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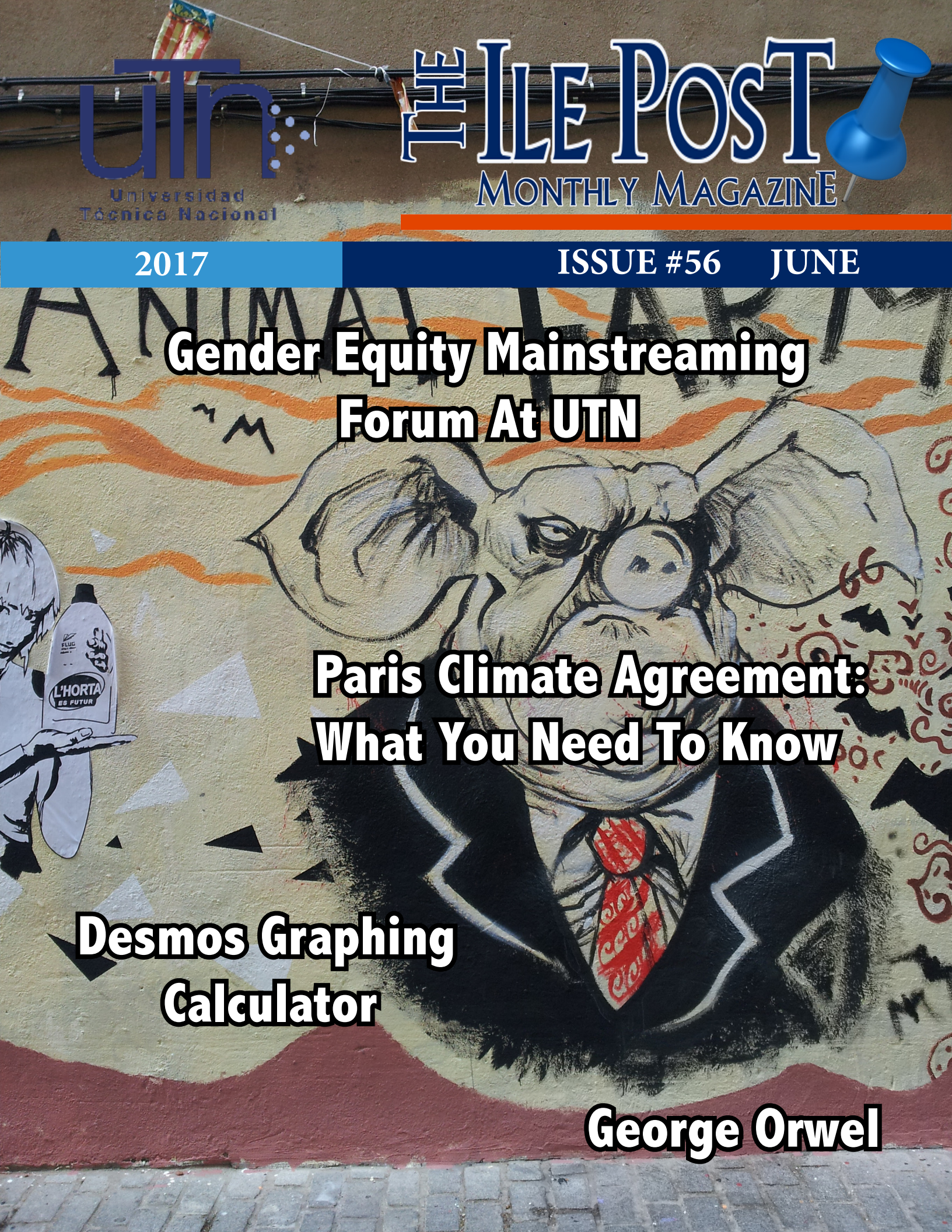
JUNE

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George Orwell



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COVER PAGE



This month we dedicate our coverage to the most influential English writer of the 20th century, Eric Arthur Blair, better known as George Orwell, and his novel Animal Farm. Retelling the story of the emergence and development of Soviet communism in the form of an animal fable, Animal Farm allegorizes the rise to power of the dictator Joseph Stalin. If you have an awesome picture you think could be 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 in FACEBOOK. Photo credit:

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EDITORIAL

World Environment Day (June 5th)

by The Ovi Team

World Environment Day is an annual event that is aimed at being the biggest and most widely celebrated global day for positive environmental action. World Environment Day activities take place all year round but climax on 5 June every year, involving everyone from everywhere. World Environment Day celebrations began in 1972 and have grown to become one of the main vehicles through which the UN stimulates worldwide awareness of the environment and encourages political attention and action. Through World Environment Day, the UN Environment Programme is able to personalize environmental issues and enable everyone to realize not only their responsibility, but also their power to become agents for change in support of sustainable and equitable development. World Environment Day is also a day for people from all walks of life to come together to ensure a cleaner, greener and brighter outlook for themselves and future generations. Everyone counts in this initiative and World Environment Day relies on you to make this happen! We call for action – organize a neighbourhood clean-up, stop using plastic bags and get your community to do the same, plant a tree or better yet organize a collective tree planting effort, walk to work, start a recycling drive . . . the possibilities are endless.

Green Economy

The global financial crisis that began in 2007, and is still resonant today, is considered by many economists as the worst financial crisis since the Great Depression of the 1930s. One of the key lessons we can draw from this experience is that running economies the way we've always done, doing business as usual, is clearly not an option. The new Green Economy is therefore a proposal for an alternative and far more sustainable way of doing business. A green economy is described as one that results in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities. In other words, we can think of a green economy as an economic environment that achieves low carbon emissions, resource efficiency and at the same time is socially inclusive.

The Green Economy Initiative

The UNEP-led Green Economy Initiative, launched in late 2008, provides a comprehensive and practical working mechanism, through analysis and policy support for investing in green sectors and in greening environmental unfriendly sectors. The Green Economy Initiative has three main activities, which are to produce a Green Economy Report and related research materials, which will analyse the macroeconomic, sustainability, and poverty reduction implications of green investment in a range of sectors; to provide advisory services on ways to move towards a green economy in specific countries; and to engage a wide range of research, non-governmental organizations, business and UN partners in implementing the Green Economy Initiative.

Green jobs

So why the fuss? Regardless of the environmental benefits and options for sustainability, investment into a Green Economy is captured in several reports as in an agent for creating millions of new jobs, such as UNEP's Green Jobs report. One of the main engines for economic growth is a higher rate of employment, which both reduces a burden on the economy and gives consumers the purchasing power to sustain lives through supporting industries. By 2008, over 2.3 million people in just six leading countries in green jobs were employed in this low-carbon sector (China, Denmark, Germany, India Spain, and the United States). The Green Economy is therefore not just a passing environmental fad but is one of the best solutions available for sustainable economic growth that recognizes the social component.



ILE Students Are Part Of Clean The World Non-For-Profit Organization

By Eduardo Castro and Gerardo Matamoros (ILE Professors-San Carlos)



Clean the World was founded in 2009 by Shawn Seipler. As the Vice President of Sales and Marketing for an e-commerce technology company, Shawn traveled several days a week. The idea for soap recycling came about after Shawn noticed the barely-used bars of hotel soap he left behind each morning that ended up in a landfill. That led to Clean the World, a Florida not-for-profit corporation under 501(c)(3) of the Internal Revenue Code.

Their mission is to collect and recycle soap and hygiene products discarded every day by the hospitality industry and other sectors that generate environ-

mental waste.

The distribution of these and other donated products to impoverished people prevents millions of hygiene-related deaths each year, reduces the morbidity rate for hygiene-related illnesses, and encourages vigorous childhood development.

Twenty-one students of the English as a Second Language major from San Carlos were able to be part of this prestigious program in Orlando, Florida, USA last March.

ILE students got involved in reducing a negative impact on the environment. They had the opportunity to contribute to change the life of others and be part of a global hygiene revolution. They spent the whole morning, folding, setting clean towels, separating and classifying soap and hygiene products. Elderly people from closer communities as well as other students from Orlando showed up

that day as well to provide more hands. Our students took the advantage to talk and share with them in their mother tongue: English. As a single team, all of them worked together and with the same conviction: they helped to clean the world and prevent illnesses.

The morning was over and they felt so proud about this big opportunity they had. Now they know they provided support for some poor people around the world and contributed to preventing diseases among them.



Energy Efficiency In University Buildings

In accordance with the principles and commitments on environment and sustainable development set by UTN environmental policy objectives, over the past couple of years UTN has been upgrading outdoor lights on buildings across campus and replacing the old metal halide bulbs with more energy efficient light-emitting diode (LED) bulbs. The replacement of these lights is part of a larger energy saving initiative that also includes the retrofitting interior light fixtures with more efficient bulbs across campus to create a unified

standard of lighting. Replacing traditional lighting systems with LED technology provides financial benefits in the form of lower utility bills and maintenance costs. Since the sustainability initiative began the university has seen a significant saving of about 30 000 KWH. UTN is focused on reducing energy use resulting in lower emissions and help sustain the environment. Using less electricity overall reduces the pollution caused by energy production, and saves valuable energy resources for the future.



Gender Equity Mainstreaming Forum At UTN



Last June 2nd, UTN Teaching Vice Chancellor Department together with the Curricular Planning and Assessment Department organized a forum on: Gender Equity Mainstreaming.

One of the main objectives of this forum was to support the development of an inclusive culture throughout higher education through enhancing the student experience, and promoting institution-wide understanding of equality issues and responsibilities. I really hope that these initiatives contribute to show how we can systematically work with these issues, so that gender equality

mainstreaming soon will be seen as a natural part of operations, and not only as a project or forum, said Research and Technology Transfer Vice Chancellor Francisco Romero.

One of the presenters during the forum was UNA Women's Studies Center Researcher Zaira Carvajal Orlich who spoke about the different experiences universities in Costa Rica have had.

UTN expects that little by little, these kinds of efforts would lead to that gender equality becoming mainstream in turn helping it become a natural part of daily work at UTN.

SMEs And Local Development Program At UTN

After several months of conversation and agreements with the Italo-Latin American Institute (ILLA) and two prestigious Italian universities: Università degli Studi di Padova and Università Ca' Foscari di Venezia, UTN will host a major program on Small and Medium-Sized Enterprises (SMEs) and Local Development.


SMEs play a key role in transition and developing countries. These firms typically account for more than 90% of all firms outside the agricultural sector, constitute a major source of employment and generate significant domestic and export earnings.

On May 31st, IILA International Aid Project Director Mauro Camicia visited UTN to continue talking about all the details this major will include.

The idea is to offer a program dedicated to conveying theoretical knowledge, application-ori-

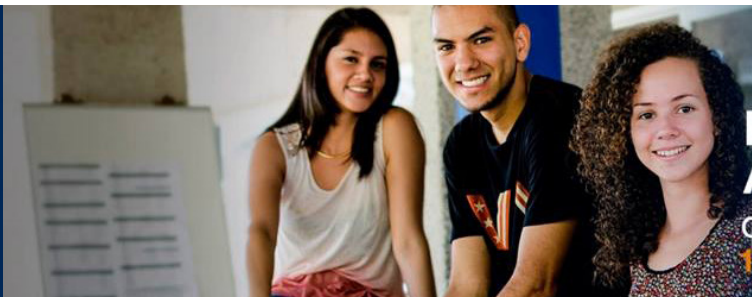
ented findings and practice-relevant experience regarding the management, promotion and development of small and medium-sized enterprises (SMEs). Some of the main topics that the program will include are: SME promotion in a globalized world, innovation and technology promotion, and rural development network management.





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Loss Of Culture For Snake Charmers In India

In India, snake charming has been a popular form of entertainment since ancient times. It has also been the only source of livelihood for hundreds of thousands of snake charmers. But several years ago, the practice was declared illegal, leaving snake charmers in dire straits. Bismillah Geelani reports on how the community is now struggling for survival.

At the Surajkund Craft Fair on the outskirts of Delhi, a group of local folk musicians is entertaining the visitors. Wearing orange dresses with matching turbans, they play melodious tunes of popular Hindi songs on the gourd flute – or Been. Their performances enthrall the audience and many break into dance. But the musicians themselves don't look very enthusiastic.

"Snakes and snake charmers have been together from time immemorial. This is the only thing we and our ancestors have known and lived on for centuries. Now it has been taken away from us. We have not only lost our livelihood we have been cut off

from our roots," says a man called Badri. "These performances here can sustain a few us for a few days, but what after that? And what about the rest of the community?"

Snake charming was banned under the Wildlife Protection Act in the late 1990s. The law prohibits catching, owning and performing with snakes. Initially, the government didn't enforce the ban, and snake charmers carried on with their work. But a few years later, animal rights activists pressured authorities to clampdown on snake charmers.

"They basically dehydrate them; they stick them in a box and forget about them, use them whenever they want to make a performance or beg some money from people," explains Kartik Satyanarayan, from the conservation group Wildlife SOS, who says the charmers abuse the snakes, and there's been a noticeable decline in their numbers.

But snake charmers strongly deny the charges of animal cruelty. **The ban affected an estimated 800,000**



snake charmers living in India. Many switched to other occupations, like rickshaw pulling, street vending and working as construction and agricultural laborers. But an overwhelming majority remain jobless.

Some, however, refuse to give up the tradition. Birju Nath, one of them, says unless the government invests in preserving the history and music of the snake charmers, within a few decades the centuries long practice will disappear without a trace. And without cultural preservation, the very instrument with which they've plied their trade – the Been – could become extinct.



Information taken from: <https://fsrn.org/2017/04/snake-charmers-in-india-lament-loss-of-culture-following-outlawing-of-their-practice/>

Image taken from: [Photo credit: Parag Sankhe via Foter.com / CC BY-NC](https://www.foter.com/photo/credit/Parag-Sankhe-via-Foter.com/)

What Is 'June Gloom', And Why It's Not All Bad

When you think of the US state of California, you typically conjure up images of beautiful beaches, palm trees and mountains, all set off by perpetual sunshine. However, if you were thinking of heading to the "golden state" for a vacation in June, you could be sorely disappointed.

"June Gloom" is seen all over the Pacific Coast, but is especially pro-

nounced in southern California. **It is when the entire coastline is shrouded in a layer of low-lying cloud, blocking out the sunshine and lowering temperatures to damp and chilly values.**

During the month of May, the air starts to warm up and areas inland such as the Central Valley and Mojave Desert undergo some intense heating, setting up a broad area of low pressure known as a thermal low. The waters of the Pacific Ocean are still relatively cold and with high pressure developing over the cooler waters, a pressure gradient develops and pushes the cooler ocean air inland, which creates this marine layer of low-lying cloud.

This cloud develops overnight, creeping over the coastal land during the early morning hours, so that day breaks with a damp, foggy and gloomy beginning, giving rise to the name June Gloom.

The clouds forming to produce this phenomenon are called "actiniform". It was not until the dawn of the satellite era that these clouds were seen clearly for the first time, as they typically cover an area too large to observe in any other way. The first recorded detection of actiniform cloud occurred on August 16th, 1962, southwest of Hawaii.

As the day wears on and the moisture evaporates, the grey, foggy start will give way to mostly sunny skies, although even during the gloomy mornings, further inland, about 12 to 16km away from the coast, the gloom tends not to appear at all, as the air is so much drier.

June Gloom also means extra moisture for plants and vegetation in the mountains and hills which could mean a late start to the fire season, and that has to be a good thing.



Paris Climate Agreement: What You Need To Know

In December 2015, after years of negotiations, 195 nations made a new commitment to work together to address global climate change. This agreement, signed in Paris and seen as a turning point for global climate policy, came into force on November 4th.

As of June 2017, 195 UNFCCC (The United Nations Framework Convention on Climate Change) members have signed the agreement, and 148 have ratified it. However yesterday, President Trump announced the US would withdraw from the agreement and his intentions to seek a new deal.

"So we are getting out, but we will start to negotiate and see if we can make a deal that's fair," he said.

The withdrawal also includes the cancellation of all US contributions to the Green Climate Fund, which Trump said was "costing the US a vast fortune".

According to the rules of the 2016 Paris deal, stepping out of its provisions will be a lengthy process that could take up to four years.

What is the Paris climate agreement?

It is an agreement within the UNFCCC dealing with greenhouse gas emissions mitigation, adaptation and finance starting in the year 2020.

The aim is to limit global temperature rise to 2C above pre-industrial levels by 2100.

This level is considered a crucial tipping point, above which there will be serious consequences for global food production and more frequent and dangerous climate events, such as flooding and drought.

To achieve this, global greenhouse gas emissions will need to be cut by an estimated 40-70 percent by 2050, and by 2100 the planet must be carbon-neutral.

Under the Paris accord, each country must submit its own plan to reduce emissions of greenhouse gases and deal with the impact of

climate change.

The agreement as a whole is not legally binding and does not penalise nations who fail to meet their commitments.

But it does impose an obligation on countries to implement their plans, and includes a review process designed to shame them into compliance, while putting pressure on them to increase the scope of their efforts every five years.

Is the Paris climate agreement bad?

Trump described the Paris climate accord as an "agreement that is disadvantageous to the US to the exclusive benefits of other countries".

Trump said he could not "in good conscience support a deal that punishes the US and that poses no punishment for the world's great polluters".

Continental Europe's three biggest economies - Germany, France and Italy - criticised Donald Trump's decision to quit the Paris climate agreement and said the pact was "not renegotiable".

Catherine McKenna, Canadian environment minister, said her country is "deeply disappointed by the US decision on the Paris accord".

And Paris Mayor Anne Hidalgo says US decision to pull out of the climate accord "is a mistake with dramatic consequences".

What countries are not in the Paris climate agreement?

The US will join only Nicaragua and Syria as the countries to have not signed onto the agreement - Nicaragua declined to sign the deal in the

first place, saying it was too weak. Russia said it will stay committed to backing the deal, state news reported.

Is climate change real?

The temperature of Earth's air and the quantity of heat trapped in its oceans continue to grow, with 2016 declared the hottest year on record.

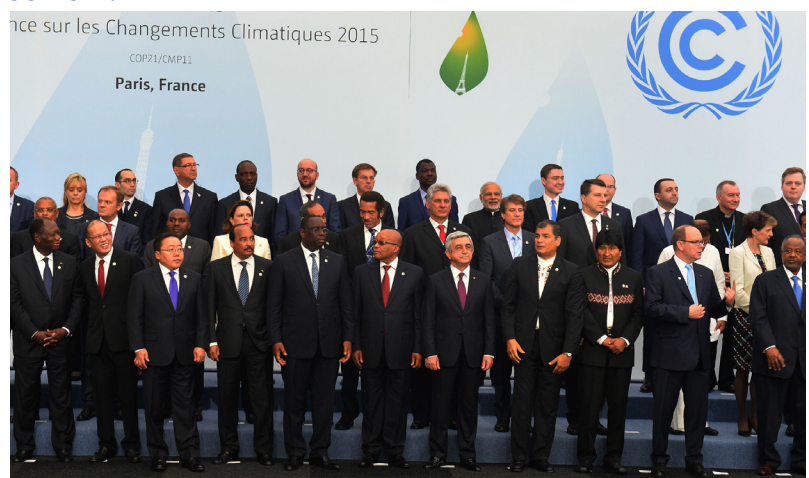
Climate change could lead to political instability, increased societal tensions and could place new burdens on economies and governments, an AAAS report stated. Large numbers of people will likely be displaced due to famine and drought.

A NASA-funded study said that global industrial civilisation is headed for a collapse in the coming decades, blaming unsustainable resource use and increasing wealth inequality.

The study cited examples of the rise and fall of civilisations throughout history, including the Roman Empire, and said cases of "precipitous collapse - often lasting centuries - have been quite common".

Among the most important factors that explain the decline of civilisations are population, climate, water, agriculture and energy, according to the report.

They can lead to collapse when coupled with overuse of resources and economic inequality.



information taken from: <http://mwcnews.net/news/europe/65855-paris-climate-agreement.html>
 Picture taken from: <https://2009-2017.state.gov/e/oes/climate/cop22/index.htm>



“Scientia Potestas Est”

By Merlin Pérez (ILE Professor)

Have you ever thought that learning academic things are overrated?



If you are the kind of person who thinks that it is hard to read a book, to sit in classroom for hours and question what you are being taught, then you have to convince yourself about the fact that knowledge is a strong weapon that you need to understand and use to fight for your future and welfare.

The first years of instructions open your eyes to what your academic life will be about. As a child you are in love with learning because it is the key to understand every spoken word around you, then you start school and you have to face new subjects such as reading, writing and arithmetic and above all of this you are told what to learn and how to do it; therefore you lose the pleasure of discovering the knowledge and you feel trapped in your episodic or semantic memories. Once you finish your elementary phase, a nightmare takes over since you have to deal with emotional situations you are not ready to face because of your lack of education related to socio relational context, communication apprehension, intentionality, perceptual context and world awareness.

When you start your studies in superior level then you discover how powerful knowledge can be, if well-known and applied. To most people, modern society is characterized by its worldwide connectedness. There were many places people could not reach a century, or even just a generation ago. But now, we can reach almost everywhere. Human beings have had the chance of being informed about everything that is happening around the world and it has had a strong impact on the view of every single student all over the world acknowledging that if you have the right information and knowledge you have the power over many situations that might be controlled or not depending on how well you use your skills and abilities.

Knowledge is being produced at many points in

society. It takes the shape computerized information, advertising, software, news, tutorial, anecdotes, graffiti, art, music, and more.

Knowledge accounts for the success of people. The more knowledgeable you are, the more advantage you have over the other people. If we think about the world we live in, then we know that it is easier to find the right balance in knowing what to do or how to do it than asking for help since everybody is in a hurry. Imagine that we don't know anything about processes, protocols, laws, procedures or simply the differences between safe or danger then our existence is oriented to extinction. Human beings are able to develop, supply or acquire knowledge by conceptualizing and interpreting the components of competences.

It is necessary to differentiate between knowledge acquisition and knowledge production, in the first one there are many factors or aspects involved, we can talk about voluntary learning in which the individuals want to experience the scenarios of knowledge meanwhile the involuntary learning comes with contextual influence.

In the second one, it is necessary to research, to know what we want to achieve and find the way to make it tangible or accessible to our understanding.

Education and knowledge must be linked in spiritual and scientific way since both are meant to help us to grow in fields in which our material and spiritual needs must be satisfied in order to fit in a natural and social order in the universe. Every single student hopes to find in the educational process an answer to his or her questionings and desires or expectations.

Knowledge has led the world to despair since everybody feels powerful when knowing or having control of something. Men ambitious of power have provoked chaos and catastrophes, but it has also been the source of knowledge in many circumstances the most important thing here is to embrace the idea that more than anything, knowledge must be put to good use.

To Tweet Or Not To Tweet: Dumbing Down In The Age Of Social Media

By Sandra Argüello (ILE Professor)



In a poll presented by Gallup, “42 percent of Americans still believe God created human beings in their present form less than 10,000 years ago.” This appeared in an interesting article about anti-intellectualism in the United States written by Ray Williams, a leadership expert. Are we as a race becoming

dumber? I would argue about that statement; what he calls the dumbing down of America is a global phenomenon exacerbated by the widespread misuse of digital technologies.

Technology is not “bad”. I won’t get all patronizing here; I do love my Facebook and Pinterest, and in my teaching practice I like to make use of social media for educational purposes. The problem is, basically, the most of us have had to learn to navigate internet and the overflow of information it offers. For instance, I recently googled William Shakespeare looking for a sonnet, and around 56 million entries appeared. If we are not teaching our students to process information, we cannot expect them to move beyond Wikipedia or Rincón del Vago. But many times, educators don’t know how to do it themselves. There is so much information out there that people get bored or simply overwhelmed by the numbers. It is easier then to just go to Wikipedia for anything from literature to how to boil an egg.

Twitter is the classic example of this anti-intellectualism with its 140-word count that does not allow for deep discussions and elaboration of thought. Say it and say it fast. For deeper understanding, it is required that people sit down and talk. Or write. Or read. But with the purpose of processing and then discussing. In the past, families sat down to the table to eat and actually talked; we even have a beautiful word for that concept: **so-bremesa**.

Of course educators can play a significant role in contributing to this topic. How can we prevent students from falling down the dumbing hole? Here are some ideas:

1. When assigning a research activity, **make sure to ask students for three resources to validate their points**. Also, make sure students understand the difference between the website endings (org, edu, com, etc.) and request for different sources on any assignment.
2. When using Tweeter for the classroom, **tweet a question that can be developed during the next class period**. In this way, students must think beyond the wordcount limit and be prepared for further discussion.
3. **Use the Socratic seminar for deep discussions**. This is mostly used to dissect texts for discussion in small groups. Students must sit in small circles and talk to each other, not the instructor. The idea is to listen to each other's points of views, use references from the text to support one's points and respecting everyone in the group. In ESL, the Socratic seminar is great for reading courses.
4. When using Facebook for a course, **ask students for a specific amount of responses** a week, and even wordcount. It also helps to ask students to comment on another person's comments at least once a week.
5. **Free writing exercises are great to get students thinking**. Provide a relevant topic or questions at the beginning of the class, and then allow students to write freely for 5-10 minutes. Then, ask for volunteers to share their writing. These writings can also be incorporated as part of a final portfolio or as another type of assignment.

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<https://www.psychologytoday.com/blog/wired-success/201407/anti-intellectualism-and-the-dumbing-down-america>

It's All About Millennials – Or Is It?

Who are the 'Millennials'?

This is a term used for those born between the mid 1970s to early 1990s inclusive. Other terms used for people born in these years are Generation Y, the Net Generation, or digital natives. The term is used to describe learners who have grown up with technology such as computers and the Internet all through their life. They are assumed to be technology-savvy, are able to multi-task, have developed specific skills such as video games playing, and are sometimes described as having a sense of entitlement ('it's all about me') – after all, they are the children of 'boomers' (Alsop, 2008).

More specifically, with regard to higher education, Oblinger and Oblinger (2005a) identify the following characteristics as being typical for millennials:

- **digitally literate** in the sense of being comfortable and familiar with digital technology
- **connected to friends** and the world through technology
- **'immediacy'**: rapid multi-tasking, fast response to communications
- **experiential**: they prefer to learn by doing rather than being told
- **highly social**: 'they gravitate toward activities that promote and reinforce social interaction'
- **group work**: they prefer to work and play in groups or teams
- **a preference for structure** rather than ambiguity
- **engagement and interaction**: an orientation towards action and inductive reasoning rather than reflection
- **a preference for visual** (i.e. graphics, video) and kinaesthetic learning rather than learning through text
- **active engagement** in issues that matter to millennials



Accommodating to differences in learners

Nevertheless, it is important for instructors to take into account the needs of all learners they are dealing with. **Young people see technology much the same way they see air and water** – part of everyday life. It is natural then that they will see technology as a 'normal' component of teaching and learning.

Full-time Millennial students on campus though have frequently reported that they do not expect technology to replace face-to-face contact with their teacher, and they expect teachers to help them to know how best to use technology for learning. There is not an automatic transfer of technology skills from social and personal use to academic use, and most students are aware of this. The important issue here is that instructors need to understand how technology can be appropriately used for studying, and need to ensure that teaching makes the best use of technology possible. Some students will need more help than others in their use of technology for learning, but all students need to learn how to integrate technology successfully within their subject discipline.

All students are important

Although the argument has some merit that students entering post-secondary education now are qualitatively different from previous generations of students – some commentators go so far as to argue that their brains are 'wired' differently

– one needs to be careful in interpreting this argument in education. Research has shown that skills developed in one context (e.g. solving problems in video games) do not necessarily transfer to other contexts (e.g. problem-solving in business). In particular, students' use of the Internet for social and personal purposes does not necessarily prepare them adequately for academic applications of the Internet, such as searching for reliable sources of information (CIBER, 2008).

Also, there is a danger in stereotyping. Not all 'millennials' behave the same way or have a total immersion in technology. Nor are all students these days millennials. An increasing number of students are 'pre-millennial', being older and returning to study or entering post-secondary education later in life. Lastly, there are some inherent requirements in education – such as a disciplined approach to study, critical thinking, evidence-based argumentation, for example – that cannot or should not be abandoned because they do not fit a particular student's preferred learning style.

The need for student engagement in learning

Lastly, Prensky and others argue that teachers need to change their strategies, because Millennials are used to being stimulated and engaged outside school, and therefore need to be engaged inside school. This may be true, but why is it special to Millennials? Should not all our students be engaged and challenged, stimulated by learning, and find the joy and excitement of discovery? Intelligent use of technology can help, certainly, but it is not sufficient on its own; it needs to be harnessed to effective teaching strategies, such as collaborative learning, problem- and project-based teaching, and enabling students to take responsibility for their own learning. This should apply to all students, not just the Millennials.

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:

Where do you see yourself 5 years from today?

I see myself as a professional engineer in industrial production, working in a prestigious company in which I can grow and improve my knowledge.

Melissa Torres

I hope that by that moment I would have done something important in my life, with a good job using everything I am learning now.

Jose Carlos Alvarado

I see myself finishing my veterinary bacherlo degree so that I can work and help my family .

Jessica Garzón

I see myself working as a food and beverage manager in a hotel, and will probably be married.

Mariano Aguilar

I see myself working hard, helping people, and studying more to become a great professional. If I had the chance, I would like to go to Africa.

Elena Jiménez

In five years, I will be working for a good company; I will be finishing my studies in medicine, and I will be travelling around the world taking pictures and listening to music.

Ana Ynaey

In five years, I will be teaching English in a school. I will be a happy professional, and also travelling with my family.

Xochitl Cambriero



I am not sure, but I would like to have my own business, with my own clothing brand and travel to show my collections in different countries.

Piñeila Quesada



Zero Carbon Emissions

By Kenner Pérez (ILE Student-San Carlos)

Nowadays, carbon emissions rise at an unprecedented rate since people do not stop contaminating the environment. This situation has caused a big impact on climate change, and we see it on the news when they talk about ice melting, unexpected high or low temperatures and unusual catastrophic storms. With this view, the idea of reducing greenhouse gas emission to achieve zero carbon emissions soon is the only way out. Teaching about how to achieve this goal is very important because in that way human-beings could live in harmony with nature, but the problem is that people are not conscious regarding the real amount of pollution that companies are producing, so many take it for granted.

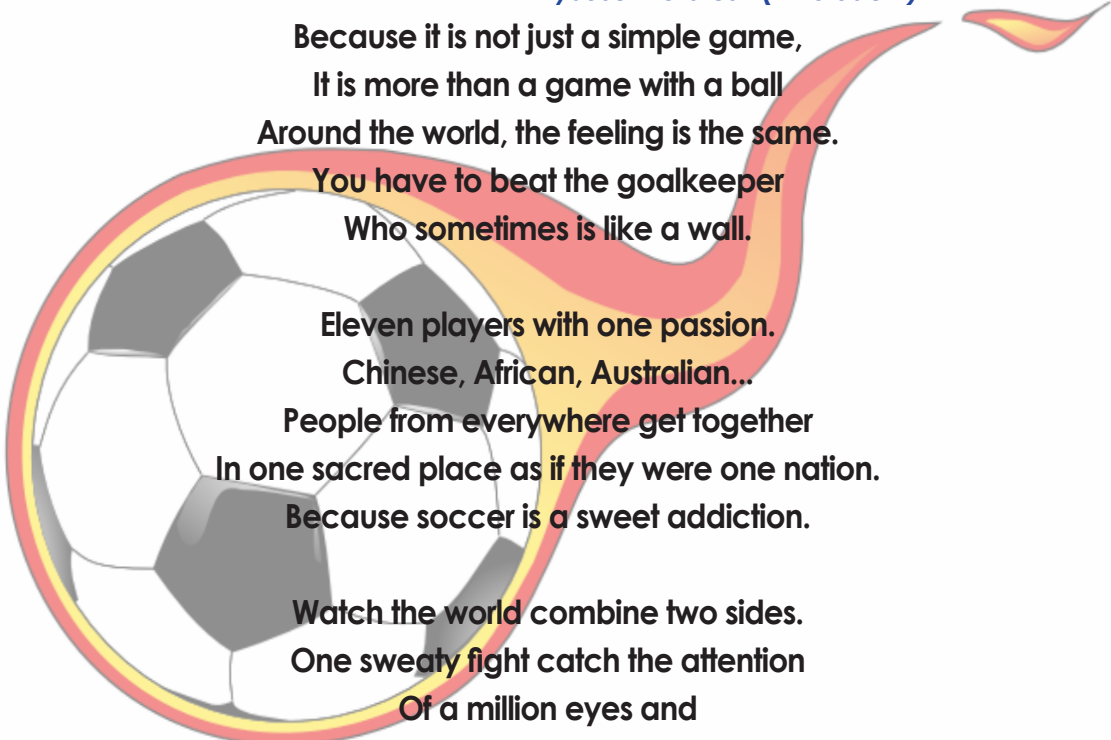
The first step to take is education. It is a priority that more and more schools and governments worry about teaching recycling, reducing, and reusing; otherwise, our planet will become a huge garbage dump. One of the places that is highly contaminated is the ocean. There is a vortex in some part of the Pacific Ocean, which is a concentration of debris and especially plastic bags and bottles.

In conclusion, the idea of looking for zero carbon emission policies is the best solution people can find to decrease greenhouse gases, and in this way, try to revert this horrible situation. Governments with awareness campaigns, schools with recycling programs, and above all individuals with understanding about their key role in this planet are the ones with the means to combat climate change.



WE ARE ONE

By Jose Morales (ILE Student)



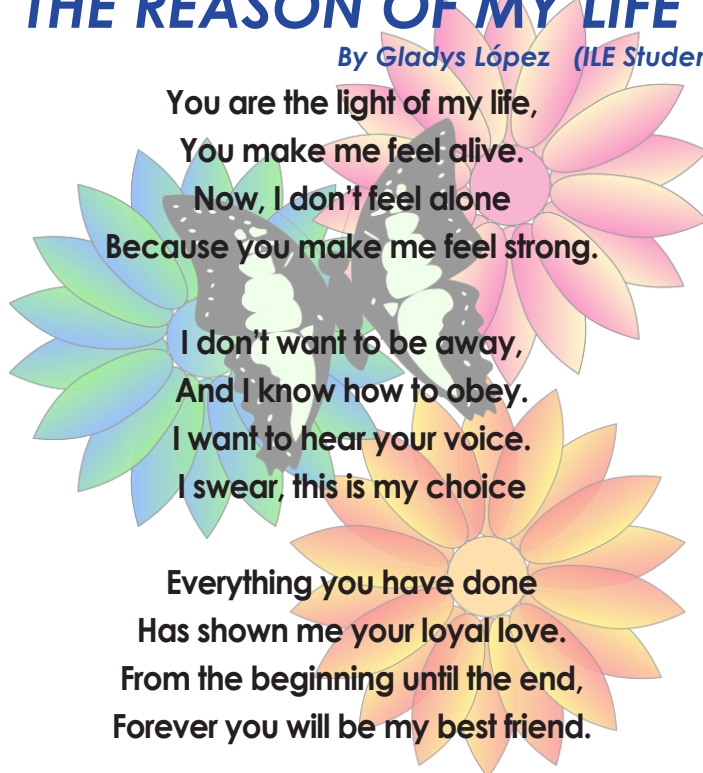
Because it is not just a simple game,
It is more than a game with a ball
Around the world, the feeling is the same.
You have to beat the goalkeeper
Who sometimes is like a wall.

Eleven players with one passion.
Chinese, African, Australian...
People from everywhere get together
In one sacred place as if they were one nation.
Because soccer is a sweet addiction.

Watch the world combine two sides.
One sweaty fight catch the attention
Of a million eyes and
Hands raised up towards the sky,
Just for one reason: We Are One.

THE REASON OF MY LIFE

By Gladys López (ILE Student)



You are the light of my life,
You make me feel alive.
Now, I don't feel alone
Because you make me feel strong.

I don't want to be away,
And I know how to obey.
I want to hear your voice.
I swear, this is my choice

Everything you have done
Has shown me your loyal love.
From the beginning until the end,
Forever you will be my best friend.

Geeks And Nerds : A Terminological Debate

NERD

A nerd is a person seen as overly intellectual, obsessive, or lacking social skills. Such a person may spend inordinate amounts of time on unpopular, little known, or non-mainstream activities, which are generally either highly technical, abstract, or relating to topics of fiction or fantasy, to the exclusion of more mainstream activities. Additionally, many so-called nerds are described as being shy, quirky, pedantic, and unattractive,[4] and may have difficulty participating in, or even following, sports.

Though originally derogatory, nerd is a stereotypical term, but as with other pejoratives, it has been reclaimed and redefined by some as a term of pride and group identity.

Etymology

The first documented appearance of the word nerd is as the name of a creature in Dr. Seuss's book *If I Ran the Zoo* (1950), in which the narrator Gerald McGrew claims that he would collect "a Nerkle, a Nerd, and a Seersucker too" for his imaginary zoo.

The slang meaning of the term dates to the next year, 1951, when *Newsweek* magazine reported on its popular use as a synonym for drip or square in Detroit, Michigan. By the early 1960s, usage of the term had spread throughout the United States, and even as far as Scotland. At some point, the word took on connotations of bookishness and social ineptitude. Some measures of nerdiness are now allegedly considered desirable, as, to some, it suggests a person who is intelligent, respectful, interesting, and able to earn a large salary. Stereotypical nerd qualities are evolving, going from awk-

wardness and social ostracism to an allegedly more widespread acceptance and sometimes even celebration of their differences

GEEK

The word geek is a slang term originally used to describe eccentric or non-mainstream people; in current use, the word typically connotes an expert or enthusiast or a person obsessed with a hobby or intellectual pursuit, with a general pejorative meaning of a "peculiar person, especially one who is perceived to be overly intellectual, unfashionable, or socially awkward".

Although often considered as a pejorative, the term is also used self-referentially without malice or as a source of pride. Its meaning has evolved to refer to "someone who is interested in a subject (usually intellectual or complex) for its own sake."

Etymology

The word comes from English dialect geek or geck (meaning a "fool" or "freak"; from Middle Low German Geck). "Geck" is a standard term in modern German and means "fool" or "fop."

In 18th century Austria, Gecken were freaks on display in some circuses. In 19th century North America, the term geek referred to a performer

in a geek show in a circus, traveling carnival or travelling funfair sideshows. The 1976 edition of the *American Heritage Dictionary* included only the definition regarding geek shows.

The 1975 edition of the *American Heritage Dictionary*, published a decade before the tech revolution, gave only one definition: "Geek [noun, slang]. A carnival performer whose act usually consists of biting the head off a live chicken or snake." The tech revolution found new uses for this word, but it still often conveys a derogatory sting. Today, *Dictionary.com* gives five definitions, the fourth of which is "a carnival performer who performs sensationally morbid or disgusting acts, as biting off the head of a live chicken."



Based on Information taken from NERD: <https://en.wikipedia.org/wiki/Nerd>

Based on Information taken from GEEK: <https://en.wikipedia.org/wiki/Geek>

Images taken from: <https://thegeekanthropologist.com/2012/09/19/geeks-and-nerds-a-terminological-debate/>

Mt. Rushmore, South Dakota



Mount Rushmore is as iconic an American place as I can think of. Three million people each year make a pilgrimage to the South Dakota Black Hills to see the carved faces for themselves. It truly is one of those places that you have to see for yourself to get an idea of just how big this carved mountain is. Each head is 60 feet high, but reading that and looking at the pictures just doesn't give you the impact of the size.

The National Park Service offers audio wands that explain the history of Mt. Rushmore. They also have a museum and films about the construction of the carvings. Mt. Rushmore was first conceived in 1923 by Doane Robinson as a way to bring tourists to South Dakota. Apparently he had the right idea since 86 years later it still is the number one tourist attraction in South Dakota. Robinson contacted a well known sculptor Gutzon Borglum, who was working on the Confederate Memorial being carved on Stone Mountain in Georgia. Borglum visited the Black Hills in 1924 and 1925 to find

the right rock and lighting for the carving. In 1925 Congress authorized the Mount Rushmore National Memorial Commission and in 1927 Borglum and hundreds of workers start sculpting the faces onto Mt. Rushmore. Gutzon Borglum continued to work on Mt. Rushmore until his death in 1941 and then his son Lincoln finished the work.

As you follow the trail around the monument you see the familiar carved heads from many different angles and can get some very good views of each head as separate sculptures.

The original plan was to have Washington with Jefferson at his right shoulder and Lincoln on his left shoulder. However after they started sculpting Jefferson it was found that the rock in that area wasn't going to work so they changed the plan.

The plans for the design changed 9 times and each time Borglum would build a new model, so that the carvings on the mountain could be made to scale. Borglum had been a personal friend of Theodore Roosevelt and decided to add him to the mountain. In 1937 there was a movement to add Susan B. Anthony to the mountain, but the bill never got out of Congress.

You will notice that in the model above the Presidents have hands



and that Washington has a coat with buttons. The original plan had been to carve each figure to the waist. However, as funding dried up they only completed the heads.

WEATHER

While January and February may be the coldest months, with temperatures in the 30s Fahrenheit, winds can sometimes warm the area by 20 to 30 degrees. Snow generally falls in the March and April. Occasional thunderstorms occur during spring with the temperature ranging from the 40s to the 70s. Fall is drier than spring, however, temperature ranges are the same, making it the most hospitable time of year to visit Mount Rushmore. During the summer--the park's busiest season--temperatures may rise into the 90s.

Parking Fees are between \$10 and \$13 dollar per car and motorcycle.



George Orwell (1903-1950)

Eric Arthur Blair (25 June 1903 – 21 January 1950),[1] better known by his pen name **George Orwell**, was an English novelist, essayist, journalist, and critic. His work is marked by lucid prose, awareness of social injustice, opposition to totalitarianism, and outspoken support of democratic socialism.

Orwell wrote **literary criticism, poetry, fiction, and polemical journalism**. In 2008, The Times ranked him second on a list of "**The 50 greatest British writers since 1945.**"

Orwell's work continues to influence popular and political culture, and **the term Orwellian – descriptive of totalitarian or authoritarian social practices** – has entered the language together with many of his neologisms, including cold war, Big Brother, Thought Police, Room 101, memory hole, newspeak, doublethink, and thoughtcrime.

During most of his career, Orwell was best known for his journalism, in essays, reviews, columns in newspapers and magazines and in his books of reportage: *Down and Out in Paris and London* (describing a period of poverty in these cities), *The Road to Wigan Pier* (describing the living conditions of the poor in northern England, and class division generally) and *Homage to Catalonia*. According to Irving Howe, Orwell was "the best English essayist since Hazlitt, perhaps since Dr Johnson."

Modern readers are more often introduced to Orwell as a novelist, particularly through his enormously successful titles *Animal Farm* and *Nineteen Eighty-Four*. The former is often thought to reflect degeneration in the Soviet Union after the Russian Revolution and the rise of Stalinism; the latter, life under totalitarian rule. *Nineteen Eighty-Four* is often compared to *Brave New World* by Aldous Huxley; both are powerful dystopian novels warning of a future world where the state machine exerts complete control

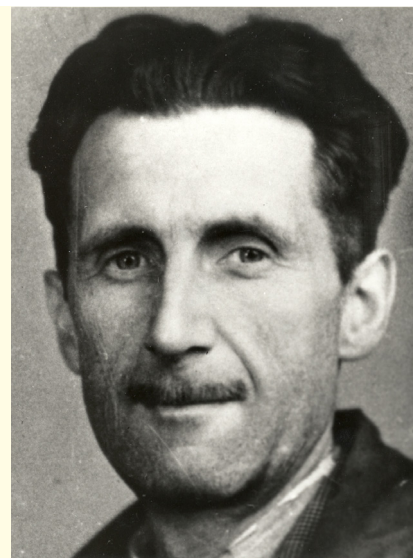
over social life. In 1984, *Nineteen Eighty-Four* and Ray Bradbury's *Fahrenheit 451* were honoured with the Prometheus Award for their contributions to dystopian literature. In 2011 he received it again for *Animal Farm*.

Coming Up for Air, his last novel before World War II is the most "English" of his novels; alarms of war mingle with images of idyllic Thames-side Edwardian childhood of protagonist George Bowling. The novel is pessimistic; industrialism and capitalism have killed the best of Old England, and there were great, new external threats. In homely terms, Bowling posits the totalitarian hypotheses of Borkenau, Orwell, Silone and Koesler: "Old Hitler's something different. So's Joe Stalin. They aren't like these chaps in the old days who crucified people and chopped their heads off and so forth, just for the fun of it ... They're something quite new – something that's never been heard of before."

Orwell was an atheist who identified himself with the humanist outlook on life. Despite this, and despite his criticisms of both religious doctrine and of religious organisations, he nevertheless regularly participated in the social and civic life of the church, including by attending Church of England Holy Communion.

Orwell's writing was often explicitly critical of religion, and Christianity in particular. He found the church to be a "selfish ... church of the landed gentry" with its establishment "out of touch" with the majority of its communicants and altogether a pernicious influence on public life.

Orwell was a heavy smoker, who rolled his own cigarettes from strong shag tobacco, despite his bronchial condition. His penchant for the rugged life often took him to cold and damp situations, both in the long term, as in *Catalonia* and *Jura*, and short term, for example, motorcycling in the rain and suffering a shipwreck.



Orwell's health had continued to decline since the diagnosis of tuberculosis in December 1947. In mid-1949, he courted Sonia Brownell, and they announced their engagement in September, shortly before he was removed to University College Hospital in London. Orwell had requested to be buried in accordance with the Anglican rite in the graveyard of the closest church to wherever he happened to die. The graveyards in central London had no space, and fearing that he might have to be cremated against his wishes, his widow appealed to his friends to see whether any of them knew of a church with space in its graveyard.

George Orwell's grave in Sutton Courtenay, Oxfordshire David Astor lived in Sutton Courtenay, Oxfordshire, and arranged for Orwell to be interred in All Saints' Churchyard there.[103] Orwell's gravestone bears the simple epitaph: "Here lies Eric Arthur Blair, born June 25th 1903, died January 21st 1950"; no mention is made on the gravestone of his more famous pen name.

“ENGLISH FOR YOU CR” PRESENTS, PRONOUNCING THE /TH/ SOUND IN ENGLISH



One of the most common problems for Spanish speakers is pronouncing the words that include **/th/** in English. These very important and common sounds are easy, but they can be difficult or confusing for many people.

In order to pronounce correctly words such as **mother, father, thanks**, or three, you need to place the tip of your tongue between your teeth, and then blow air. This will sound like the words “cereza” or “acidez” when pronounced by a person from Madrid. Using a mirror will help you see the tip of your tongue.

Keep in mind that the vibration of your vocal cords is also important. So, we have voiced **/th/** in words like mother, brother, this, they. Or voiceless **/th/** (no vibration) in works like: **three, think, mouth, author**.

Good luck!

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

TRUE-BLUE

unwaveringly loyal or faithful; staunch;
unchangingly true.

EXAMPLE:

*He was derided as a true-blue conservative
with less charisma than his sweater vest..*

Dictionary.com



The Holy Family Cathedral (Barcelona)

The Sagrada familia is a very large and smart piece of architecture. It was started march 19th, 1882 but even after that long period of time it is a little over halfway done. Only eight of the 18 towers have been completed and those are the main attraction. The big Jesus statue in the middle isn't even started and that is the biggest part of the church. They expect it to be done within the time range of 2026 to 2039. There are 18 towers, 12 of the towers represent the apostles. each one has the apostle's name on it. All of the towers have a pinnacle on the top. A pinnacle is a top of a building. They have the words "excelsis" and "Hosana" on them. Their will also be one tower in the middle that is 180 meters or 560 feet that has a cross with Jesus on it. He will be surrounded with 4 small towers of the evangelists and one small tower for the Virgin Mary. There is also a cypress tree near the front that has a "T" on the top that stands for god. They call it the tree of life and it symbolizes the host and angels of Eucharist. On top of the "T" is a dove that stands for the trinity (Jesus, God, And the holy spirit).

To give a virtual tour inside this magnificen church go to [Sagrada Família, Barcelona, Spain](https://www.sagradafamilia.org/en).