature of the academic and the Director of the Area of Extension and Social Action that attest to the successful completion of the TCU.



PROCESO DE ADMISIÓN 2021
Lo que debe saber para realizar el proceso de Admisión a la UTN en el 2021

Procedimiento para realizar Admisión a la UTN 2021

- 1 Ingrese a www.utm.ac.cr/admision y lea cuidadosamente toda la información que requiere conocer sobre el proceso de admisión a la UTN. Acceda en el siguiente enlace el **Protocolo de Admisión 2021**
- 2 Complete el formulario de solicitud de Admisión Web, del 05 de agosto al 30 de setiembre 2020 en el siguiente enlace **Formulario de Admisión Web**
- 3 Aporte información adicional por los medios oficiales establecidos y cuando así corresponda, del 05 de agosto al 07 de octubre 2020, acerca de:



Promedio de las notas de Educación Diversificada o su equivalente



Acciones Afirmativas



Ciclo Introductorio

- 4 Consulte vía web el promedio de admisión, 09 de noviembre 2020 en el siguiente enlace - **Consulta promedio** (corrobore que los puntajes adjudicados sean los correspondientes)
- 5 Revise la publicación de resultados de admisión, 01 de diciembre 2020 en el siguiente enlace - **Consulta resultado** (verifique el promedio definitivo de admisión, estado admitido o elegible y cita de matrícula)

UTN Chancellor: "We Are A University With Great Potential."

Translated By Izabela Sepúlveda (ILE Professor)

"We are very clear about the importance of respecting university autonomy, financial autonomy, and self-government," he said.

Emmanuel González Alvarado will start his duties as the Chancellor of the UTN on July 1st.

The new dean of the Universidad Técnica Nacional (UTN), Emmanuel González Alvarado, stated in an interview with "UNIVERSIDAD": "We know that public universities have been permanently hit and we are going defend as a generator of social mobility, democracy and employability".

González was elected on June 4th, after being the sole candidate, with 93% of the votes. He affirmed that the main priority will be to achieve financial sustainability, without forgetting that the UTN is a young university that has been in a process of transition. The university has existed for twelve years and was formed from community colleges.

"Historically, technical education was marginalized; it has not been seen with the potential that it has today, without a doubt," said González, who has a doctorate in pedagogical mediation, a bachelor's and master's degree in occupational health and a master's degree in environmental management and sustainable development.

Regarding his proposals to improve the execution of the university's budget, he stressed that they need to generate income and that, by their nature, the UTN requires forming strategic public and private alliances that allow them to be self-sustainable.

Among other things, he mentioned the creation of a foundation; the transformation of programs with models that drag from the community schools; and strategically taking advantage of the UTN's campuses and land, such as the 702-hectare farm in Cañas, Guanacaste - of which 296 are protected areas, forest reserves and wetlands - and the one in Atenas, of 500 hectares. "You could consider generating income as part of financial sustainability," he said.

"We are a diamond in the rough; the UTN has great potential", emphasized González.

It currently has an annual budget of ₡ 49 billion, of which ₡



35.9 billion is provided by the Costa Rican State.

Asked how the Special Fund for Public Higher Education (FEES per its acronym in Spanish) could be better negotiated, he said that "the first thing that must exist is a unity between the universities; if we already know that the FEES is distributed in such a way that not everyone gets the same piece of cake, what we must guarantee is that the percentage that is in the Political Constitution for higher education is respected."

"What I do think is that universities should be united, make better use of resources and start coordinating more actions with laboratories, teams, professors and research," he said.

Regarding when he realized that his brother Francisco González would be a candidate for the dean for the National University (UNA), he commented: "Well, that was a natural process. Forty years ago I started my tour at the old Community College of Alajuela (CUNA), I became a professor, major director, Executive President, and I was in the part of the people in charge of the process of creating the UTN, I was dean; it is a natural historical process. History bringing us together 15 days after the election process was something one could foresee. "

To read original news in Spanish, go to: <https://semanariouniversidad.com/universitarias/rector-de-la-utn-somos-una-universidad-con-un-gran-potencial/>

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Warmest May On Record, Siberia 10 Centigrade Hotter

Large swathes of Siberia have been unusually warm for several months running, the Copernicus Climate Change Service (C3S) reported.

"The really large anomalies started during January, and since then this signal has been quite persistent," C3S senior scientist Freja Vamborg told AFP.

Temperatures reached close to 10°C above the 1981-to-2010 average over parts of the Ob and Yenisei rivers, which have seen record-early break-up of ice, C3S said in a statement.

The collapse of a reservoir some 800 kilometers (500 miles) further north last week — leading to 21,000 tons of diesel fuel polluting a river near the Arctic city of Norilsk — has been linked by Russian officials to melting permafrost. Globally, Earth's average surface temperature for the 12 months to May 2020 is close to 1.3°C above preindustrial levels, the benchmark by which global warming is often measured, according to the new data.

Under the 2015 Paris Agreement, nearly 200 countries have pledged to cap the rise in Earth average surface temperature to "well below" 2°C, and to 1.5°C if possible.

The heatwave across parts of Siberia and Alaska will cause particular alarm in regions that were engulfed by huge forest fires last year fueled by record heat, and where Copernicus has warned that "zombie" blazes smoldering underground may be re-igniting.



Globally, May was 0.63°C warmer than the average May from 1981 to 2010, with above average temperatures across parts of Alaska, Europe, North America, South America, Africa and Antarctica.

Arctic infrastructure at risk

Some regions in Europe — from the Balkans to Scandinavia — saw cooler than average temperatures in May, as did Australia, southern Asia and the eastern United States.

Overall, global temperatures have risen more than 1°C since mid-19th century levels, driven mostly by burning fossil fuels.

The last five years have been the hottest on record, as has been the last decade.

In the Arctic as a whole, average temperatures have risen by more than 2°C since the mid-19th century, twice the global average.

The softening of once solid permafrost — which stretches across Siberia, Alaska and northern Canada — has upended indigenous communities and threatens industrial infrastructure, especially in Russia.

"Widespread permafrost thaw is projected for this century," the UN's climate science panel, the IPCC, said in a landmark report last year on the world's cryosphere, or frozen zones.

"The majority of Arctic infrastructure is located in regions where permafrost thaw is projected to intensify by mid-century."

A warming Arctic has also accelerated melting of Greenland's kilometers-thick ice sheet, resulting in a net loss of 600 billion tons of ice mass for the year — accounting for about 40 percent of total sea level rise in 2019. The permafrost in Russian and Canadian forests contains as much as 1.5 trillion tons of carbon dioxide — around 40 times current annual emissions.

The United Nations said last year that manmade greenhouse gas emissions needed to tumble 7.6 percent annually over the next decade to cap global warming at 1.5°C.

Current pledges to cut emissions put Earth on a path of several degrees warming by the end of the century.

Information and images taken from: <http://www.irandaily.ir/News/269788.html?catid=3&title=Warmest-May-on-record--Siberia-10-C-hotter>
Image taken from: <https://pixabay.com>



Rare Night Clouds May Be Warning Sign Of Climate Crisis

Something magical appeared at night over London and other parts of Britain on 21st June: Ripples of electric blue clouds shimmered in the twilight sky after sunset.

These were noctilucent clouds, the highest clouds in the world, more than 80km (50 miles) up on the edge of space, and looked like something from another plane, theguardian.com reported.

Noctilucent clouds form in the mesosphere, the rarefied upper atmosphere with little moisture and intensely low temperatures. The scant water vapor there can freeze on to specks of smoke from meteors burning up in the atmosphere, creating the crystals that form noctilucent clouds. The mesosphere is coldest in summer, allowing the crystals to form.

These clouds may also be a warning sign of the climate crisis. They were first recorded in 1885 and were rarely seen for years afterwards, largely in polar regions. But in recent times the clouds have appeared much further afield and are growing much brighter.

Much of the moisture needed to form the clouds comes from methane, a potent greenhouse gas that produces water vapor when it breaks down in the upper atmosphere. And as methane pollution has increased, so noctilucent clouds have grown more common and more widespread.



Promoting A Circular Economy With Sustainable Packaging

20th January 2020



A plastic packaging company have issued a statement highlighting that they are promoting the circular economy with its new sustainable packaging solutions.

Valgroup have drawn attention to a myriad of case studies that demonstrate how **the circular economy for plastics can turn plastic into the ultimate sustainable material.**

A number of trends are driving sustain-

information and images taken from: <https://www.scitecheuropa.eu/promoting-a-circular-economy-with-sustainable-packaging/99250/>

Image taken from: <https://pixabay.com>

ability including rapid urbanisation, shifting demographics and consumer expectations, and an increasing acceptance that climate change and resource scarcity are pressing problems.

Valgroup, one of the largest manufacturers and recycling firm of rigid and flexible plastic packaging, has 8 subsidiaries, 27 plants, and over 5,000 employees, with operations in the US, Uruguay, Spain, Mexico and Brazil.

In fact, sustainability is now an unstoppable **force that is driving businesses around the globe.** In a newly released video, Cesar Sanches, Director of Strategic Marketing and Sustainability at Valgroup, explains why plastic, often vilified by sustainability pundits, is a wonderful material that can be manufactured and processed so that it contributes to sustainability rather than having a negative impact on the environment.

This can happen through an efficient circular economy, in which our natural resources never become waste. A

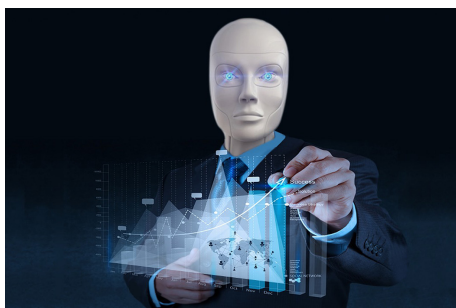
simple example is how old plastic bottles can be washed, processed and turned back into new bottles without any waste being produced. Alternatively, plastics can be turned back into oil and gas, which in turn can be used to produce virgin-like plastics in a truly circular fashion.

In Valgroup's new video, a number of highly credible case studies are given demonstrating how the circular economy for plastics can turn plastic into the ultimate sustainable material. Plastics need never become waste.

Valgroup's product portfolio includes PET preforms with recycled content, recycled resins (rPET, rPE, rPP), stretch & shrink bundling films, barrier films, BOPP films, laminated films, labels, specialty films (adhesive, building and construction, inclusion wrap, release film, sealant web and trench coat), lids, caps, closure systems, stretch/shrink wrap optimisation, monitoring, downgauging, coreless and pre-stretched technologies.



Has The Use Of AI Brought Us Into A New Era?



2020 is believed to be a defining year for industries as the next wave of cognitive, automated, and immersive technologies change the way we do business. The focus is no longer on about technology disrupting the marketplace or digital transformation providing better products and services to customers. Instead, the spotlight is on the digital revolution and how we can utilise digital assets to ensure the long-term sustainability of our business

as it evolves with these technologies. **As the influence of AI, 5G, Autonomous X, cognitive devices, and the virtualisation of things advances across all sectors, businesses are at a crucial turning point on how to optimise the returns from their current resources while embracing new business models to create greater value for customers.**

Frost & Sullivan presented its annual Asia-Pacific ICT Outlook in Singapore on 14 January. Attended by over 60 senior management and C-suite executives, the result marks the start of an exciting year ahead for the industry.

Frost & Sullivan Cybersecurity Global Program Leader, Mr. Jarad Carleton, spoke on the continued relevance of cyber resilience in the technology space. Carlton said, "In summary, security maturity is not solely about

technology, and we must look at organisational culture, processes, individual behaviours as well as our journey to the cloud to understand how to properly secure enterprises today." Cyber-attacks have been increasing in severity and frequency over the past two years. In the long term, this can result in negative business impact and erosion of customer trust.

With frequent data breaches occurring in private enterprises and public institutions, customers are becoming progressively more aware of data privacy and calling for better protection. Enterprises must protect customers and their data or face real consequences from customer churn in today's hyper-competitive environment and government scrutiny as regulatory standards become more stringent.

information and images taken from: <https://www.scitecheuropa.eu/has-the-use-of-ai-brought-us-into-a-new-era/99186/>

Image taken from: <https://pixabay.com>



THE ILE ETHOS

Our Invisible Enemy



The life of every human being was organised following certain patterns created because of the routines of society's and we had to prioritise activities to be able to cope with them. One day all of a sudden we had to stop and we had to face a horrendous reality, we did not own our lives, security, decisions and freedom anymore, there was an invis-

ible enemy right there, outside our houses, and it was deadly and, we had to understand that this enemy was stronger than the entire human race and the nightmare started all over the world.

News, presidents, prime ministers, governors, mayors, doctors and every single member of society were extremely busy trying to make the right decisions to protect their citizens. Some of them were skeptical, some were responsible and many others were absurd. It was a little bit difficult to digest the new reality of our lives, an invisible enemy took over the world and a battle started in which none of us knew how to get rid of. Every individual started questioning self knowledge, autonomy and sufficiency. There we were, once again recognising that the invisible things or aspects of life and death have always been our weaknesses.

The whole world was in the presence of pain; a lot of people were dying, the range of unemployment grew in the blink of an eye, poverty spread everywhere, and the grief and sorrow remained in the heart and soul of many people who changed their way of interacting, talking, working and feeling. The decisions were made by others therefore they implemented restrictions such as lockdowns, sanitising measures, and told everybody when and where to wear face masks and gloves.

The impact of the invisible enemy was recognisable in science, economy, and social and natural environments. Soon scientists all over the world worked tirelessly trying to create a vaccine to kill the enemy. Economists made their calculations trying to multiply the figures to allocate the monetary resources in the best possible way. CEOs and CFOs dealt with the companies operating processes in a desperate attempt to avoid bankruptcy. New entrepreneurs arose from the population's needs, telemarketing and mass media leaned into new trends and markets.

You might be wondering what happened to education, take a deep breath and open your reasoning process to the full, let mindfulness take the fancy chair in this grim picture.

Learners of all ages stayed home and had to put into practice virtual, remote or distance learning, asynchronous and synchronous sessions became part of the daily routine. Academics were hit by a devastating fact, technology was the most important side of the new

Written Merlin Pérez (ILE Professor)

teaching and learning process. Devices, apps, websites, good hardware and software were indispensable for the simple act of delivering a class. Videoconferencing web conferencing, webinars and chat rooms were the solution to all the precautions everybody had to take. Education broke all of the paradigms related to methods, methodologies, procedures and techniques. Professors and teachers had to adapt quickly and learn as much as they could to face the challenges of their professions and society's demands and expectations and that is what they accomplished successfully.

Many of us eye-witnessed the endless newspapers, radio, television and digital press headlines announcing the millions of victims that this invisible enemy had caused. Deaths became figures or statistics given in press conferences held in every hemisphere of the globe. Speculations about economic and political decisions were the topic of conversations in formal and informal interviews. Religious manifestations toward the search of protection, unbelievers of the existence of the invisible enemy perpetrating acts of vandalism, and violators of the law taking advantage of their power on the streets and unscrupulous people making money out of the situation,

Confusion and misunderstanding of the pandemic scenarios. Meanwhile, television programs suggested cooking lessons, handcraft, funny activities, exercises and all kind of superfluous ways of spending time, thousands of people were hungry, stressed out because of lack of currency or jobs, or just because they lost their relatives who got infected or because they were threatened to death because they were part of the health services or just because they were diagnosed with the illness.

Sometimes we were not sure that the invisible enemy was the virus but the attitude of people, the vices of society, the racism, the xenophobia, the homophobia, the drug dealers, the terrorism, the lack of respect, the wars, the oppression of the masses, inequalities, white slave trade and more.

Covid 19 came to tell us to stop with our horrible human behaviours and evolve to be better creatures. We paid a high price for this change and now we can say that we learned our lesson and that is why we are more civilized, and our world is a better place where humans, flora and fauna can have healthy interactions. A place where we care about each other, we respect the universe and every tiny organism that forms different ecosystems. A place where famine has disappeared a place full of justice and peace.

And now I realised that I am here locked in my flat, I am drinking a cup of hot tea, and for a few seconds, I was just letting my true desires help me overcome this reality. The virus is still threatening our lives and the world has not changed a bit. If I survive this pandemic, I will always remember this brief time when I felt at peace

Word By Word: How To Learn Vocabulary

Written by Alonso Salazar (ILE Professor)



Have you ever been in the middle of a conversation in English, but unfortunately you run out of words to continue? This simply happens because your grasp of vocabulary is not enough. Some might think that the solution is to sit down and swallow long lists of words with no connection among them whatsoever. Nev-

ertheless, this approach will not work unless you have a coherent technique to bring meaning to those words in your everyday life. In order to learn vocabulary effectively, you must focus on ways to help you build a foundation. Some of the techniques you can use to achieve this are taking vocabulary quizzes, using words in conversation and writing, and finally reading with the help of dictionaries.

If you are tired of flashcards and lists, vocabulary quizzes are a great way to test what you have learned and ensure you truly understand the meanings of English words. Many English-word quizzes are available for free online. While some are traditional tests, others are more game-like; for example, you might find a matching game in which you have to match English words with their meanings. You can also make your own vocabulary quizzes. They check your English progress by testing what you have learned. Quizzes let you see whether you truly know the English words you have studied and can use them fluently. If you fail a quiz, you will know exactly which words to work on more. Most online vocabulary quizzes are free. You can find tons of free, high-quality English-language quizzes and games on websites geared toward language learners. You have two options when it comes to English-vocabulary quizzes: look for pre-made quizzes online, or make your own. If you are looking for quizzes online, I recommend starting with popular learning websites. One option is Free Rice, whose English Vocabulary mode tests your knowledge of various high-level English words. Quizlet and Cram are two other websites you can use for free. Both offer flashcards, vocabulary lists, quizzes, and games. With Cram,

you can also choose how the system grades your answers. For example, you can make it so you don't lose any points for errors in punctuation or capitalization.

Although the method above is extremely useful for memorizing English words, you will never retain the words you learn unless you actually use them in conversation and writing. In short, context is key. You will learn more quickly how to use and say the words you have studied. Although you should always say words aloud when you first learn them, using them in conversation is by far the best way to ensure you are actually pronouncing and using them correctly. You will remember words better by using them in sentences, so always look for opportunities to use words you learn in both conversation and writing. You can get feedback when conversing with or writing to teachers or advanced language learners. If you are not sure whether you are using a word correctly, you can ask others to give you feedback or explain how they use specific words in English. If you do not have this chance, try looking for other resources. Meetup, for example, is a handy website you can use to search for language groups around you and you can even create one yourself. If you want to practice using words in writing, start keeping a journal and then have other people (preferably teachers or advanced language learners) read your work to check that you are correctly using new vocabulary.

Extensive reading in English with the help of a good English dictionary on a variety of real-life topics is one of the best ways to learn English vocabulary. Since there is an enormous amount of reading material in English, a learner of English has to prioritize reading in subjects according to their needs. Reading materials can be arranged by level of difficulty of vocabulary for learners at beginning, intermediate and advanced levels. You can master the most important English vocabulary by reading thematic texts (materials), first of all on everyday topics with important content. Such self-help books on settling everyday matters are available at bookstores.

In addition to thematic informative texts (materials), you can read thematic dialogues (samples of real-life conversations between people), narrative realistic stories, literature, newspapers, magazines, Internet materials or books on various subjects. Also, general thematic English dictionaries arrange vocabulary by topics and provide clear word usage explanations and also a few usage sentences for each word meaning, which is especially important. English synonym dictionaries provide useful explanations and usage examples for words with similar meanings. Thematic general English dictionaries combined with English synonym dictionaries are a valuable tool for mastering English vocabulary logically, comprehensively, and intensively for real-life needs of learners.

When confronted with a native English speaker, when watching a movie without subtitles or when listening to a favorite English song, when reading

a text or when writing a letter to a friend, you will always need to operate with words. In my experience as a professor, I have noticed that students usually find it difficult to speak English fluently. They usually consider speaking and writing activities exhausting because they keep on using the same expressions and words and very soon their conversation is abruptly interrupted due to missing words. And the main reason for such communication problems is the lack of vocabulary. Other students are confronted with the problem of forgetting the words immediately after the teacher has elicited their meaning or after they have looked them up in the dictionary, and this is also a cause of the lack of vocabulary. The more words students learn, the easier they memorize them. This is where lies the importance of having clear and effective techniques to learn vocabulary.

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Professional Development

In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. When the term is used in education contexts without qualification, specific examples, or additional explanation, however, it may be difficult to determine precisely what “professional development” is referring to.

In practice, professional development for educators encompasses an extremely broad range of topics and formats. For example, professional-development experiences may be funded by district, school, or state budgets and programs, or they may be supported by a foundation grant or other private funding source. They may range from a one-day conference to a two-week workshop to a multiyear advanced-degree program. They may be delivered in person or online, during the school day or outside of normal school hours, and through one-on-one interactions or in group situations. And they may be led and facilitated by educators within a school or provided by outside consultants or organizations hired by a school or district. And, of course, the list of possible formats could go on.

The following are a representative selection of common professional-development topics and objectives for educators:

- Furthering education and knowledge in a teacher’s subject area—e.g., learning new scientific theories, expanding knowledge of different historical periods, or learning how to teach subject-area content and concepts more effectively.
- Training or mentoring in specialized teaching techniques that can be used in many different subject areas, such as differentiation (varying teaching techniques based on student learning needs and interests) or literacy strategies (techniques for improving reading and writing skills), for example.
- Earning certification in a particular educational approach or program, usually from a university or other credentialing organization, such as teaching Advanced Placement courses or career and technical programs that culminate in students earning an industry-specific certification.

- Developing technical, quantitative, and analytical skills that can be used to analyze student-performance data, and then use the findings to make modifications to academic programs and teaching techniques.
- Learning new technological skills, such as how to use interactive whiteboards or course-management systems in ways that can improve teaching effectiveness and student performance.
- Improving fundamental teaching techniques, such as how to manage a classroom effectively or frame questions in ways that elicit deeper thinking and more substantive answers from students.
- Working with colleagues, such as in professional learning communities, to develop teaching skills collaboratively or create new interdisciplinary courses that are taught by teams of two or more teachers.
- Developing specialized skills to better teach and support certain populations of students, such as students with learning disabilities or students who are not proficient in English.
- Acquiring leadership skills, such as skills that can be used to develop and coordinate a school-improvement initiative or a community-volunteer program. For related discussions, see leadership team and shared leadership.



ACADEMICS AND MORE

- Pairing new and beginning teachers with more experienced “mentor teachers” or “instructional coaches” who model effective teaching strategies, expose less-experienced teachers to new ideas and skills, and provide constructive feedback and professional guidance.
- Conducting action research to gain a better understanding of what’s working or not working in a school’s academic program, and then using the findings to improve educational quality and results.
- Earning additional formal certifications, such as the National Board for Professional Teaching Standards certification, which requires educators to spend a considerable amount of time recording, analyzing, and reflecting on their teaching practice (many states provide incentives for teachers to obtain National Board Certification).
- Attending graduate school to earn an advanced degree, such as a master’s degree or doctorate in education, educational leadership, or a specialized field of education such as literacy or technology.

Generally speaking, **professional development is considered to be the primary mechanism that schools can use to help teachers continuously learn and improve their skills over time.** And in recent decades, the topic has been extensively researched and many strategies and initiatives have been developed to improve the quality and effectiveness of professional development for educators. While theories about professional development abound, a degree of consensus has emerged on some of the major features of effective professional development. For example, one-day workshops or conferences that are not directly connected to a school’s academic program, or to what teachers are teaching, are generally considered to be less effective than training and learning opportunities that

are sustained over longer periods of time and directly connected to what schools and teachers are actually doing on a daily basis. Terms and phases such as sustained, intensive, ongoing, comprehensive, aligned, collaborative, continuous, systemic, or capacity-building, as well as relevant to teacher work and connected to student learning, are often used in reference to professional development that is considered to be of higher quality. That said, there are a wide variety of theories about what kinds of professional development are most effective, as well as divergent research findings.

While few educators would argue against the need for and importance of professional development, specific programs and learning opportunities may be criticized or debated for any number of reasons, especially if the professional development is poorly designed, executed, scheduled, or facilitated, or if teachers feel that it is irrelevant to their teaching needs and day-to-day professional responsibilities, among many other possible causes.

In addition, school leaders may encounter a variety of challenges when selecting and providing professional development opportunities. For example, one common obstacle is finding adequate time during the school day for teachers to participate in professional development. Securing sufficient funding is another common complication, particularly during times when school budgets are tight or being cut. The amount of funding allocated for professional development by states, districts, and schools may also vary widely—some schools could have access to more professional-development funding than they can reasonably use in a given year, while other schools and teachers may be expected to fund most or all of their professional development on their own. Other common challenges include insufficient support for professional development from the administrative leadership, a lack of faculty interest or motivation, or overburdened teacher workloads.



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 miss traditional classes? Why?

Although traditional classes are important due to the fact that we as students must socialize and create a relationships amongs us to enhance our learning process. However, having online classes is completely amazing because they are more flexible. I mean, there are more ways to create our own schedule to do our different assigments. Last but no least, I personally prefer online classes, for I am not exposing myself to not only the virus but also the insecurity that exists there outside.

Justin Gonzalez

Honestly I miss traditional classes but only in some courses. The reading courses are okay to be taken online. On the other hand, oral courses are not the same in this way.

Anonymous

I need interaction with my classmates and friends. The feedback and interaction that they give me affects my learning and my motivation.

Anonymous

I miss traditional classes. I feel that the level of learning is not the same. It is really difficult to concentrate mostly during the virtual classes by Zoom or Google Meet. There are many external factors that stress us as students when giving an assignment or taking an exam, mainly the internet connection that is not always stable.

Laura Vargas

I prefer traditional classes since I miss interacting face to face with teachers and classmates. When you are constantly sitting in front of a computer using screens and devices, your eyes might suffer from regular exposition to bright lights. It can also cause headaches and insomnia. However, I am aware of the advantages of online classes

Maía José Solano

I strongly miss traditional classes. It's been a nightmare to get familiar with the virtual world which, at the same time, is kind of interesting because I'm a person who always checks social media and internet content. However, an educational process alongside virtual classes is not the way I have been trained. I also get tired sitting in front of a screen for long periods of time; besides, being at home doesn't help much to concentrate on given tasks.

Cristian Moya

I know that the university and teachers are doing their best effort to continue "keeping" its doors open so that all of us can continue with our studies, but I really miss traditional classes. I miss keeping in touch with classmates and listening to the eacher's explanations. Virtual classes are good, but traditional classes always will be better for our professional development.

Nicole Orozco

I strongly miss traditional classes. It has been a difficult journey learning in this way; actually, I consider I am not learning a lot with online classes. Something I have discovered is that I need to be taught, and many professors just give us the material to read it, but with no explanation at all. Moreover, I miss talking and interacting with my classmates and professors. Unfortunately, this situation is getting worse than expected, so I am trying to adapt to online classes.

Darci Henriquez



Real Friendship

By Krista Morales (ILE Student)

In the life of every person without any exception, there are always two types of friends. The ones who label themselves your friends, yet when you genuinely require them, they drop out of sight. As well as, the ones who definitely help you not only to when you are in difficulty, but also in a cheerful moment in your life. A real friendship goes beyond words; in addition, it is more valued by actions including: supporting you, trusting them with your life, and cheering you up when you are feeling down.

A real friend will support you with every crazy idea you have because they only want you to be happy, and successful. On the other hand, there are people who call themselves your friends, yet they only appear when everything is going well. However, you realize whom your real friends are when you are going through a challenging time or when you are sad. This is why you should learn how to identify who your real friend is and who is not so that you will not end up getting hurt.

Trust is one of the most important aspects of any kind of relationship, for it is what makes the difference between a friend and an acquaintance. Therefore, you cannot share your most intimate problems with just anyone because trust is gained over time and through tough situations you face together. Besides, it is pleasant to be with a person you can tell any thought you have or be able to laugh and reveal any embarrassing moment you have ever had. On the contrary, when you do not trust that person, your relationship might be a little awkward or tense, for you are not able to share anything with them.

When you are passing through a challenging time in your life, most of your friends might abandon you or listen to your problems just to get some gossip. On the other hand, there are not many people who will stay by your side listening carefully to your conflicts. In addition, they give you the best piece of advice they can think of, for you to feel better, and find a solution to your conflict if it is possible.

Therefore, we need to cherish our true friends because they are difficult to find, but when you have accomplished this, they make your life brighter. To summarize, friendship is one of the most amazing and essential relationships in any person's life, for that reason we all need a person or a group of people to share our victories and defeats with.



Our Teacher Clare Goodman

By Hailyn Fernandez, Michael Granados, Sulman Arias (ILE Students)

We always have a teacher that leaves a mark on us. Either because we like her, or we do not. We have been studying English for a year and a half now, and one of the aspects which helped us improve is having a teacher who is a native English speaker. She is always willing to help us, has a dynamic way of teaching, and is very persistent with our learning process. We are talking about our teacher Clare Goodman.

First of all, she is always willing to help her students. Whenever you are having problems, you can talk to her without hesitation, and you can make sure she will understand depending on the situation. Also, she is patient when it comes to explaining something that a student is struggling with after class. Not only is she available for staying for office hours, but also if you have any question about the material that was seen in class, you can send her an e-mail, and she will answer as soon as possible. As you can see, one of the wonderful characteristics about Clare is her availability to help students.

Another interesting trait she has is her dynamic way of teaching. Once we start at university, we make friends and get used to always working with the same people, so she tries to bring activities in order to let us work with the whole group and develop our teamworking skills. Besides, she always challenges us to come up with our own activities when we have oral presentation so that we do not get bored by just paying attention to what she says. Whenever she has the chance, she tries to find a way to take us out on educational tours at least once every quarter to expose us to real-life situations where English is practiced. Therefore, this dynamic method has been really helpful for us to grow on our own.

Finally, another point that makes her a great teacher is her persistence with our learning process. For example, sometimes we get distracted talking to our friends, and she is very strict about speaking in English only, so we become more fluent. If we do not know how to say or write something, she teaches us alternative ways to say it and gives us feedback about it. Even though sometimes it gets stressful, she is constantly supervising or see if we are doing our assignments correctly.

To sum it up, her willingness to help students, her dynamic way of teaching, and her persistence with our learning process are characteristics that show she has the vocation to be a teacher that really helps her students improve.



Do People With Dyslexia Read And Write Backwards?

By Alexis Wnuk, September 13, 2018



Dyslexia is an unexpected difficulty in learning to read despite normal intelligence and vision and access to good instruction. Today, scientists generally agree that people with dyslexia struggle to read because they have trouble linking the shapes of printed letters with the sounds of spoken language — not because they have problems with visual perception or memory. In the 1920s, neuropathologist Samuel Orton observed that children with reading difficulties struggled to differentiate between similarly-shaped letters — b and d, for instance — and often read words from right to left — ton became not. Some of the children could read more easily when looking at the mirror image of the text. He coined the term *strephosymbolia*, meaning “twisted symbols,” to describe what he thought was the primary deficit of reading disability. Medical terms like that “are hard to get rid of,” says Guine-

vere Eden, a neuroscientist who studies dyslexia and learning disorders. The Georgetown University professor credits the term for the pervasive misconception that people with dyslexia read and write backwards.

The behaviors Orton first described in the ‘20s are not unique to children with dyslexia: Almost all children reverse letters when they’re first learning to read and write. “It’s so common that it’s a poor way to distinguish typical from atypical reading development,” says John Gabrieli, a neuroscientist at the Massachusetts Institute of Technology. Neuroscientists speculate that this is so common because when it comes to recognizing shapes and objects, our brains don’t seem to care whether that object is reversed or rotated: A dog is a dog, whether it’s facing left or right. “Our visual system is designed to be flexible,” Eden says. “But that’s not so good when it comes to reading,” where reversing a letter chang-

“Our visual system is designed to be flexible. But that’s not so good when it comes to reading.”

es its meaning. Learning to read involves overriding our wiring and retraining our brains to care about letter orientation.

Through years of learning and practice, children eventually stop reversing letters. Some children with dyslexia might not grow out of it as quickly because their reading skills don’t advance.

For dyslexic children, the en-

during misconception about the disorder could delay appropriate intervention. “People might inadvertently think that that’s the way to help a child who’s struggling to read, that if you can just get them to focus on getting the letters oriented correctly that they would make major progress in their reading,” Gabrieli says. Effective interventions involve intensive phonics instruction to help children identify and manipulate the sounds of language — like practicing rhyming — and connect them to letters.

It can also be a potential source of bullying and embarrassment, says Elizabeth Norton, a neuroscientist at Northwestern University. When she was a teacher for high school students with dyslexia, she says kids worried that their peers wouldn’t understand the challenges they faced. “The idea that dyslexia is just the simple thing of making reversals makes it seem like [it would be easy to outgrow],” she says.

“Their peers don’t understand that this is a much more complex problem that you’re born with, it’s not going away on its own, and it’s not that the student isn’t smart or isn’t trying hard.”

Dyslexia is a lifelong condition, but early intervention to address the core difficulties can substantially improve children’s reading ability, Gabrieli says.

Grand Teton National Park



Grand Teton National Park is a United States National Park that is located **in the Rocky Mountains, in North-west Wyoming**. The park is south of Yellowstone National Park and just north of the town of Jackson. Grand Teton National Park is noted for its stunning mountain vistas, its shimmering alpine lakes and its abundant wildlife.

In the late 1800s, Colonel S.B.M. Young, the acting Superintendent of Yellowstone National Park, suggested the expansion of Yellowstone's park boundaries towards the south. During the following years, various officials introduced a series of proposals to include the Teton mountain range and Jackson Lake in an enlarged Yellowstone. These proposals were met with fierce opposition by local ranchers, who feared that an expanded park would lead to cuts in their grazing areas.

Around this same time, farmers in the region suggested the damming of Two Ocean, Emma Matilda and Jenny Lakes for irrigation purposes. Ranchers became concerned that if the lakes were dammed, it could lead to the destruction of natural resources by way of increased commercial development. This concern led to a key meeting in 1923, when Yellowstone Superintendent Horace Albright and some local residents decided that they could pool private funds to buy up land. This way, they could lock the land away from developers and preserve the natural character of the Jackson Hole region.

Albright was the only person at the meeting who openly supported a national park. The other attendees wanted to make sure that they could continue to use the land for hunting and ranching. As time went by, public support for a national park grew. This support wasn't unanimous, and there were still many holdouts who would not sell their land to the government. Nonetheless, on February 26, 1929, Grand Teton National Park was signed into law by President Calvin Coolidge.

John D. Rockefeller, Jr. became enamored of the Jackson Hole area and decided to help with Superintendent Albright's plan. Rockefeller created a private company as a front to buy land, using the company to hide both his personal involvement and any links to the federal government. That way, local residents would sell their land to the company, not knowing that it was in fact going to be donated to the National Park Service.

When the true nature of Rockefeller's front company became publicly known, it caused outrage in the area. After many legal battles, this controversy was put to rest with a compromise that allowed limited hunting and grazing within the park, as well as the existence of some privately run guest ranches.

Landscape

The Wyoming landscape in Grand Teton National Park is stunningly beautiful. This range often represents the entire Rocky Mountain range in countless photographs,

postcards, and imaginations. This section of the Rockies is a wondrous playground for climbers, hikers, skiers, and nearly all other outdoor enthusiasts.

Climate

Jackson Hole hardly seems the



same place when one contrasts the winter and summer seasons. The southern end of the valley averages 15 feet of snow in the winter and often reaches balmy 80 °F temperatures in the summer. Temperatures in higher elevations average four degrees Fahrenheit cooler every 1,000 feet in rise. Raingear is recommended during spring, summer and fall. Sub-zero temperatures are common throughout winter and demand multi-layered clothing, hats, mittens and cold weather boots. Vehicles with four-wheel drive or all-weather tires are recommended for winter travel, roads may be closed during blizzards. Drive at or below posted speed limits at all times; moose and other wildlife are often seen crossing roads during the winter.





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How To Use Zoom Videoconferencing To Teach Online Effectively

(March 30th, 2020)

Teaching with videoconferencing just got easier because of Zoom. Gone are the days of frozen screens, dropped connections, echoes, jagged videos, and time lags. Zoom can be used for lectures, student presentations, discussions, student polls, virtual office hours, or a place to meet with students. What's more, there's no need to train students to use Zoom. They just click on a link and they're in your class after being prompted to download a small app. No Zoom account is required for students. And, if students happen to arrive early, you can allow them to join without you being present or they can stay in a waiting room. If you want to know how to get started with Zoom and learn about some of its advanced features, read on.

Getting started with Zoom

To begin, you should first check with your institution to see if it has a Zoom license. If so, you are in luck and probably can access most of its advanced features. If not, no need to worry as Zoom is available in a free version. This version has most of the key features and allows you to host an unlimited number of classes with up to 100 students. Don't let your classes run for more than 40 minutes though, as that is the maximum time permitted with the free version. The good news is the free version allows you to have an unlimited number of one-on-one meetings with students. The free version requires you to create an account at <http://zoom.us>, but if your institution is licensed, you'll likely just sign in with your institutional single sign-on credentials. Once logged in, you'll need to download the Zoom desktop app and then you're ready to set up your class meeting. At the most basic level you only need to obtain the login link from the Zoom app and distribute it to your students. You can begin the meeting right



away, or you can schedule a meeting for a future date and time. When you set up a meeting you can also get a telephone number to allow students to join by audio only, for instance, if they are travelling and don't have an Internet connection. Zoom provides national phone numbers for over 90 countries. With one click in the app you can also create a calendar invitation with the meeting link and phone numbers to email to a distribution list.

Zoom start-up screen

When you start your meeting, you see the plain uncluttered screen shown below with a control toolbar at the bottom. Tools from left to right:

- The mic tool is used to select your mic source, test your mic and speakers, and mute/unmute your mic.
- The video tool has similar options for controlling your camera, as well as options for changing to a 16:9 widescreen and HD, a handy feature for touching up your camera appearance, and adding a virtual background.

- The invite tool is used to email participants by your default email service in case you forgot to invite someone; or you can use it to invite all your participants instead of using the app.
- “Manage participants” allows you to mute all participants in case someone has annoying background noise that’s interfering with your session. There is also the option to display icons on the screen to signal the presenter to speed up, slow down, and raise a hand to ask a question.

By understanding these few tools, you are well on your way to hosting a meeting. Next, we’ll look at the remaining tools that allow you to enhance your meeting pedagogically.

Additional features of Zoom

To the right of the “manage participants” tool is the polling tool. Zoom allows you to set up anonymous or identifiable respondent polls in advance or on the fly during the meeting. This tool is handy; for example, to ask students to evaluate your class before leaving the meeting, or to poll students’ knowledge, or opinions during the meeting. The green sharing tool is one you’ll likely use often in class. With this tool, you can share your entire screen, such as a PowerPoint presentation or share any open window on your desktop. You can also share a white board for drawing sketches or writing mathematics formulas. When you move into sharing mode, all participants’ video windows reduce in size and move to the side, while the control tool bar moves to the top. If you want students to share their screens, you simply ask them to click on the icon. As the host, you can stop the sharing if a student is unsure how to do this. Next to the right of the sharing tool is the “Chat” tool. “Chat”, which opens a window on the right-hand side of the screen or in a pop out window, allows everyone in the session to share brief text messages with the group or privately. You will find this tool helpful to provide comments to your class during a presentation or sending private messages to students about some aspect of their work. A unique feature of “Chat” is the ability for participants to transfer files to the group or privately. After “Chat”, you’ll see three more advanced Zoom tools: “Record”, “Closed Caption”, and “Breakout Rooms”. “Record” permits you to record all or parts of your session. The free version of Zoom allows only saving the file to your local drive, while the licensed versions additionally allow saving to the cloud. If you are using the free version, distributing the file to students is more cumbersome as the file may be too large to e-mail, so you’ll have to upload it to your course site or other cloud repository. In contrast, saving to the cloud with the licensed versions is very convenient as Zoom e-mails you a video viewing link, which you can readily share with students. Another feature of the cloud version is



that Zoom can provide a written transcript of your session, the quality of which will naturally vary depending upon the clarity of the presenters. Most instructors will want to take advantage of the recording function, particularly if awarding grades on participation, as there will be a permanent record of students’ work. “Closed Caption”, located to the right of “Record”, promises more than it delivers; yet some may find it useful. You will need to have someone type the conversation in progress for captions to appear on the screen or you can obtain a link to provide a simultaneous captioning service. My suggestion if you want to have closed captions on a recording of your class is to upload the video to YouTube and use its auto captioning function. Once processed by YouTube, you can distribute a private YouTube link of the captioned video to students. “Breakout Rooms” allows you to do virtually what you do physically when you want students to have small group discussions. You can ask Zoom to automatically assign students to virtual groups or you can do it manually. By default, Zoom numbers groups with the option to rename them. Time limits and a countdown timer can be set for groups and, as meeting host, you can drop in on groups to participate or observe. This Zoom feature is especially helpful for large blended courses where lecture halls typically are not conducive to small group discussions. After participating in Zoom breakout rooms, students can report back on their discussions in the same meeting, or at the next virtual or face-to-face meeting. Students seldom have difficulty connecting and, if they do, rebooting their computer usually solves most problems. If they have a slow connection while making a presentation, ask them to turn off their video to reduce bandwidth requirements, especially if they are using screen sharing. In conclusion, Zoom’s reliability and many valuable pedagogical features make it a tool well worth integrating into your online and blended teaching.

The Argonauts (PART 2)

One of the main characters of this amazing story is Jason. Here we share some interesting information about this brave character.

The Birth of Jason

Jason was the son of Aeson, the rightful king of Iolcus. Before Jason was born, his uncle, Pelias, took the throne from Aeson. Aeson and his wife still lived in Iolcus, but they lived with the constant threat of death over them. After Jason was born, in order to protect him from the wrath of his uncle, Aeson sent his son to the nearby Mount Pelion to be raised by the centaur, Chiron.

For years, Pelias lived in fear of a man with one sandal, because he had been told by the Delphic Oracle that he was fated to be killed by a man who was wearing only one sandal. When Jason turned twenty-one, he decided to reclaim the throne and returned to Iolcus to confront his uncle. In order to get there, he had to cross a river, and on the bank sat an old woman asking to be carried across. Jason did not know that the woman was Hera in disguise, testing the young man to see if he was worthy to help her in destroying Pelias, who had scorned her many times. In the process of carrying the goddess through the water, Jason lost one of his sandals and continued the rest of the way wearing only one.

How Jason was Sent to Bring Back the Golden Fleece

Once the youth came to Iolcus, news of the man with one sandal quickly reached Pelias. He met with the young man, who revealed his identity and stated his intention to regain his father's throne. Pelias was afraid to kill Jason outright, so he asked him what he would do with a man who was destined to kill him. Jason responded saying that he would ask the man to retrieve the Golden Fleece. (The Golden Fleece came from a magical golden ram who had saved the youth Phrixus from death by carrying him to the land of Colchis. Once they had arrived in Colchis, the ram told Phrixus to sacrifice him and hang the fleece in a grove sacred to Ares, where it was guarded by a dragon.) Upon hearing Jason's answer, Pelias asked his nephew to fetch the Fleece from Colchis. Another version states that Pelias was kind to his nephew and told him that the oracle at Delphi had told him that the dishonored spirit



of Phrixus, needed to be returned home to Thessaly along with the Fleece to appease the underworld gods [Pindar]. In either case, Jason agreed to go to Colchis and bring back the Golden Fleece, and he organized an expedition which included some of the greatest heroes in Greece at the time.

Jason and Medea

The Argonauts returned to Iolcus with the Golden Fleece, bringing with them Jason's new wife, the Colchian princess, Medea (who was also a witch). Jason suspected that his uncle would not hand over the kingship, so the group stayed outside the city while trying to figure out what to do. Medea came up with a plan to rid them of the problem. Using her magic, she disguised herself as an old woman and went to the palace, claiming to be a priestess of Artemis who had come to rejuvenate the king. When she transformed from an old woman into her real, youthful form, Pelias agreed to allow her to bring back his youth. Medea told his daughters that they needed to cut their father into pieces and boil him in her cauldron, along with some magical herbs, in order for the process to work. The girls were naturally skeptical, but Medea convinced them by performing the procedure on a ram. When a little lamb leaped from the cauldron, they agreed to cut their father into pieces. Of course, when the daughters of Pelias tried this, their rejuvenated father did not spring out of the cauldron. Medea probably "forgot" to put the right herbs into the cauldron; in any case, Pelias was dead.

Pelias' son, Acastus, who was one of the Argonauts, became king at his father's death and exiled Jason and Medea for the brutal killing of his father. The king of Corinth, Creon, offered them a home in his kingdom on account of the fame the expedition of the Argo had brought to Jason. There they lived peacefully for

about ten years, and they had two sons. Eventually though, Jason grew tired of living with a barbarian witch who brought him no social standing and Creon offered his daughter, named either Glauce or Creusa, in marriage to the hero. Jason divorced Medea and married the princess.

Medea was devastated and most of all angry at the betrayal. After all, she had helped Jason steal the Golden Fleece, she had helped him sail safely back to Greece, and she had helped him punish Peleus for seizing the throne; she had also born him two sons, to perpetuate his line. But Medea was not about to suffer in silence; she hatched a plan to hurt Jason in every way possible. She sent her sons to deliver wedding gifts for the princess: a tiara and a beautiful dress. As soon as the princess put them on, however, they burst into flames. Her father, hearing her screams, ran to help, but once he had touched her he could not pull away, and he burned alive alongside his daughter. Medea's sons, because they were accessories to the murders, were in danger as well. Some versions say the Corinthians killed the boys and later the spirits of the children punished the city for their murder, but the more prominent version, popularized by Euripides, has Medea herself killing the children to take revenge on their father. Medea, who was the granddaughter of Helios, the sun, asked for and received her grandfather's chariot (drawn by four winged horses) to help her escape. Medea flew to Athens in Helios' chariot and went to live with King Aegeus. Some accounts say that Jason took his own life, but the more popular story is that, many years after these events, he was sitting under the rotting ruins of the Argo, the ship that had made him so famous, when a beam from the ship fell and struck him on the head, killing him.

“English For You CR” Presents, Sounding Professional...Or Not?



When we learn a second language, most of us want to speak it the best way possible. Many even aspire to sound like natives, to have the mythical “90%+ of fluency” in the language. Is this possible? Let’s see.

First of all, keep in mind that percentages like “70%, 80%, or 90% command of English” are false categories many international companies have developed in order to “measure” the proficiency level of candidates and employees. However, such percentages HAVE NO LINGUISTIC or SCIENTIFIC basis. These are fictitious categories that end up tormenting candidates and make them sweat during a job interview.

As we have discussed in previous publications, we will ALWAYS have some kind of limitation in our second or third language. We may come to an advanced level of proficiency (B2+, C1 or even C2 levels), but most of the times, we will keep an accent, for example, or some kind of limitations in listening comprehension. Don’t worry about this too much.

The bottom line: this is NORMAL, so do the best you can with your current level, and if possible, try to learn, practise, and improve every day. You can watch movies, read, look for apps or online practice, etc.

Remember: having an accent is normal. Companies look for people who sound confident, knowledgeable, proactive, and polite. Work on these skills to sound professional and balance your CV. Make your best, honest effort every time and you’ll get far. 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

bailiwick

noun [bey-luh-wik]

-a person’s area of skill, knowledge, authority, or work

EXAMPLE:

-I wasn’t surprised to see him there because this was an action venue that was right in his political bailiwick.

www.dictionary.com



National Ice Cream Day

Americans consume ice cream year-round, especially on a hot, summer day. The types of ice cream are super premium, premium, regular, reduced-fat, low-fat, nonfat, slow-churned, soft serve, gelato, frozen yogurt, nondairy frozen desserts, sherbet, and sorbet.

The fat content varies among the different types of ice creams. A serving of ice cream is a half-cup; however many consumers indulge in more.

For those not keeping track, every **third Sunday since 1984** has been declared by former President Ronald Regan as National Ice Cream Day. While it might not be an official holiday that has us taking a day off from work, it is one that should be wholeheartedly celebrated with family, friends and coworkers. Scoop up your favorite ice cream and learn 7 fun facts about ice cream:

- America's top five ice cream flavors are vanilla, chocolate, cookies n' cream, mint chocolate chip and chocolate chip cookie dough.
- June and July are the busiest months for ice cream production.
- The ice cream industry in the U.S. contributes more than \$39 billion to the national economy and creates more than 188,000 jobs in communities across the country.
- The average American consumes more than 23 pounds of ice cream per year.
- Three gallons of whole milk are needed to make 1 gallon of ice cream.
- Ice cream can cause "brain freeze" when it touches the roof of our mouth because the cold substance causes blood vessels running between the mouth and the brain to tense up and trap blood in the brain, which leads to extra pressure and mild pain.
- Eighty-seven percent of Americans have ice cream in their freezer at any given time.

Information taken and adapted from: <https://www.ag.ndsu.edu/faithcommunitiesalive/newsletters/fca-articles/heres-the-scoop-on-ice-cream>
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