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Oliver Twist

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In this issue, we are going to learn about 'Oliver Twist, which is not only a brilliant work of art but an important social document because it brought to light the cruel treatment of paupers and orphans in Dickens' time..   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 on FACEBOOK.

Photo Credit

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EDITORIAL
Towards An ILE Certified Major

by Jose Soto (ILE Director)

The UTN approved a policy to support academic quality in 2015 as established by the University Council in the 04-16-2015 Agreement. The definition of quality in the agreement states that there will be a fulfillment of the needs of the students and the society by means of a continuous system of improvement in order to support the mission and vision of the UTN. This leads the UTN to recognize that **SINAES, the National System for the Accreditation of Superior Education** must be the agent to conduct the process of accreditation.

On March 30th, 2017, the Management of Human Resource, Finance and Accounting majors, and the Information Technology-Software Engineering were selected as the starting point for the rest of the majors in the university. The goal of the UTN is to have all the majors accredited shortly. On November 6th, the Finance and Accounting and IT-Software Engineering majors will receive their official accreditation, and they will be the first ones to be given the certificate of academic quality.

This is relevant to an utmost perspective since accredited majors of universities, public and private rely on this quality of reference to remain valid in the academic catalogue of universities in the country. Needless to say, the fact that **accredited majors are more attractive** to new coming students since they can trust in the quality of the academic plan, the professors, the equipment, the infrastructure, student support, welfare and all of the other guarantees to receive an academic development of quality.

2019 is the starting point for accreditation in ILE. Our major has been evaluated on a number of aspects for the past ten months in order to comply with the pieces of evidence regarding quality that has been requested by SINAES. The process consists of groups of professors, directors and administrative staff going through the collection of data to prove and measure the quality of the programs, the courses, the exams, the everyday management of compliance of course objectives, antecedents, cross-curricular themes, etc.; with the purpose of reaching consensus on a final report given to external peer-evaluators. Then, the evaluators will eventually meet with professors of the major, directors, students and their employers to provide their final verdict and **declare ILE UTN accredited**. Finally, accreditation is provided along with an improvement plan for the major to follow. After this, the following four years will decide on whether the major remains accredited or not.

Not only ILE Alajuela has been subjected to the evaluation process, but also ILE Guanacaste, Puntarenas and San Carlos are following the process as a group to attain a certified level of academic quality. At the moment of the present issue, the final pieces of evidence are being gathered, and Extension programs and Research plans are also being promoted. The last two final steps will be elaborating the report and meeting the external peer-evaluators.

Students also take part in the process of accreditation in two ways. Filling out the questionnaire that SINAES created for them and meeting with the peer-evaluators later on. There is an intrinsic value in the students' data, since they represent a source of information that will ultimately determine the worthiness of declaring ILE accredited or not. Professors of ILE have to fill out their questionnaires and meet with the peer-evaluators as well.

To conclude, the accreditation process of ILE will be **highly valuable in terms of finding the gaps and chances of improvement** which otherwise would be difficult to find. There is an agreement that ILE has required such indicators of quality for a long time. This is the moment, and we all are going to have the opportunity to sustain a level of academic quality, and continue as a valid and pertinent option in Costa Rican society. Finally, students will proudly show their diploma as Academic Certified Programby SINAES and we must ensure that this remains the case for many years to come.

SINAES Grants Accreditation To The UTN's Accounting Diploma, Bachelor And Licentiate Degrees

Translated By Izabela Sepúlveda (ILE Professor)

The National Technical University reports the accreditation agreement granted by the National Accreditation System (SINAES) to the Licentiate Degree in Public Accounting, Bachelor's Degree in Accounting and Finance and the Diploma in Accounting and Finance, through the CNA-279-2019 agreement , which ratifies this information.

The accreditation is granted to the majors of the four Headquarters where it is taught, thanks to the effort, dedication and work carried out by the Race Directors: Patricia Calvo, Cental Campus and General Major Coordinator; and Tamy Soto, from Pacific Campus; Manrique Rojas, from the San Carlos Campus and Oscar Rojas, from the Atenas Campus.

This accreditation is the result of the commitment acquired by the UTN to guarantee the quality of its programs at all venues.

This is the third career accreditation received by the UTN, on behalf of SINAES, which confirms the commitment to continue with this process in all its majors. The accreditation ceremony will be held on November 06, 2019, in the auditorium of the University Administration building.

UTN Editorial Present At International Book Fair

Translated By Izabela Sepúlveda (ILE Professor)

The Editorial of the National Technical University participated from August 27th to September 1st at the III International Book Fair of the University Students on the UNAM Campus, in Mexico City. The General Direction of Publications and Editorial Promotion of the UNAM was in charge of organizing this event.

This year, the fair was attended by the University of Buenos Aires as a guest of honor.

During the activity, there was an important influx of editors, academics, librarians, researchers, professors, students and the general public, who engaged in more than 200 academic and artistic activities developed around university publishing production.

Likewise, more than 226 universities' publishing houses from 10 countries participated, with a collection of more than 15,000 titles exhibited. All of this led to generating spaces for the promotion of catalogs, round tables with professionals and authors, all this converged in the different areas of university publishing work.

This Fair represented the second international experience of the UTN Publishing House, in which a significant sample of titles from its editorial fund was exhibited.

The participation of the UTN Editorial was held along with the Public University Publishers Commission (EDUPUC) and the Commission of the National Council of Rectors (CONARE), by sharing a stand, where attendees were offered the themes of diverse areas such as: culture, science, history, education and innovation.

The fair hosted the Meeting of Chancellors, in which the Chancellor of the UTN, Marcelo Prieto Jiménez, participated.

In the Meeting of Chancellors, the scope and impacts of Higher Education Institutions (HEIs) in relation to the editorial that they offer in the different countries of Latin America were deepened, and had as an axis, the panorama facing institutions in the dissemination and transfer of research and knowledge. The production and consumption of the titles were also taken into account when trying to find proportional and equitable distribution points, with the aim of analyzing and generating proposals aimed at achieving a greater reach.

The experience of the participation of the UTN Publishing House in the III International University Book Fair allowed the following: a) to consolidate and disseminate the image and strengthening of the EUTN, b) to analyze the university academic literary context and c) to create possible strategic alliances.

First Meeting Of Regional Strengthening Of Inter-Institutional Extension And Social Action In The Northern Region

Translated By Izabela Sepúlveda (ILE Professor)

Last July and as part of the introductory activities of the First Inter Universitary Congress of Extension and Social Action, the Meeting of Regional Inter-Institutional Strengthening of Extension and Social Action was held. The Jacaranda room of the Technological Institute in Santa Clara, San Carlos served as its meeting place.

The meeting was attended by members representing the people from the Huetar Norte Region, as well as local authorities, chambers of commerce and tourism, representatives of associations, cooperatives, municipalities, indigenous groups and of course the participation of the five Public Universities of the country, who - through the Organ of Inter-University Coordination of the Northern Huetar Region (OCIR) - were the organizers and facilitators of the event.

The meeting´s aim was to bring together the different institutions that execute work and community development plans in the region as well as the beneficiary communities and counterparts of these plans to open a consultative and exchange space and obtain data that supports and validates these actions. Also, to facilitate the finding of common points of inter-institutional action, precisely, the central objective of the OCIR created by CONARE.

For this, seven round tables were organized, under the World Café methodology, in which the participants went through each table, making their contributions on each topic. Thus, each person had the opportunity to provide their points of view, concerns and recommendations, interacting through dialogue with university representatives, government institutions and civil groups.

The thematic axes worked on were:
- Human rights
- Indigenous villages
- Education
- Productive sector
- Local Government and Governance
- Culture and Sports Recreation
- Environment

The results of the meeting will be shared together with the other regions in the activity "Articulation table: Regional Meetings, an integrative perspective from local participation" that will take place during the first day of activities of the I Interuniversity Congress of Extension and Social Action, from September 16th to the 18th at the University of Costa Rica, Rodrigo Facio Headquarters.

It is expected that these contributions allow the rapprochement and linkage between institutions, universities and the community, in addition to the use of resources in the different areas that state universities possess and contribute to the construction of a Social Extension and Action with greater regional presence and in accordance with regional needs and opportunities.

To read original news in Spanish, go to:: www.utn.ac.cr/content/i-encuentro-de-fortalecimiento-regional-interinstitucional-de-extensión-y-acción-social

Debate: Meat Or The Climate? Pick One!

By Brendan F.D. Barrett, Royal Melbourne Institute of Technology

Meat free Mondays has to be the way to go. Former Beatle Paul McCartney backs it. Rajendra Pachauri, head of the Intergovernmental Panel on Climate Change, advocates it.

But somehow the reaction you mostly get for proposing such a thing is criticism rather than praise. We love our meat. Our meat industry loves our meat. Our political leaders love our meat. You can't expect people to turn vegetarian, even one day a week, simply because it might help save the planet.

Health ministers, like Ben Bradshaw from the UK, will step in and say that they don't suspect meat consumption is a big contributor to climate change. Or some will argue that there are more useful things you can do to reduce your carbon emissions than giving up meat. This seems to be the common comeback to most calls for personal action to reduce emissions. Save energy at home rather than flying. Or rather than giving up meat, give up

flying instead. Always one cop out or another.

But where do we get the idea that meat eating is bad for the climate? It seems every one points to a 2006 report from the United Nations Food and Agriculture Organisation that found that the meat industry produces more greenhouse gases than all the SUVs, cars, trucks, planes, and ships in the world combined.

The report, entitled Livestock's Long Shadow, claimed that **meat production accounts for about 18% of the world's total greenhouse gas emissions** (download the report from the sidebar above to learn more).

Perhaps one way to respond is to try to clean up the meat industry and find ways to reduce the associated emissions directly from the 'sources' mouths' (changing feeding practices to reduce methane emissions from cattle). That would be very nice, because it means I don't have to do anything at all.

But then again, maybe it is also

about you and I making different decisions about how much meat we should eat. We could begin by following Meatless Mondays and gradually reducing the amount of meat we eat until we become vegetarian.

What do you think? Have you stopped eating meat? Have you reduced your meat consumption? Or are you happy to carry on chomping those burgers and steaks?

An Increasing Number Of Countries Are Banning E-Cigarettes –Here's Why

The White House recently announced plans to ban flavoured e-cigarettes – except for tobacco-flavoured products – because of a rise in the number of middle and high school students using these products.

A few days later, India's cabinet approved an emergency order banning the production, import and sale of e-cigarettes.

To date, over 20 countries, mostly in South America, the Middle East and South-East Asia, have banned the sale of e-cigarette products. Some countries have also banned possession of these products. Thailand has the strictest laws, while countries such as Australia, Canada and Norway have introduced many restrictions. Research suggests that e-cigarettes

may help smokers quit regular cigarettes benefiting their long-term health. But young people who have never smoked traditional cigarettes are taking up e-cigarettes, which are available in over 1,500 flavours, including bubble gum and candy floss. In a survey of US youths aged 12-17, 81% of e-cigarette users reported that the first product they ever used was flavoured and that they use e-cigarettes because "they come in flavors I like".

According to the US Centers for Disease Control and Prevention (CDC) over 3.6m children in the US use e-cigarettes, with a jump of 78% (from 11.7% to 20.8%) of US high school students reporting e-cigarette use from 2017 to 2018. And in the UK, 1.6% of

those aged 11-18 use e-cigarettes more than once a week, compared with 0.5% in 2015.

Because of the highly addictive nature of nicotine, there is a risk that young e-cigarette users might switch to using traditional cigarettes. Indeed, some healthcare professionals refer to e-cigarettes as a "gateway drug".

Trump Delivers Fascist Tirade At United Nations

Posted September 29th, 2019 by Eds.

Since taking office in 2017, U.S. President Donald Trump has used his annual speech at the UN General Assembly to denounce socialism, promote nationalism and xenophobia, and bully and threaten the whole world.

With his third address to the UN General Assembly, Trump escalated his fascistic rhetoric. He openly echoed the tropes of the neo-Nazi right, declaring that "globalists" want to "replace" national identity, while falsely declaring that "socialism and communism" had resulted in the deaths of 100 million people—more than the number killed by Nazi Germany.

At the same time, Trump bullied, cajoled, and threatened virtually every country represented in the UN, vowing to escalate his trade war with China and intensify U.S. economic blockades against Iran and Venezuela, while demanding that America's "allies" contribute more toward military protection.

Trump made his fascistic appeal just hours before Democratic House Speaker Nancy Pelosi announced a formal impeachment inquiry against the president over his demands that Ukraine investigate corruption involving Democratic frontrunner Joe Biden and his son. Behind the impeachment drive lie seething factional differences over U.S. foreign policy.

Amid the deepening domestic political crisis, Trump is escalating his appeal to his fascistic base, including substantial sections of the "total army" in the military and police forces.

To that end, Trump began his speech boasting of the vast resources transferred by his administration to the military. "The United States," Trump blustered, "after having spent over 2 and a half trillion dollars since my election to completely rebuild our great military" is "by far the world's most powerful nation."

Over the subsequent hour, Trump menaced friend and foe alike with the world's largest nuclear arsenal, threatening to turn Iran, for instance, into a "cautionary tale."

But the centerpiece of the speech was an overtly fascist tract bearing, as the Guardian correctly wrote, "the hallmarks of his most long-serving hardline White House adviser and speechwriter, Stephen Miller."

"The free world must embrace its national foundations. It must not attempt to erase them or replace them," Trump declared, echoing a trope of the neo-Nazi right.

The phrase "replacement" gained widespread notoriety in 2017, when a mob of fascists chanted "You will not replace us" and "Jews will not replace us" as they marched through the streets of Charlottesville, Virginia. After self-identified white supremacist James Alex Fields Jr. murdered an anti-fascist protestor the next day, Trump declared that there were "very fine people on both sides."

The expression "You will not replace us" reflects, according to the Anti-Defamation League, "the white supremacist world view that … **the white race is doomed to extinction by an alleged 'rising tide of color' purportedly controlled and manipulated by Jews**."

"The future belongs to patriots," Trump declared, in language that could have been uttered by Hitler or Mussolini, "It is why we in the United States have embarked on an exciting program of national renewal."

These statements were accompanied by the most furious and libelous denunciations of socialism ever uttered by this or any other American president.

Following this tirade, Trump went on to threaten China, Iran and Venezuela. He lamented the folly of the "globalists" who had sought cooperation with China. "But as far as America is concerned, those days are over," Trump blustered. "To confront these unfair practices, I placed massive tariffs on more than $500 billion worth of Chinese made goods. Already, as a result of these tariffs, supply chains are relocating back to America and to other nations and billions of dollars are being paid."

Whatever the bitter policy divisions within the U.S. ruling elite, Trump's hysterical hatred and fear of socialism, his promotion of trade war and military violence and his open assault on fundamental democratic rights is shared by all sections of the American ruling class

As the political warfare heats up in Washington, centered around differences over America's criminal and homicidal foreign policy, the working class must mobilize on a politically independent basis to oppose the fascist in the White House. In fighting for a socialist program, workers must understand that Trump is just the most putrid excrescence of a capitalist system that has nothing to offer workers but war, poverty and reaction.

The Influence Of Your Native Language

Written By Aarón Torres (ILE Professor)

"The accent of one's birthplace remains in the mind and in the heart as in one's speech."

Francois de La Rochefoucauld

Think of someone from another country trying to speak your native language. You usually know where this person comes from because of his or her accent. Native speakers of English are often quickly identified because of the way they speak. Sometimes they sound a little strange or even funny.

We can usually recognize foreign accents because the sounds of our native language are different from those of a foreign language. We can also recognize typical grammar mistakes when we hear someone speaking our native language. Think about your native language and the parts of English that are hard for you. They are probably hard because those sounds or patterns are very different from, or do not even exist in, our native language. These are some examples:

- If your native language is Japanese or Korean, the difference between /l/ and /r/ in English (as in low and glass vs. row and grass) may be difficult to pronounce.
- If your native language is Spanish or Thai, it may be difficult to pronounce the English sounds /b/ and /v/ (as in bent and berry vs. vent and very).
- If your native language is French, it may be difficult to use the present perfect tense (I have lived here since January) because in French you just use the present.

It is natural for native speakers to know what your native language is when you speak English. Your accent and grammar are probably typical of people from your country. Very few nonnative English speakers ever develop absolutely perfect accents. Unless you learned English as a very young child, you will probably not sound exactly like a native speaker of English.

Why are some sounds more difficult than others? Usually, the most difficult sounds are the ones your native language does not have. You use your knowledge of your native language to learn English. If your native language is Japanese, you might say grass when you really mean glass. If your native language is Thai, you might say werry when you really want to say very. It is a simple process, but it can be difficult sometimes to retrain the mouth muscles you developed speaking your native language.

Applying what you already know is a natural process any time you learn something. For example, if you are learning to ski, you use previous experiences and knowledge to learn this new skill. On a pair of skis, as you try to keep your balance, make turns, control your speed, and most important, stop, you remember things like running down a hill, sliding on a slide, and walking on a slippery sidewalk. You use those memories to help you learn to ski.

How important is your accent? Is it bad if people know your native language when you speak? First, very few adult learners of foreign languages ever sound like native speakers; it is natural for you to have an accent. Second, your accent is a reflection of who you are, and you should be proud of your background. Third, your goal should be to say things clearly so that others understand you, not to worry about pronunciation that is not perfect.

Finally, I want to share some strategies for success if you are trying to improve your accent in English.

1. Listen carefully to native English speakers
2. Listen to yourself carefully
3. Speak English without worrying about what you sound like

What about the grammar of English: verbs, word order, prepositions, articles, idioms, and all that? Here too your native language influences you. How do you avoid the comfortable native language habits?

1. Do not do a lot of translating to or from your native language
2. Use native language intuitions as you speak English
3. Use your mistakes as learning opportunities
4. Be more childlike

Oh, The Places You'll Go!

Written by Xinia Nagygellér (ILE Professor)

Exploring other lands, languages and multiculturalism seem to be part of my personal makeup; they have always been. Being partly Hungarian, partly Serbian, and Costa Rican born, I have always had an inclination towards everything that is foreign and out there to be seen and learned. In fact, I remember when, upon hearing my name, a university professor at Buffalo, NY, explained to me that "Xinia", coming from the Greek "xenos" (stranger, alien), actually means "a gift to a guest". Hence, my interest in seeing and learning from the world and foreign lands is vastly founded. According to St. Augustine of Hippo, "The world is a book, and those who do not travel read only one page" (Travel Quote). Being an avid reader and traveler myself, I couldn't agree more with this concept. Also, they say that a person who doesn't read lives only one life, while one who reads lives a thousand lives. Transferring this idea to traveling, I would say that a person who travels and sees the world also gets to live more than one life and learns valuable lessons from the experiences and skills gained abroad.

Just recently, we were discussing the topic of air travel in my Integrated English IV class. Even though it is an interesting topic to talk about, I faced the fact that since many of my students are quite young, most of them have never traveled abroad and have little if any experience with it. Hence, I have decided to leave the academic topics aside for a while and give all of you some advice about traveling and moving around foreign countries.

The first idea I would like to discuss with you is affording a trip. Many people think that in order to travel you need to have a lot of money or be rich, and that is not true. You just need to be organized, plan in advance and work towards it. Once you know where you would like to go, make sure you save money every single month and for as long as you need to. A good idea is to have your employer deduct an agreed amount every month and deposit it into a savings account. Also, if you pay for your regular purchases and services with a credit card, you can enroll in a program called Life Miles. For every dollar spent or so, you get about one mile, and for a specific amount of miles you can get free or partly free travel tickets. My family and I have taken advantage of this system several times either to travel to different countries or to stay in hotels and resorts here in Costa Rica. It is a great system to travel for little.

The second piece of advice I have for you is about transportation in the place you are visiting. You should use public transportation while visiting big cities as much as possible. It is cheaper and more convenient in those places as most stations and stops have been designed taking into account tourists' interests and the places' landmarks. In New York, Washington DC, Paris, Rome, and Mexico City, take the metro; it is cheap and super-fast. Beware of crowds during rush hours, though. In Rome and Mexico City it gets pretty hectic and metro cars fill up to the roof. Also, while traveling between states for long hours in Mexico, try the bus service. It is quite comfortable and affordable. Sometimes you even get a pillow, a snack and a tablet to watch the movie of your choice, just like on an airplane! However, if you are traveling between states or cities in the US, I strongly recommend renting a car with GPS. It will ease your experience and you can even have the GPS transfer WI-FI connection to your cell phone, so you won't need roaming to communicate with people back home.

Another useful idea while traveling in a new place is to find the Visitor Center. Most cities in the United States and other countries have centers where you can get information, maps and brochures about the place and its most important attractions. Of course it is a great idea to get this kind of information prior to your trip by googling it, but having some physical documentation and especially a map really helps to get your way around many places (especially if you do not count with the GPS I mentioned above).

The fourth piece of advice is to make your reservations ahead of time because sometimes it is difficult to find space on a flight or an affordable room to stay at your destination. Services like "Explorador de Viajes" on Facebook offer you daily information on current prices and discounts to a

variety of cities and countries which you may want to check before buying your plane tickets. Besides, hotel rooms get booked quite quickly for the high season and you may lose the chance to have different options where to stay and have to resign to the only place available which may not be that convenient or attractive for you and your party. For this purpose, I suggest you check "booking.com". "hotels.com", or "trivago"; they all have great updated information on available rooms at hotels and hostels around the world and some of these sites even offer you comparisons between different places for you to make a more educated choice.

The last thing I want to advise you about is to be realistic and not to keep your expectations too high when visiting a place you see online only because the hotel looks good, the landmarks are really world-famous, and the beach looks paradisiacally inviting. You will find out that many times pictures do not reflect reality, and resort owners and photographers work well to get the best angles, dimensions, and colors in order to get more customers. It is just the reality of life. Most of the time hotel rooms look beautifully decorated and spacious in pictures, while they may be tiny and quite dull in real life. Great looking beaches may not abound in the place you visit, even if this is what they use to promote the place. For instance,

in Belize, there are not great looking beaches inland, not even in Key Caulker, the hippest island they have. You have to take a paid trip to another island to be able to lie on the sand under palm trees and have the kind of beach-like experience we have here in our country. And talking about landmarks! The Statue of Liberty is the best example of what I am trying to tell you here. It may be beautifully made and attractive, but it is so small I could not believe my eyes. Nevertheless, do not let this kind of disappointment ruin your traveling experience. It is all actually part of it, part of learning and gaining new knowledge about those foreign places you may have seen on TV or the Internet so many times, but which now you can see and experience for yourself.

There are many more things I could tell you to do or not to do when you get the opportunity to go on a trip and make your dream of traveling come true. However, I think you need to live many of these things first hand to fully understand what they entail. In the meantime, I hope that you get motivated to travel, to explore, and to see the world around you; and in doing so, to live more than one life, to live a thousand if you can. Oh, the places you'll go, the things you will see, and the things you will learn!

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The Purpose Of Education

By Nigel Coutts

Behind the rhetoric and politics, education is about the outcomes it achieves for its learners. More than being about the nuances of technology, learning space design, curriculum structures and pedagogical practices schools should have effective answers to questions that focus on what they hope to achieve for their learners. How we answer this question should then dictate the measures we utilise to achieve these goals and it is to these ends that we must apply our efforts. The prime goal of educational institutions is not as clear as one may consider. Many will point towards preparation for the future as a key goal and this is what drives much of the educational policies we see at present. Certainly calls for a STEM or STEAM based curriculum is linked to notions of preparedness for a future in which the economy and industry will require graduates with these dispositions. Much of the criticism levelled at historical models of education relates to the manner in which school prepared young people for jobs central to the needs on an industrial age. The command and control structure of schools, the focus on discrete disciplines and rote learning of essential knowledge served the needs of industry throughout the past century and only now is the validity of that model being questioned. If schools are to learn anything from the rapid changes occurring within industry at present it is that our students will require no one set of skills but the ability to learn, unlearn and relearn skills on demand. Preparation for industry is one model for what schools should hope to achieve for their students but it is a model fraught with danger if the focus of that preparation is too narrow. An alternate perspective to preparation for participation in the productive processes of society, its economic life is one that sees the early years of education as preparation for an academic life beyond school. In this view Primary School prepares students for High School which in turn prepares students for University which prepares students for a life as an academic. The obvious dilemma here is that society needs a limited set of academics and at some point education must do more than prepare students for a more academic study. There is an element of this view present in much of the mechanics of learning that we focus on with school and beyond school in University where correct detailing of referencing systems as dictated by a specific faculty seems to more important than the learning that occurs or does not occur in a broader sense. **Preparation for a life of academia is right for some but not for all** but learning does have value and knowing how to learn seems to be a valuable use of our time.

Preparation for a life of learning may be a more appropriate foundation. If students leave schools equipped with the skills they will require to be self directed learners then they may well be equipped to adapt to a changing world. The life-long learner goal is a common one and it does have merit as the ability and desire to continuously learn new skills and knowledge is a worthwhile goal. Such a model may not be the complete answer as the learning that is linked to such a model may not always include the learner becoming actively engaged in the creation of new knowledge. Mastery of a broad set of skills and knowledge has value but we will require people who are seeking answers to questions not yet asked or not yet answered. The life-long learner model does not guarantee that the learner will have a disposition towards problem finding only that they will when required endeavour to learn the new skills identified for them by others. Such an approach was once valid, when knowledge had value acquiring more of it made sense. Academics pursued this model and an individuals success was closely linked to the number of books and journals they had read and the obscurity of the knowledge they could recall. This model has been squashed by the internet and with ready access to all of the knowledge the question is not what do you know but what can you do with what you can find, what problems can you solve with your wit and your unlimited knowledge resources. So perhaps preparation for a life as a problem finder and solver is most appropriate. **If our students leave school with a belief in their ability and capacity to identify problems and find solution to them, then maybe they are prepared not only for what ever the future may bring but possess the capacity to shape that future.** Design thinking and problem based learning become the preferred methodology and students engage frequently in a search for problems. Multidisciplinary approaches seem to have value here and proponents of STEM and STEAM will indicate that their approach is built upon a problem finding model even if that is not a necessary condition for such a programme. But problem solving alone may not be enough. If the problems we find serve the needs of those who have power and freedom in society then education has failed to produce learners with the capacity to empathise with those less fortunate. The reality of the world we live in, where money and power results in educational advantage, where industry and economic rationalism dictates what problems get solved and where those with the greatest need have difficulty accessing equitable outcomes through the educational system, dictates that some thought to how our learners will understand and relate to power be included. Problem solving with empathy might be the desired goal then. The design thinking process can and should include empathy as a starting point and a reflection point throughout the process. If our students learn to ask questions about who their ideas will impact, whose needs most require a solution, what the real or economic cost of their actions will be they may shape a world where not only are the problems of the privileged solved. Teaching for empathy within the power structures and politics of educational systems can be challenging and requires a considered approach if teachers are not to be labelled activists but this is a goal worth achieving. Understanding that education is a part of a political process, that it is gendered, racialised and interwoven with power structures is essential. But all of this ignores the aesthetic beauty of learning for the sake of learning, of art, literature, music and wonderment. Education for utility and purposeful application towards the betterment of society should not occur without suitable acknowledgement of human activity that adds to the aesthetic worth of humanity. As Robin Williams said while playing John Keating in 'Dead Poets Society' 'We don't read and write poetry because it's cute. We read and write poetry because we are members of the human race. And the human race is filled with passion. And medicine, law, business, engineering, these are noble pursuits and necessary to sustain life. But poetry, beauty, romance, love, these are what we stay alive for.' So perhaps the answer is to prepare our students for a world that will require them to learn continuously, to find and solve problems, to act with empathy so as to bring hope and equity to many and strive to live a life full of a passionate pursuit of beauty and wonderment, to live and learn today as da Vinci might have done.

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:

How has being a university student changed you?

Since I started being a university student, I have learned to question almost every single aspect of what goes on in the world. I have learned to research before taking my opinion as an absolute truth.

Hailyn Fernández

Being a university student has helped me to learn a lot of things about me. I have got a lot of confidence, and I am able to adapt to difficult situations.

Jarrod Esquivel

Being a university student has brought more responsibilities and stress. On the other hand, it has helped me improve my brain functions because I need to be active and constantly alert to achieve my goals and become a happy person.

María José Solano

Being a university student has changed my personality. It has helped me take a huge step to getting me out of my comfort zone has made me a more independent and confident person.

Christopher Venegas

Thanks to being a university student, I have become more skillful and mature. I have met many people who have taught me very useful things. I see life differently.

Carlos Ovares

Being a university student has changed the way I think and feel. Although I know there is a long road to walk, I feel more enthusiastic and happy with everything I have learned. Now, I am sure that there are some things that at the beginning look impossible, but with work and effort, I can achieve them.

Ericka Barrantes

University has changed and molded my view of life. Now I understand life is not easy. Sometimes I have to deal with difficult people, but I have to keep up and find ways to motivate myself. In addition, when I began my studies, I was so shy, which is a good transformation.

Byron Ramírez

University has changed me in a wide range of areas, but the one I can think of right now is open-mindedness. I am more accepting now with both myself and others. I have also learned to make my own judgments following reliable sources and basing my arguments on solid grounds.

Mariano Chaves

UTn
Universidad Técnica Nacional

ILE
Inglés como Lengua Extranjera

Technology Today

By Rolando Torres (ILE Student)

One of society's biggest enemies is technology. The technology was designed to help human beings in their daily life, but it also has drawbacks. Many people are facing these negative effects without even knowing about them. Moreover, people are denying themselves many important daily activities because of technology's overuse. Nowadays society's behavior towards technology has created a vague society as people prefer sending messages instead of talking, being inefficient due to technology's efficiency, and are gossiping about everything they read or see.

What once was a tool, today is fundamental for people worldwide. People use technology every day, taking advantage of technology's features, but they do it without paying attention to the disadvantages. For example, face-to-face encounters are not as usual as they were decades ago. People prefer talking by phone or sending messages rather than traveling to a friend's house to spend some quality time socializing. However, some others take advantage of the technological tools they have, and criticize and even insult others on social media. Consequently, the overuse of technology gets bigger as time goes by, and the bigger it is, the more people suffer without noticing what is happening to them.

Also, employees are not working as they should because of the constant distraction that cellphones create. Workers often feel the need of checking their cellphones to see what is new. They constantly check Facebook, Instagram, Twitter, Snap Chat, and some other applications, so this affects their productivity in the workplace. Another negative consequence is the fact that employees rely excessively on machines, so tasks that can be done manually are carried out by machines. One of the main problems of complex machines is that they offer high quantity production in a short period of time, but some machines do not offer as high quality as manual job do. Because of technology, people are slowly losing opportunities and skills, and this would create more drawbacks to society.

Furthermore, people have always gossiped about common stories that happen to them, their relatives, or their neighbors, but social media has increased the ease of gossiping even with people that are far away. Additionally, social media is very controversial, because a story can change in a matter of minutes. People do not pay attention to the details of the stories or posts, so they can easily misunderstand what the post was about. This helps people to criticize without any difficulty, and to make matters worse most social media critics do not even know the real story behind the posts. Gossip and critics are more usual because of technology's facility to do it, and these problems are only getting worse.

In short, people prefer to sit in front of a screen than to sit in front of a person to socialize. Meanwhile, the excessive time that employees spend with their different electronic devices can be a good reason why they might lose their jobs. Equally important, machines are now the protagonists of almost all jobs, hence the workers are relying too much on them and are not trying to offer the highest quality. Besides, people are criticizing and judging in a negative way, and most of the time without knowing the background of the stories. As time goes by, society's need for technology to increase, and at the same time technology creates many negative consequences that affect human beings in different aspects.

A Good Marriage

By Tatiana González (ILE Student)

Marriage is a union by which two people make their relationship official and permanent, but no marriage is free of conflict. However, people need to maintain the spark in order to have that person by their side for many years. It's very important to know each other and understand your partner. Marriage is a life long relationship. To have a successful and lasting marriage, the couple needs to base the relationship on good communication, trust, and mutual support.

First of all, communication is the motor through which all other important parts of marriage are performed. Effective communication in marriage is the most important aspect of a successful relationship. With it, people can edify their spouses and grow in ways that are not otherwise possible. Eye contact is a powerful tool of communication that can be used to help people to repair troubled relationships. People can say a lot with their eyes if someone is listening and paying attention to them. This is probably the most common communication mistake that people make in their marriage. Either they are not clear or specific enough, and they get upset or when they are misunderstood. It is also not specific. It is very important to be clear when people are talking about their interests as a couple. As you seek to give your spouse more time and attention, they will notice that good things will begin to happen. Your spouse will know they are a priority to you. He or she will feel important, cared, and loved. Greater respect and appreciation will grow between the two of them. They will notice patience, kindness, love, and connection in the relationship.

On the other hand, the common theme which underlines these reason is lack or loss of confidence. Trust is imperative to the success of any close relationship; however, it appears that people violate this loyalty relatively often. While revealing feelings can be uncomfortable and make one feel vulnerable, it is an important part of building trust. Allowing those feelings to be made known rather than hiding them away can help to build an understanding of your position. Reliability goes hand in hand with remaining honest and communicating openly. A large part of being trustworthy is ensuring that your actions match your promises. Another method of maintaining a trusting marriage is through preserving shared honesty and it is essential when discussing and making decisions.

However, a supportive relationship is a relationship that brings mutual benefits to both parties helping them to handle the tough times and maximize the good times. As a married couple, people need to talk about how they will make decisions some decisions, and some are made automatically and without much thought despite doing what the partner needs. It is also important to take into consideration the other individual because making decisions should be a shared responsibility. Some mistakes can damage close relationships, sometimes they are unavoidable. It's essential to confess your behavior, take responsibility for your mistakes and avoid them. Marriage can be difficult if one seems to always be looking out for their own interests. By no means should you downplay your own efforts, but rather learn to respect the importance of the person in the relationship; as a result, be grateful for their presence and the efforts they make to keep the marriage working.

In brief, a good relationship is a promise between a man and a woman, and this includes love, tolerance, consideration, and respect. These facts are very fundamental in order to having a good marriage for an entire lifetime.

Baobab – The Trees of The Spirits

Adansonia digitata (materia medica), the Lion King fruit tree, is also known by many names such as "Queens of the Forest, Tree of Life, Roots of the Sky, The Source of Water (Life), is the baobab tree grown throughout Africa, the Arabian Peninsula, colonial Caribbean, Australia, and Asia (Malaysia). It's known for its life giving positive properties and a powerhouse of healing benefits.

The international demand for the baobab fruit has risen to an all time high from Europe, Japan and the United States allowing baobab farmers from Eastern and Southern African regions to "supply over 700,000 metric tonnes of Baobab fruits annually" according to Bizna.

The baobab tree, the "Longevity Tree" have been carbon dated to be as old as 2000 years old, some say 5000 and 6000 years old! It trunk holds over 120,000 litres or 32,000 US gallons of water for the arid, dry often drought regions it inhabits.

The Spirit of the Baobab Tree

The tree is known for sparking words like 'longevity,' 'healing,' and 'positivity.' The baobab tree, the "Longevity Tree" have been carbon dated to be as old as 2000 years old, some say 5000 and 6000 years old! It trunk holds over 120,000 litres or 32,000 US gallons of water for the arid, dry often drought regions it inhabits.

Healing Benefits of the Baobab Fruit and Oil

The leaves of the baobab tree can be eaten as vegetables while the fruit (seed) is the only seed that naturally dehydrates while still on the tree. The dried yellow fruit the size of a coconut contains a whooping 12% water and has a strong citrus lemonade mango-like flavor. The fruity powder contains the highest concentration of the synergistic chemistry compounds of Vitamin C (ascorbic acid) and Vitamin E (alpha-tocopherol).

The baobab tree seeds produce a yellow oil that is rich in a variety of known and unknown fatty acids including Omega 3, 6, and 9, and is a natural skin moisturizer and protector producing high amounts of collagen and is a natural nail and hair growth and strengthener.

The Healing Benefits of Baobab Fruit

Not only does the fruit provide a satiety effect leaving you feel full and satisfied, the baobab fruit contains the highest amount of bioflavanoids and antioxidants, Vitamin C, dietary fibre and polyphenols, carbohydrates, potassium, phosphorous, riboflavin, calcium, magnesium, iron, phytosterols, proteins, fats and more. Healing benefits include treating fever (Malaria), gastrointestinal, Vitamin C deficiency, and prebiotic – gut health (microbiomes). It boosts energy, builds immunity, cleanses the liver (detoxifies), improves heart and varicose vein health, improves sleep, and supports weight loss. It's a powerful workout drink (smoothies) and juice.

The Healing Benefits of the Baobab Oil

The oil has nutritive fatty acids (Omega 3, 6, 9) including dihydrosterculic acid, malvalic acid, arachidic acid, linoleic acid, oleic acid, palmitic acid, and stearic acid. Essential minerals and vitamins including antioxidants, Vitamin C, Vitamin E, Vitamin B1, Vitamin B2, iron (Fe), potassium (Vitamin K), magnesium (Mg), manganese (Mn), phosphorus (P), fiber, calcium (Ca), and protein. It's a natural collagen producer for the skin and hair acting as a cleanser, moisturizer, hydration for skin pathologies like eczema, psoriasis, inflammatory diseases and redness, gum health and maintenance and more.

NEW ENGLAND FALL FOLIAGE

TOP PLACES FOR LEAF PEEPING (1)

BY MICHELLE MORENO, SEP. 25TH, 2018, DESTINATIONS, NORTH AMERICA, USA, VEGAN&SPICE BLOG

Fall is a magical time in New England. Warm days, cool nights and harvest festivals galore make autumn a fine time to visit. Mother Nature dresses in her finest, spreading intense hues of red, yellow and gold across the landscape. Like fireworks on the Fourth of July, New England fall foliage elicits "oohs and ahhs" at nature's final performance before winter's descent.

So what makes all those incredible colors pop in September and October? Let's stroll down memory lane for a moment. Think back to elementary school science class. Do you remember photosynthesis? Good!

From spring through early fall, leaves produce chlorophyll, turning sunlight into glucose. Glucose = food for trees. All this chlorophyll keeps the leaves green.

As autumn days get shorter, chlorophyll production slows down and the trees' true colors emerge. It's like going to a party and removing your coat to reveal that pretty new dress.

New England fall foliage draws visitors from places near and far to see the fashion show.

Maine

Head into Maine's western mountains from the end of September into the first week October for prime color. Bethel, the base for skiing at Sunday River, offers mountain lakes, covered bridges, hiking and searching for elusive moose. Ride the gondola up North Peak at Sunday River for penultimate views. Or, take a scenic drive through the Rangeley Lakes area, decked out in stunning fall colors.

Downeast Acadia is spectacular viewed at the end of September into early October as well. Follow the Acadia Byway for incredible views of mountains, craggy coastline, hiking trails, Acadia National Park and Mt. Desert Island.

In mid-coast Maine, follow the auto road to the summit of Mt. Battie at Camden Hills State Park for views of foliage from summit to sea. Visit Wolfe's Neck Woods State Park in Freeport or Bradbury Mountain State Park in Pownal for gorgeous color through mid-October. Tupelo trees transform into a fiery red at Ferry Beach State Park in Saco.

New Hampshire

The Conway Scenic Railroad is a fun way to experiences the incredible beauty of the White Mountains. The five-hour ride covers up to 60 miles on tracks dating from the 1870's. Take in some of the Northeast's most dramatic scenery and fall foliage with incredible mountain vistas. For the ultimate New England fall foliage road trip, start in Lincoln and drive north through Franconia Notch and explore the state park. Ride the aerial tramway up Cannon Mountain for spectacular views. Continue past the stately Mount Washington Hotel through incredible Crawford Notch and down into the Mount Washington Valley. Stop in North Conway for a bite to eat.

If you want even more of the incredible beauty of the area, head back to Lincoln along the Kancamagus Highway. This is, by far, one of the most beautiful drives in New England.

Vermont

If you want a relaxing drive through off-the-beaten-path towns surrounded by forested mountains, follow Route 100. The 200 mile drive through the heart of the Green Mountains stretches from Massachusetts to just shy of the Canadian border. Take in covered bridges, waterfalls, rugged mountain peaks and idyllic valleys throughout the Green Mountain state.

Vermont's sublime Northeast Kingdom should be on any New England fall foliage bucket list. In the tiny village of Brownington, essentially its own history museum, a wooden observatory af-

fords views into Quebec. Visit the village of Peacham, settled in 1776 or the farmlands of Craftsbury. Rugged and remote, filled with idyllic country towns and hamlets, the area sets the stage for nature's fall fashion show.

Beautiful Stowe, home to Vermont's highest peak, Mt. Mansfield, offers boutique accommodations and dining. Nearby Middlebury and Burlington, both vibrant college towns, provide plenty to see and do surrounded by a riot of colors. Further south, take in the views from Equinox Mountain in the town of Manchester.
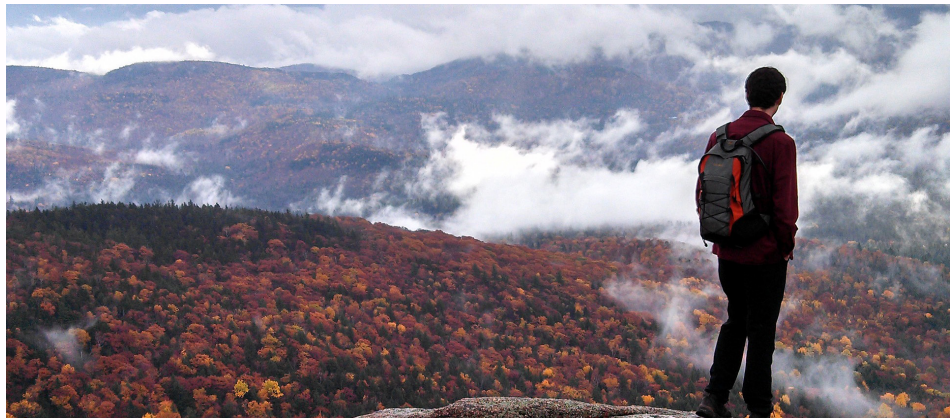
Academic Honesty When Using Images, Music, And Video

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

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

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

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

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

there are different types of Creative Commons licenses and need to understand what they can and can't do with the media according the license the creator chooses.

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

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

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

All Media
Search at Creative Commons –A one stop search for legally reusable images, music, & video.
Smithsonian Institute –Great site for Public Domain historical images and media.

Images
Pixabay –General image site; most images are Public Domain and free to use.
Photos for Class –Legally reusable images with attribution already on each image!
PhotoPin –Creative Commons licensed photos.
TinEye Labs –Legally reusable images searchable by color.
Wikimedia Commons –Contains Public Domain and legally licensed media.
Compfight –Yet another search engine to find legally reusable images.

Music
CCMixter –Thousands of hours of free to use music for video, film, or video game projects.
Free Music Archive –An interactive library of high-quality, legal audio downloads.
Jamendo –Creative Commons licensed music from a variety of genres.
Lastly, here are attribution statements your stu-

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

Images (be sure to put the following statement ON EACH IMAGE when it appears in your presentation or other multimedia product)
•If you have a photographer's name –
"Image by <author's name> on <website name>"
•If you don't have a photographer's name –
  "Image from <website name>"

Video (put the following statement in a corner near the beginning of the video clip for about 5-10 seconds)
•If you have a videographer's or production
  company's name –
"Video by <author's name> on <website name>"
•If you don't have a videographer's or
  production company's name –
"Videofrom <website name>"

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

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

Oliver Twist
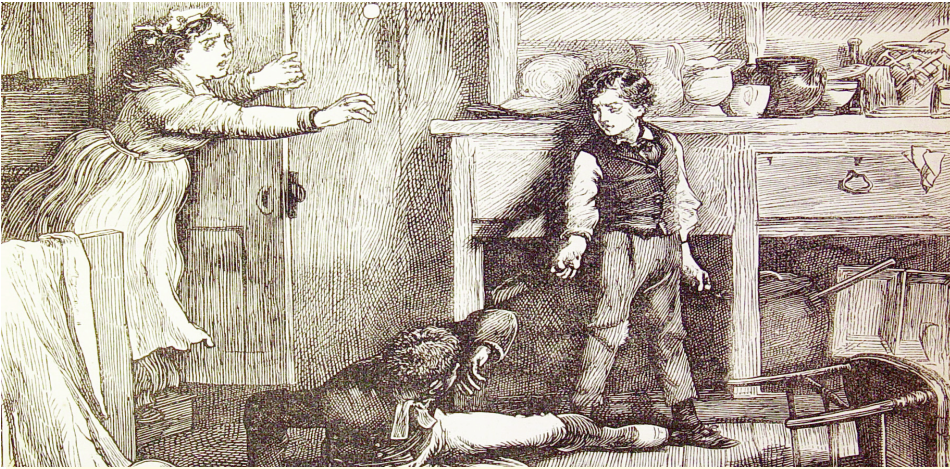
Oliver Twist by Charles Dickens is probably one of the most famous books in the English literature and certainly one of Charles Dickens's masterpieces. This realist work depicts accurately the poor working conditions of the bustling city of the London of the industrial revolution in contrast with the peaceful life in the countryside.

The main character is Oliver, an innocent young orphan with a heart of gold who spends part of his childhood in an orphanage where he, alongside all his mates, is misfed and maltreated. One day, when he is hungry, he innocently asks for more food, which is interpreted by the beadle, Mr. Mumble, and the other "religious" people as a rebellion against them and they decide to get rid of him and sell him to an undertaker, Mr. Sowerberry. Dickens make a demolishing critique of the church and all its people. The deacons will let other children starve to death in order to save money and to be able to afford a wealthy life, full of luxuries and sins.

Oliver's life is not easy and he goes from one misfortune to the next. One of Sowerberry's employees mistreats him and gloats at his being orphan, so he gets furious and, after walking tirelessly for a lot of days, he gets to the busy city of London, where he is adopted and accepted by a bunch of robbers lead by a despicable and ruthless Jew called Fagin (see picture), who taught him nothing more than progressing in the art of theft and stealing. When they are in the street, stealing, Oliver, unaware of what they are actually doing, is arrested and beaten by a mob of citizens and a cop. He recovers in the house of Mr. Brownlow, the old man who Oliver's gang stole from. Mr. Brownlow treats Oliver like a son and he lives happily there. However, when he is an errand, he is kidnapped again by the gang, who force Oliver to break into a house. There, Oliver is shot and is about to die, but he is accepted and looked after by Mrs. Maylie, the owner of the house. She allies with Mr. Brownlow to put all the gang of robbers behind bars.

Charles Dickens humourously describes the miserable conditions of London: child slavery, criminal slums, piteous working conditions,…. London is bustling and crowded with people but is regarded as a sinful city flooded with misery, sadness, and fear. All this seems to be the result of the industrial revolution. Machines have transformed the life of London. People have transferred from the countryside to the city, but in the city some workers are losing their jobs in favour of machines. Many families are left with no choice but to steal and commit other crimes.

Another topic dealt with in the book is the contrast between the rich and the poor. The aristocrats and the upper class workers lead a happy life full of comforts, whereas the lower classes live in misery, a life with illnesses, hunger and misery, a life with petty salaries. This contrast is also reflected in their behaviour. The upper classes are prestigious and respected by the community while the lower classes are disregarded and considered mere criminal. They are alienated and treated as outcasts. According to Dickens, the aristocrats have a responsibility: they should contribute to help to improve the situation. This is what Mr. Brownlow and Mrs. Maylie do. They help Oliver no matter the consequences. The author also compares the peaceful, calm, idyllic countryside with the sinful, miserable and depressing city of London, where all the people suffer.

To conclude, Oliver Twist reflects the working of the society of the nineteenth century though the eyes of the innocent Oliver, who awakens nothing but sympathy. The readers suffer Oliver's fate much like Oliver himself. Dickens manages to describe this gloomy atmosphere with humour, with a riveting plot that attracts the reader's attention until the very end. To learn more about this book, go to:

Oliver Twist by Charles Dickens

LANGUAGE CORNER

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"English For You CR" Presents, What to Do if You Make a Mistake?

When we speak, it's very easy to make mistakes. That can be embarrassing and even discourage you from speaking with other people, specially natives. What can you do if you make a mistake when speaking English?

As you know, mistakes are natural. When we learn something new, be it a sport, a language or how to play a musical instrument, we make mistakes all the time. It's part of the learning process. So, don't worry if you make mistakes. People who realize you're learning English will understand you.

Second, try to learn from your errors: was it a problem with grammar, pronunciation, or vocabulary? Keep in mind that you may have a tendency for particular types of mistakes, so speak more slowly next time and pay attention to what you say and how you say it. We call this skill self-monitoring.

Next, don't be afraid of making mistakes. If necessary, apologize to the other person, you can even laugh together! What matters here is that you can recover, correct yourself, and continue the conversation. These are some expressions to rephrase your ideas:

- *What I mean is… / What I meant was...*
- *What I'm trying to say is…*
- *Let me try that again…*
- *Let me put it another way...*

Remember: making mistakes is part of life and part of your learning adventure. Don't be shy: monitor yourself, rephrase if necessary, and carry on, you can do it!

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

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

slumberland
noun [sluhm-ber-land]
-an imaginary land described to children as the place they enter during sleep.

EXAMPLE:
-Every time the boy thinks he has ushered them into slumberland, with the goal of getting some shut-eye himself, a new obstacle pops up.

www.dictionary.com

Autumn Foliage

Autumn is the season of yellow, red and orange. More than the green summer and the flowery spring, autumn is when plants impose their colors and give this season its uniqueness. In this period leaves gradually lose the color they maintained throughout the year. While days get shorter and temperature gets lower, they acquire a warmer, yellow-orange coloration. It is precisely the cold and the decrease of daily light hours that trigger the process leading to the change of leaves colors and, eventually, to their fall.

The **green** is due to chlorophyll, the pigment responsible for capturing sunlight. The energy coming from the sun is later used for the production of sugars, in a process known as photosynthesis. Chlorophyll is essential for life on this planet, because it is one of the few existing molecules that are able to channel energy into biological systems. However, it is as important as fragile. Plants indeed invest a good amount of energy in replacing damaged chlorophyll with fresh chlorophyll molecules in order to keep photosynthesis efficient. During autumn, when light and heat are lacking, plants don't have enough energy to invest in chlorophyll production. Therefore, when their chlorophyll is damaged, they cannot replace it with fresh one and leaves lose their greenness.

Chlorophyll is not the only pigment in leaves: among others, there are **yellow–orange** flavonoids and carotenoids carrying out accessory functions in photosynthesis. For instance, they protect leaves from excessive sunlight exposure. Different colors absorb and filter different light wavelengths, which otherwise might damage essential life molecules – DNA, RNA and proteins – inside leaves. This is why plants contain these pigments at any time of the year, even when their color is not visible because is hidden by the greeness of chlorophyll. When, in autumn, chlorophyll abundance decreases, flavonoids and carotenoids become finally visible, and give plants their autumn look. Even if also the production of these pigments stops with cold, the pre-existing ones are more stable than chlorophyll and will remain throughout the season.

And what about **red**? It is due anthocyanins, pigments that are common in red fruits and are known for their beneficial effects in our diets for their antioxidant properties. Unlike chlorophyll and carotenoids, anthocyanins are not normally present in leaves, but some plant species produce them when leaves start to turn yellow.