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MARCH

Learning to Take Risks

Let's Read At UTN

Plagiarism: What It Is And How To Identify It

Hogwarts



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<https://www.facebook.com/TheILEPost?fref=ts>

COVER PAGE



Let's march into March by learning a little bit about Hogwarts School of Witchcraft and Wizardry. No need to mention the story this place is part of or its well-known creator, J.K. Rowling. This story caught children and adolescents' attention, and it has contributed to a new interest in reading for this audience. . 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: <https://pixabay.com/es/potter-de-harry-asistente-hogwarts-2089179/>

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EDITORIAL

Work-Life Balance

by Eric Herrera (ILE Professor)



UTN is a young university,--only nine years or life-- but with a highly qualified staff of teachers. **UTN Descriptive Job Manual** approved in 2011 establishes that a UTN teacher must have a bachelor's degree, a licenciatura, a master degree, and a certain number of years of experience. In addition, there are four (so far) mandatory courses every teacher must take: learning assessment (evaluation de los aprendizajes), research design (metodos de investigación), pedagogical mediation (mediación pedagógica), and learning experiences (experiencias de aprendizaje). The Pedagogical Training and Educational Technology Center (CEFPTE) explains that these courses are based on the teacher's needs, assessments of teacher performance instruments, and specific area diagnostic activities. Furthermore, the implementation of e-learning in the university made authorities include two more mandatory courses: virtual environment management and virtual environment design.

On the surface, all this academic training and preparation looks outstanding; however, the lack of connection and and clarity of communication between the teacher community and authorities has brought a counterproductive effect, and **the demanding workload is dramatically affecting teachers' mental and emotional health.**

Teachers' Responsibilities

Teachers are a central and critical ingredient to the quality of the university; the particular aspects of a professor's roles and responsibilities depend on the discipline she/he teaches. Some of these responsibilities include: design, prepare and develop courses and teaching materials, to assess students' coursework, to conduct tutorials on a one-to-one basis with students, to participate in activities organized

by the institution, to plan additional support for students, to participate in professional conferences and seminars in the area of expertise, and to establish collaborative links with other institutions, as well as with industrial, commercial and public organizations.

Nobody doubts teaching has always been a demanding job, but over the last years, **increasing organizational changes** that usually do not take into consideration teachers' opinions have made the job more and more difficult.

Has UTN human development department carried out a research to diagnose the real needs and condition of teachers? Who cares about the fair structural distribution of work hours taking into consideration teachers' common responsibilities and the the number of mandatory courses previously mentioned? Is there an assessment questionnaire for teachers to evaluate the quality of services, management, facilities, etc. they have to deal with? Why aren't any initiatives taken to promote awareness talks about the many different changes the university is undergoing?

The way teachers see this situation is that there might soon be a breakdown if the wellbeing of teachers is not addressed. Teachers do not refuse professional development, growth, and learning but need it to be in a balanced way, where authorities take into consideration the emotional wellbeing of teachers.

UTN authorities need to accept its responsibility in this crisis and take **positive steps to resolve the issues** behind the problems of teacher workload that are currently blighting the profession.



Let's Read Initiative At UTN

On April 3rd, UTN Extension Department will start a program called Let's Read, an initiative to promote the love of reading and storytelling among participants. Let's Read supports the development of evidence-based skills, practices and environments that foster emergent literacy development. It is designed to increase home literacy resources and build the capacity of both families and professionals to foster children's emergent literacy skills. Let's Read works closely with Alajuela's City Hall, collaborating to ensure parents, families and caregivers receive consistent messaging about the importance of emergent literacy practices in different elementary schools and high-schools in the fourteen county districts of

Alajuela. Literacy is one of the most important foundations for success in school and life. It is well documented that an individual's literacy levels affect their opportunities in life for education, employment, income and wellbeing. However, it is known that there are serious signs of vulnerability in literacy development. People who experience difficulties with reading are unlikely to catch up to their peers, and it is more likely that the gap in ability will widen as schooling progresses.

Let's Read Director Christopher Montero explains that there is a low rate of book reading in Alajuela of about 1.6 books a year. For this first session, they will be reading "**Estos Pequeños Milagros**", by



Bayron Espinosa, and "¿Por qué los adultos son tan amargados" by María del Mar Obando. If you are interested in learning more about this project, you can send an e-mail to cmontero@utn.ac.cr.

UTN Commemorates International Women's Day



On Thursday, March 1st, UTN commemorated International Women's Day with a conference. Some of the speakers were: Student Wellbeing Vice Chancellor Marisol Rojas, Research and Knowledge Transfer Vice Chancellor Francisco Romero, and Minister of Science and Technology (MICIT) Carolina Vásquez. International Women's Day is a global day celebrating the social, economic, cultural and political achievements of women. This day has been celebrated across the world since the early 1900's. Originally, its aim was to provide a forum for women to campaign for equality and women's rights. Over time, it has evolved and now in March each year,

thousands of events are held throughout the world to recognize the progress that has been made, to inspire women and to celebrate their achievements. The World Economic Forum 2017 global gender gap report indicated that it will take 200 years to reach gender parity. One look at the International Women's Day website shows that the official theme this year is #PressforProgress. #PressforProgress reinforces the idea that we need to keep putting the pressure on to achieve equality.

Gender equality is the first step towards bringing women's empowerment into the world. Women should identify their strengths and abilities, and move towards a world of empowerment, expressed Research and Knowledge Transfer Vice Chancellor Francisco Romero.

Even though the United Nations Charter guaranteed equal rights for men and women in 1945, there is still discrimination against women all around the world. Achieving gender equality and empowering women is the unfinished business of our time, and the greatest human rights challenge in our world, said Student Wellbeing Vice Chancellor Marisol Rojas.

The activity ended with the monologue "Las princesas azules" by Ailyn Morera.

Sustainable Fish Farming Project 2015-2017

by Guillermo Hurtado

UTN presented the proposal: Green Jobs and Value Chain in Vulnerable Communities of the Southern Area of Costa Rica through Intensive Training on Community Sustainable Fish Farming. The proposal is based on the strengthening of communities through the sustainable use of its natural resources and non-traditional production systems, and it is addressed to female household heads, unmarried mothers, and young people of school age. This project was approved on September 28th, 2015, and a budget of **\$429,300.00** was used in its implementation for over a two-year period.

Thanks to this money, fish farming as a social development process program was carried out by **UTN Pacific Campus Research Department Di-**



during training exercises.

This initiative continues with the efforts of UTN, and with the help of the **Costa Rica United States Foundation for Cooperation (CRUSA)**. Both organizations have been working on this project for over the last five years to create job sources in the communities of Coto and Río Claro, Golfito.

Since its creation in 1996, CRUSA has consolidated its role as an organization that contributes actively to improving quality of life and sustainable development in Costa Rica. It has also expanded the collaborative relationship between the nations and governments of Costa Rica and the United States, honoring their roots and philanthropic spirit.

This project has significantly increased awareness of the value of nutrition and fish consumption in this rural area by teaching students and adult women about aquaculture. It has also helped generate income for schools from ponds, and there is also a large interest in other schools to initiate a similar program and spread



rector Guillermo Hurtado. One of the beneficiaries was Guacicara High School in which more than 300 students and teachers learned about the value of fish production and consumption for their families. The project equipped the school with several ponds that were built, a fish production module, and a breeding station laboratory. Students and teachers received regular training about fish nutrition, pond measurement and farming activities. Learning by doing, participants were expected to be responsible for long-term maintenance, sales, and income generated from the school's ponds. The establishment and operation of these ponds was very exciting. Often, a number of different people from the community showed up for events such as stocking and harvesting, as well as visits



Gaza: Facebook Is 'Complicit' With Israel

Dozens of Palestinian journalists have staged a demonstration outside the UN office in Gaza City to protest Facebook's practice of blocking Palestinian Facebook accounts.

Demonstrators held banners saying **"Facebook is complicit in [Israel's] crimes"** and **"Facebook favors the [Israeli] occupation."**

Speaking at Monday's demonstration, organized by the Journalists Support Committee, a Palestinian NGO, Salama Maarouf, a spokesman for Hamas, described the popular social media platform as "a major violator of freedom of opinion and expression.

"Facebook blocked roughly 200 Palestinian accounts last year - and 100 more since the start of 2018 - on phony pretexts."

He asserted that some 20% of Israeli Facebook accounts "openly incite violence against Palestinians" without facing any threat of closure.

Israel - Facebook

In late 2016, Facebook signed an agreement with Israel's Justice Ministry in which it promised to "mon-



itor" content on Palestinian accounts.

In March 2017, Facebook briefly shut down the page of Fatah, the party which dominates the Palestinian Authority (PA), after it published an old photograph of late leader Yasser Arafat holding a rifle.

A political satire page, Mish Eek, critical of both Israel and the PA, has been shut down and reopened several times.

Social media platforms do not take down content for overtly political reasons, but they do take down what they consider "hate speech" or incitement to violence, and other forms of online abuse that anyone reports to the administrators.

But Palestinian journalists and activists say there is a double standard regarding the enforcement of the platform's policies.

Sada Social

Palestinian journalists and activists have created their own social media watch group, called **Sada Social**.

Sada Social was launched in September 2017 by three Palestinian journalists, with the aim of documenting "violations against Palestinian content" on social networks such as Facebook and YouTube, and to liaise with their executives to restore some of the pages and accounts that have been shut down. Iyad Alrefaie, cofounder of Sada Social, earlier this year said "there is a very big gap between Palestinians and Israelis.

"Nothing happens to Israelis who publish a status calling for killing Palestinians," he said. "But if Palestinians post any news about something happening on the ground or done by an Israeli soldier, Facebook may close the account or the page, or delete the post."

Information and picture taken from: <http://mwcnews.net/news/middle-east/70787-facebook-is-complicit.html>



France Unveils Steps To Detect Men-Women Pay Gap



The French government has announced it will implement new measures to combat gender pay gaps in the workplace.

Edouard Philippe, France's prime

minister said his government is looking to introduce new software to better detect "unjustified" pay gaps between men and women.

"The crazy thing is that it all exists in law but equality is missing in practice," he told union leaders and employers.

"Our aim is to pass from fine words to true, genuine equality."

Companies with more than 250 employees are expected to install the software next year and will have three years to correct any discrepancies.

Failure to comply with the new regulations could lead to fines of up to one percent of a company's wage bill.

Smaller companies - those employing between 50 and 249 people - will have till 2020 to fall in line with the government's new action plan. The measure is one of 50 initiatives announced by Philippe on Thursday.

Many of these are said to have been informed by local best practices encountered by Marlene Schiappa, state secretary for gender equality, during a 2017 Gender Equality Tour de France.

Men are on average paid nine percent more than women in France, even though the law has required equal pay for the same work for the past 45 years, the government said on Wednesday, March 7th.



Trump Slammed For Suggesting Teachers Should Be Armed

US President Donald Trump has been slammed for suggesting that teachers should be armed to help prevent school shootings.

Trump made the divisive proposal on Wednesday, February 21st during a "listening session" with survivors of last week's mass shooting at a Florida high school.

Following the remarks, families of victims of gun violence, survivors of mass shootings, gun control advocates, teachers and some politicians called the idea "terrible" and said the administration should instead focus on reforming gun control legislation.

"It's not personally something that I support," Nicole Hockley, whose son Dylan was killed during the 2012 shooting at Sandy Hook elementary school in Newtown, Connecticut, told Trump.

"Rather than arming them with a firearm, I would rather arm them with the knowledge of how to prevent these acts from happening in the first place," she said.

Trump, who admitted it was a controversial idea, said he believed "**a teacher who was adept at firearms ... could very well end the attack very quickly**".

He added: "I really believe if these cowards knew that the school was well-guarded ... I think they wouldn't go into the school to start off with, it could very well solve your problem." Trump in the past has said it was "wrong" of anyone to suggest that he was in favor of bringing guns into the classroom.

At least 17 people were killed when a gunman opened fire on students and teachers at the Marjory Stoneman Douglas High School in Parkland, Florida. According to police, 19-year-old Nikolas Cruz confessed to carrying out the shooting rampage. There was an armed guard on duty at the Parkland high school last week, but he was not able to engage with the gunman before the shooting ended.



Alfonso Calderon, a survivor of the shooting, said arming teachers was a "terrible idea."

"I don't know if Donald Trump has ever been to a public high school, but as far as I'm aware, **teachers are meant to be educators**," Calderon told CNN on Wednesday night.

"They are meant to teach young minds how to work in the real world," he added.

"They are not meant to know how to carry AR-15s, they are not meant to know how to put on kevlar vests for the other students or for themselves. This is not what we stand for. We stand for small policy changes and maybe possibly big ones in the future ... I would never want to see my teachers [carrying arms] and neither do they want to do that."

Scott Israel, who is the sheriff in the county where the Florida shooting took place, said he doesn't believe in arming teachers.

"I don't think teachers should be armed. I think teachers should teach," Israel said during a CNN Town Hall on Wednesday.

"But **that's exactly what's wrong with this country. We have people in Washington, DC ... telling teachers what they should do, without asking teachers what do you want to do.**"

Florida Senator Marco Rubio, who is from Trump's Republican party, also said the idea of arming teachers had "practical problems".

"The notion that my kids are going to school with teachers that are armed with a weapon is not something that, quite frankly, I'm comfortable with," Rubio said during the CNN Town Hall.

The suggestion, which was also

brought up after the Sandy Hook school shooting in 2012, has garnered support from some.

A few raised their hands when Trump asked those present at the listening session if they were in favour of the idea.

According to a Washington Post-ABC poll after the shooting, **the majority of Republicans surveyed (59 percent) said they believe that arming teachers could have prevented last week's school shooting.**

Politicians in at least six states have proposed bills this year that would make it easier to allow firearms on campuses, according to Politico.

Responding to criticism, Trump tweeted that he "never said 'give teachers guns'". He said that he was suggesting legislators "look at the possibility of giving 'conceal guns to gun adept teachers with military or special training experience'".

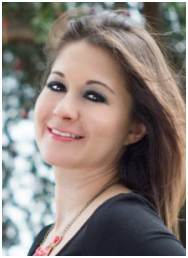
He added: "Highly trained teachers would also serve as a deterrent to the cowards that do this. Far more asst at much less cost than guards. A 'gun free' is a magnet for bad people. **ATTACKS WOULD END!**"

Trump, who was endorsed by the National Rifle Association (NRA) during the 2016 presidential election, also said he would be in favor of stricter background checks for gun buyers.



What Makes A Book Worth Reading?

By Melissa González (ILE Professor)



Reading is one of the activities that I enjoy the most. Books are definitely a way to get into a different world and learn many things. In the last two years, I have been reading "New Age" books. Many people believe they are a waste of time, but I love them for one single reason: nowadays, we are so busy and stressed trying to be "happy" while we earn money and reach prestige that we tend to forget the beauty of the simple things and what really matters in our lives. Besides, one of the main purposes of those books is helping us achieve a holistic development as human beings, and I can assure you they work. Moreover, they have given me the opportunity to meet amazing people who have inspired and taught me a lot. When I was taking my master's degree, I had to take a literature

course. My professor really liked to use videos. In fact, we had to write many reaction papers about them. I especially remember one called the Western Canon. It was an interview, in which Harold Bloom, an American literary critic and Sterling Professor of Humanities at Yale University, gave his opinion about old literature (the classics) and modern literature. The video lasted around twenty-two minutes, but for me it was like an hour. In those minutes, Bloom's message was simple: The classics are worth it; modern literature is not. I am not an expert in this field and let me tell you that I am not even close. However, I totally disagree with Bloom; I actually think his point of view is very conservative. The classics, without a doubt, are masterpieces that take you to a marvelous universe in which imagination and aesthetic play an essential role, and where we are able to improve our rhetorical abilities. Nevertheless, saying that modern literature is practi-

cally trash is a very arrogant position. It is true that some authors just write for money, but I do believe there are many people that do it because they want to share and defend their ideas. After watching the video, I said to myself "I am probably ignorant; I like the classics, but I also love modern literature". Since then, I had to write a reaction paper, I analyzed some of the ideas that I wrote down, and I came to one simple conclusion: What makes a book worth reading? That totally depends on you. In my humble opinion, a good book is the one that teaches, inspires or motivates you to be the best version of yourself. A good book is the one that makes you cry, laugh, imagine, dream or reflect on thousands of topics. In other words, a good book is the one that touches your life at any educational, emotional, motivational or spiritual level, so just read what makes you forget time and enjoy it.



Learning To Take Risks

By Aarón Torres (ILE Professor)



When you were growing up, you gradually began to understand yourself better. As an adult, you know what you like to do and what you don't

like to do, what your strengths and weaknesses are, and what makes you special. This self that you have come to know well and to feel proud of is called your ego.

When you were about a year old, you began to speak your own native language. Ever since then, you have been telling people what you know, what you think, and how you feel in your language. You have learned to understand yourself in your own language. Other people see you through your native language. This close connection between ego and language is called language ego: the way language helps you understand and express yourself.

People get used to using their native language and seeing themselves through their native language. You are comfortable with the way you speak and understand others. Then you start to learn English; you do not speak fluently, you cannot say everything correctly, you do not understand everything. In English, you do not feel as intelligent, friendly, and charming as you feel in your native language. You can feel very frustrated as you try to speak in English. Why? Because your new language ego is weak. If you have a weak or moderate language ego, you like to be safe when you use English. You

like to be certain that what you are saying is correct. But research has shown that the most successful language learners take risks. They make guesses. They try new things. They talk with others freely. How can you become more of a risk taker? Think about some of the ideas and strategies that follow.

Some Strategies for Success

1. Listen to English

The first strategy is quite easy: listen to English as often as possible. When you just listen, you don't have to speak and risk making mistakes. Listen carefully in class, but also outside class on your own, as part of your homework. Watch English TV or go to a movie, listen to English radio pro-

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”

–Nelson Mandela

grams, English songs, and English podcasts.

2. Make opportunities to talk

The second step in becoming a greater risk taker is to do lots of talking. It is important for you to speak English even if you make mistakes. You just have to risk saying things that aren't quite correct and be confident in yourself.

3. Be willing to make mistakes

You don't want to do anything that will make you look foolish or stupid because of your ego. You might feel that mistakes make you weak and unintelligent. But to learn English successfully, you must tell yourself that it is okay

to make some mistake. Mistakes are not signs of weaknesses or failure. They are natural; everyone makes mistakes. So, when you make a mistake, just keep talking and do not worry about it.

4. Make your mistakes work for you

When someone corrects you or tells you they don't understand you, try to remember your error. When people correct you, they are giving you useful information. For example, if you notice that people do not understand you when you use /θ/ and /ð/ sounds in English, then you know you need to practice those sounds more. Make a list of errors you make. Try to notice them when you speak.

What happens if you have a strong language ego? Then you are probably a good risk taker. You are not afraid of trying to use your English, and you do not mind too much if you make mistakes. You feel that mistakes are a natural part of learning, and if people correct you, you don't worry about it. You are quite confident in yourself and don't get anxious about speaking in English.

Then, should you practice any strategies for better success? The answer is **YES!!!**

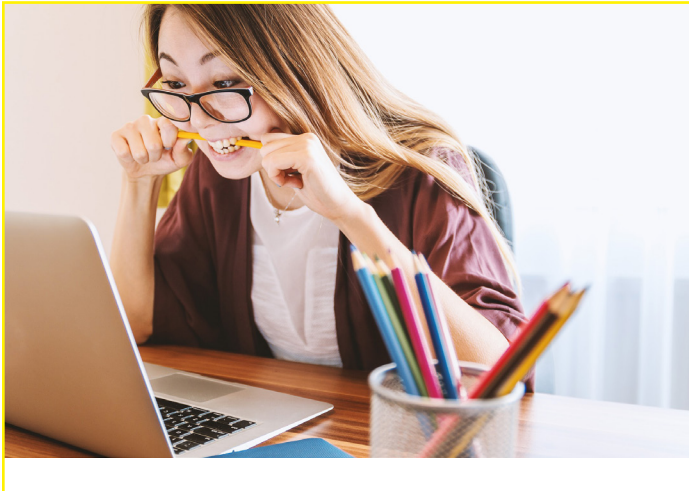
- 1. Make opportunities to use English outside the classroom.**
- 2. Make your mistakes work for you too**
- 3. Take more calculated risks.**

ACADEMICS AND MORE

Plagiarism: What It Is And How To Identify it

Posted by Jacqui on February 8th, 2018

Man is a thinking creature. We like evaluating ideas and sharing thoughts. That's a good thing. The more we collaborate, the smarter we all become. Implicit in this is that we don't claim someone else's ideas as our own. In fact, it's illegal to do this. Read through this rephrasing of American copyright law:



“Plagiarism is the wrongful appropriation of another author’s language, thoughts, ideas, or expressions”

“The law states that works of art created in the US after January 1, 1978, are automatically protected by copyright once they are fixed in a tangible medium (like the Internet). BUT a single copy may be used for scholarly research (even if that’s a 2nd grade life cycle report) or in teaching or preparation to teach a class.”

–Jacqui Murray (Ask a Tech Teacher)

When we claim someone else's work as our own, be it text, artwork, movies, music, or any other form of media, it's called plagiarism:

The rules and laws surrounding plagiarism aren't nearly as well-known as those that deal with, say, driving a car or illegally crossing a street. The Josephson Institute Center for Youth Ethics surveyed 43,000 high school students and found that:

59% of high school students admitted cheating on a test during the last year. **34%** self-reported doing it more than twice.

One out of three high school students admitted that they used the Internet to plagiarize an assignment.

Myths about using online material

Lots of adults — including teachers — think they understand the legalities of using only images, videos, audio, and other media forms. Do these sound familiar?

-I can copy-paste anything posted to the Internet. Creators know that will happen and are OK with it.

Wrong. Can you grab products from a store shelf just because the clerk is busy? You need to find out what permissions the website allows you when visiting their site.

-I can copy-paste anything as long as I give proper credit.

Wrong again. Yes sometimes but no other times and you better know the difference. For example, you can't copy Nelson DeMille's latest thriller and post it to your blog and think that's OK because you gave him credit. If you do that, you're infringing on his rights. You can post a small amount of his book but you better check with his publisher to see what they consider to be a "small amount".

-I searched the site and didn't find a copyright so there isn't one.

Wrong. If you can't find the website's media use policy, DON'T use it. Ignorance of the law is no excuse. The courts will not accept an argument that "you tried". Likely places to find media use guidelines are tabs or sections labeled "Privacy", "User terms", "Legal stuff" or links by the picture that say "link credit", "copyright", "rights reserved" "terms and privacy" or anything else that is even close to those terms.

When is it plagiarizing and when isn't it

In general terms, **you must cite sources for:**

- facts not commonly known or accepted
- exact words and/or unique phrases reprints of diagrams, illustrations, charts, pictures, or other visual materials statistics (because these might contradict other statistics so you want to cite the authenticity of your source) opinions that support research

...and **you don't have to cite online material in these instances:**

- No one owns facts. If it's a fact, like "Mt. Everest is 29,029 feet tall", you can share that without giving credit to anyone.
- Common knowledge — what most people know is in the public domain so no need to cite. This is information like the location of the Grand Canyon and how many planets are in the Solar System.
- Artwork (writing, pictures, movies, all media) older than seventy years past the creator's death is in the public domain (with some exceptions). You can use it without asking permission or providing credit.
- It is generally accepted that you can share a small amount of someone's creation without permission. This is why you can quote from a book you read when you review it.

How do you know if you plagiarized?

It seems like an easy question, doesn't it? All creations are automatically copyrighted when created. Novels, artwork, music — all are owned by the creator and you can't use them without permission. So, if you take someone else's work and call it your own, it's plagiarizing.

Specifically, **you'll know you plagiarized if:**

- you directly copied someone's creative work.
- you changed a few words in someone's work but it's still recognizable. **For example:**

"Fourscore and seven years ago, our fathers..."
...becomes:
"87 years ago, our predecessors..."
- you rephrased someone's opinions and presented them as your own.
- you purchased a paper and submitted it as your own.
- you copied your own work for a new purpose without confessing to that.

How do others know you plagiarized?

It's a lot easier to recognize plagiarism than most people think — especially those engaging in it. Here are a few ways:

- changes in their writing voice. They sound older than their normal writing style.
- their font changes. Often what is copied includes different fonts and sizes. It's not as easy



as it sounds to normalize that.

- a quick Google search of a phrase turns up on Google credited to someone else.
- the author writes about something they don't understand or have no reason to know. This is easily checked by asking the purported author a few questions that dig into the topic.

How to cite sources

Lots of people don't want to plagiarize but don't know how to give proper credit. Here are suggestions:

- Use a citation tool like Citation Machine or Easy Bib to correctly format citations with all required information.
- Add citations as endnotes or footnotes.
- Add a citation page to your document.

How to check for plagiarism

Even the best-intentioned writers slip up. We forget to give credit or lose the citation and then don't get around to following up. Here are steps you can follow to find plagiarism in your own work:


- use a program like **Turnitin** to evaluate whether you pulled more than what was legal from someone else's work. Other plagiarism checkers include **Grammarly** and **Quetext**
- read through your document and see if it sounds like you. Are there parts you don't understand (even though you wrote it)? Those are places you may have inadvertently copy-pasted someone else's work.

I know. This is a lot of information with quite a few norms and protocols but becoming proficient in these will make you a better writer and give you a reputation as the author with reliable sources and facts. Whether you're a student, an academic, a journalist, or a parent, that sort of reputation is welcome.



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:

What has been something silly you or a classmate has done in school?



It is funny, but I usually skipped my English class in high-school, and now I am studying English. That is really ironic. .

Jonathan Jiménez

I was walking on the street with some classmates, and one of them suddenly threw a stone. The stone hit someone who was passing by and she called the police.

Stephanie Moseoa

One day the whole class decided to skip class and go to a swimming pool. The principal found out and we were all punished.

Mariano Chaves

Something I really regret about is that I did not pay enough attention to my teachers in high-school. I did not take high-school seriously enough.

Mariluz Chaves

When I was in high-school, there was a teacher. She was a little chubby, and then we realized she was under some depression. Well, a classmate asked her if she was pregnant. You can imagine how she could have felt.

Nicole Venegas

Something stupid some of my friends did was that one day it was raining, and these classmates took another classmate's backpack and put it in the yard. After a few minutes, it was all wet. Someone told the principal, and they were punished.

Carlos Ovares

One of the saddest things I remembered was that I had a classmate who suddenly dropped out of school. He began selling drugs, and sometime later, he was murdered.

Diego Ramírez

My biggest mistake was not telling the truth once a teacher asked me to take something to one room, and I left it in another. Since I didn't want any problems when the teacher asked me, I answered I had taken it to the room she had told me, but I knew it was not true.

Michael Granados



Adolescence

By Mariano Chaves (ILE Student)

Being an adolescent is harder than you might think. In fact, it is not about parties and having fun as the TV portrays this stage of life. Every day, youngsters must face social pressure and different stigmas. Besides, our society seems to establish rules and an age limit to start dating, and if you do not follow those regulations, you are tagged as a “weirdo.” In addition to that, media portrays a beauty standard that young people want to copy even if it is not suitable for them. This situation leads to identity issues. When teenagers cannot fill those requirements, they will grow up frustrated; and as a result, teens will likely adopt a harmful behavior such as thinking about themselves as worthless. On the other hand, some teens will engage in hazardous relationships, for they think they will get the love they are looking for in those who might not be the best influence for them. However, parents could fix this situation by teaching their kids that they are loved, but sadly, many young people come from troublesome households, and they may not get the love and attention they need. Therefore, when you see a struggling or problematic teen, think about what led him or her to be that way.

Sadness Train

By Daniela Segura (ILE Student)

It is something difficult to accept.
You will never see them again.
Where did they go? They have just leaped;
They have leaped into the train.

You don't want to acknowledge that,
But you won't see them tomorrow.
You're contemplating her dress or his hat;
You're drowning in your sorrow.

Time will heal your broken heart;
Keep in your mind the last time you spent together.
Smile! they don't want to see you falling apart.
Now, you can feel them around like the smell of heather.

Iris's Little Secret

By Maciel Alvarado (ILE Student)

It is a marvelous Tuesday morning when Iris slowly opens her eyes and looks at her good-looking best friend, as she is getting ready for the first class of the day. Both girls come from different countries. Arabella York is from Australia, and Iris Nolton from Italy. They met in a mathematics course when they first entered Dalton University, located in Paris, France. The girls became really close in just months and decided to rent an apartment together. It was a huge, private apartment with an amazing kitchen and a gorgeous living room which had a lot of natural light. The only problem with the flat was that there was just one room, so the two girls had to share it.

"Come on Iris! You need to get out of bed now, or you will be late for history class." Arabella yelled.

Arabella had always been a stunning woman, and she knew it. She had blond, medium length, wavy hair since she was a little girl. She was only twenty-four years, but she looked older. Arabella was a passionate, determined woman, but she took things personally, and sometimes she could be full of joy, and in the blink of an eye she could be very upset, so she was seen as an unpredictable person. College life has Iris very exhausted, and she has not been sleeping properly these past days.

"Uh! She is always making a lot of noise in the mornings, trying on thousands of clothes and putting a bunch of make-up on her face." Iris thought.

Then, she decided it was time to get up and get ready. She took a quick bath, chose a fresh, white t-shirt and black shorts to put on. Iris was a charming, simple woman. She had big brown eyes that matched with her short, chocolate hair. She had always been funny and popular, even though she was very possessive and dishonest sometimes. It is a sunny, perfect day in Paris, and the two best friends rush to the university, luckily they only live one block away. Once they enter, they walk quickly to room 203, where the history class takes place. Iris and Arabella always sit together; in that way they can help each other if one of them does not understand something. The class goes on smoothly until it is ten thirty, time for break. The girls go to eat something at the fancy, popular cafeteria. Arabella likes to eat healthily, so she goes for some grapes and a smoothie, and Iris has some potato chips and a diet coke. After the break, Zahra the teacher decides to make small groups for an activity, but she is going to be the one who makes the groups. This makes Iris wonders if that is a good idea.

"I don't know Arabella; I do not like this activity; we should leave now."

she whispered. On the other hand, Arabella looked serene and had a tiny smile on her face. She occasionally found Iris a little bit suffocating, so she thought "

this can be a great opportunity to meet other classmates, and maybe make

some new friends, who knows." "You all need to make pairs with people that you have never worked with."

Zahra said.

In that moment, Iris began to panic. She had never been apart from Arabella, for more than thirty minutes. Her mind was a mess, she kept thinking about her best friend that was going to meet some other people, people that she might even like. Then, she desperately moved herself closer to Arabella, hoping that Zahra would not notice; even though, they had always worked together. Of course Zahra found out what Iris was trying to do, so she assigned new classmates for both of the girls. The teacher selected Rebecca Tamer to work with Arabella. She was delighted to work with someone new. She had only shared a few words with Rebecca because Iris was always behind her, following her steps and making sure that she would not talk to anybody else. On the other side of the classroom was Iris, and her partner was a girl, but she did not bother to ask for her name.

She was too busy trying to listen to what Arabella and Rebecca were laughing about. Then she frowned and started to breathe more anxiously and like a wave a feeling of anger went through her whole body. She became impatient, and very stressed out. Iris was so scared that she was going to lose her best friend, and she could only think about leaving the room. In that way, as she thought, Arabella would follow her to see what had happened to her. Rapidly, with a worried look on her face, she stood up and left the classroom. Things did not go as she planned, Arabella did not even perceive that her friend was not there. She was still talking cheerfully with Becca, and the last thing that she wanted to do was to look at her controlling roommate. Anyone could see that Arabella had an air of freedom, and that she was really enjoying being away from Iris. She and Rebecca seemed to be having a great time, and they agreed that they needed to go out together.

"Do you like to exercise?" Becca asked. "It's because I do aerobics every Wednesday. If you want, you can come with me. After that we can go to eat something. There is a Spanish restaurant near the gym."

Arabella looked surprised, but she decided quickly.

"Sure! That sounds perfect! I love to do aerobics."

Arabella said. Iris was so upset that she went directly to the apartment and started to search through Arabella's stuff. She did not know what she was looking for, but she was completely confident that she was going to find something. She looked under the bed, inside some drawers, the closet and all of Arabella's purses. Then she looked at the desk where she did her homework and studied. When she was about to give up, her eyes went giant, and her expression was monstrous as she had Arabella's secret diary in her small hands." Monday 15th, April. Iris interrupted me while I was talking to Josh Cobalt to tell me she had an emergency, that her mother had suffered an accident. Later I found out she was lying. Sometimes she is so annoying and insincere that I do not know if I want to continue being friends with her." Iris read out loud. She was furious.

She knew that she had no business reading Arabella's diary, but she had to

know what she thought of her, why she was recently so distant from her. Later that day, Arabella came home and found Iris watching a horror movie on Netflix. Iris confronted her and told her the truth, that she had read her diary. She told her that she was deeply sorry for what she had done, and she knew she was wrong and was very embarrassed. "All I wanted was to understand why you were acting so differently." Iris

mentioned. Arabella had a blank look on her face; consequently, you could not tell what her expression was. But because of her moody personality, all she did was give Iris a hug and told her that she forgave her. The next day, Arabella went to aerobics with Becca, and when she came home, Iris was not there. She thought it was odd, but she did not put too much consideration into it. She went to their

bedroom, and her keys fell on the carpet, below Iris' bed. She

bent to reach for the keys, but she immediately saw a wooden small box and grabbed it. Carefully, Arabella opened the box and saw a lot of old pictures of Iris with other girlfriends. It gave her the impression that Iris had had a lot of fiends in the past. But then she found pieces of hair, nails and even teeth. Everything in that box was disgusting and had a scent like death. Later, she found pieces of newspapers, which contain news about missing girls, in Italy. She made the connection and realized that the girls in the old pictures were the same girls that were missing. Arabella started to lose control, for she understood that Iris had done something horrible to those girls. She put everything in the box as fast as she could and placed it exactly where it was. Then, hurriedly she put all her belongings in a suitcase, left the apartment and never looked back.

RAP MUSIC

“Rap,” a voice of the disenfranchised raises concerns and asks an important question: “how do you undo 500 years of indoctrination?” While “rap” is defined as a spoken word art form of usually rhyming poetry over beats and hip hop is a music genre, it’s also a movement calling for revolution and crying out for reform. The request is not for anarchy but for social justice.

Rap and Hip Hop has been criticized because of the misogyny, violence and homophobia. Not all hip hop fits that category. In fact, the commercial rappers and hip hop artists constitute less than 1% of the genre. Hip Hop that began as party music in the black culture in South Bronx, New York around 1973 has been co-opted by corporate music producers, kept dumbed down and offensive because it sells to the lowest common denominator. It’s supposedly cool to be “gangsta” in that sub-genre and the music industry capitalizes on that vibe reinforcing justifiable anger because it’s easier to sell it back to the streets. **The new trend in hip hop or “Indie Hip Hop,” as it’s known, is a different kind of artistry that invites another look at a culture trying to highlight and hopefully reverse the indoctrination that has been wrong headed for so long.**

Indie Rappers and Hip Hop artists are local independent artists who uphold the tradition of hip hop as a movement and call for social reform. The elements that sprang from a disenfranchised culture building community through its common concerns, are preserved in the local hip hop culture that spans the globe and millions of followers.

History

Hip-hop finds its ethnic origins in Jamaican music and DJs in the seventies who used two turntables to create longer drum breaks in records for dance parties giving rise to “breakdancing” and “break-danc-

ers” now known as b-boys and b-girls. DJs and MCs popularized the technique of speaking over beats and the culture expanded to include street dance and graffiti art. Embraced by working-class urban and young African-Americans, **the music stems from African-American forms of music--including jazz, soul, gospel, and reggae.**

To find the true birth of spoken word, drums and music we have to go back much further in history to **the Dogon people of Mali** and their cosmology where “Nommo,” the first human and a creation of the supreme deity Amma, is created by the power of spoken word. West Africa’s oral tradition of chant, lyrical fetishism and political advocacy are considered to have a generative property whereby spoken word can animate or bring life to objects. The modern rapper, spoken word or hip hop artist might be considered the **keepers of contemporary African-American working-class social justice, issues and history** just as the respected African Griots—historians, praise-singers, and wisdom-keepers of tribal history, family lineage with its births and deaths and wars. Griots travelled from village to village bringing knowledge in an accessible form—the spoken word.

In the Streets

Many in the urban black culture embrace the oral traditions of poetry slam, rap, hip hop and street dance similarly to preserve tradition, spread concerns, examine their daily lives, convey discontent and share dreams just as their ancestors did on the African continent. Viewed as the voice of the poor, misrepresented, disenfranchised and dismissed, black urban youth find in hip hop culture, the “voice” they are often denied in mainstream media where racism can be so institutionalized as to be invisible.



chised and dismissed, black urban youth find in hip hop culture, the “voice” they are often denied in mainstream media where racism can be so institutionalized as to be invisible.

Rap and reggae have an intertwined path that gives voice to similar circumstances that compel criticism for rap and reggae’s tradition of advocacy of violence in solving social, economic and political problems. In fact, rap and by association hip hop has become a scapegoat in the musical tapestry of America.

As the genre became popular and commercialized, consumerism threatened the identity and power that hip hop once enjoyed as the voice of community. Just as those outside the Rastafarian culture capitalized on reggae, rap and hip hop now struggle to survive adoption, commodification and commercialization by big labels and producers. Commoditized and packaged hip hop erases its historic function and disenfranchises its voice as a form of resistance reducing it to little more than a repackaged commodity by “big business” with consolidated power held, not by blacks, but by mostly by white upper class corporate financiers.

The Florida Keys



We often think we need to escape to the Bahamas or elsewhere in the Caribbean to get to paradise, but the truth is that we have a paradise right at home in the U.S. That's right, we're talking about the Florida Keys. Most of us have heard about how awesome Key West is, but the rest of the islands should not be overlooked: the Florida Keys collectively make up a chain of more than 800 islands, so there are a ton of worthwhile stops to make during a road trip down to Key West. We know the options can be overwhelming, but not to worry — we've broken it down for you: Here's our list of must-stop spots for Key West-bound road trippers.



The Upper Keys (excluding Biscayne Bay) run from Key Largo to Lower Matecumbe Key at about mile marker 75 (MM75). The Middle Keys start at Craig Key and extend to the city of Marathon — ending at the south end of the Seven Mile Bridge. And, last but not least, the Lower Keys start at MM47 and finish at Key West, which is MM0. Since all of the Keys are accessible by just one road, the mile markers are the most helpful

ways to pinpoint locations along the route.

Some of the of the Florida Keys include:

Key Largo

Key Largo is the northernmost of the Florida Keys, and is located just 18 miles south of Miami. Because of its close proximity to the mainland, Key Largo is a popular weekend getaway destination. The highlight of Key Largo is definitely John Pennekamp Coral Reef State Park, which includes 70 nautical square miles of beautiful Atlantic Ocean waters and the only living reef in the continental United States. The park is famed for its fabulous aquatic life (and its underwater statue of Jesus Christ) and is a popular spot for snorkeling, scuba diving, fishing, hiking, kayaking, and camping. When in town, don't forget to stop by Mrs. Mac's Kitchen for great seafood and, of course, key lime pie.

Islamorada

Islamorada, only half an hour south of Key Largo, is a chain of islands measuring only 20 miles long. The small group is known as the "sports fishing capital of the world," so for avid adventurers and sports enthusiasts, this is a must-stop spot. Robbie's of Islamorada is a popular locale, as guests can purchase buckets of bait to feed the famous tarpon from the docks, as well as plan snorkeling trips and excursions to nearby Lignumvitae Key Botanical State Park and Indian Key Historic State Park. If you think you may need a break from the (awesome) seafood on the Keys,

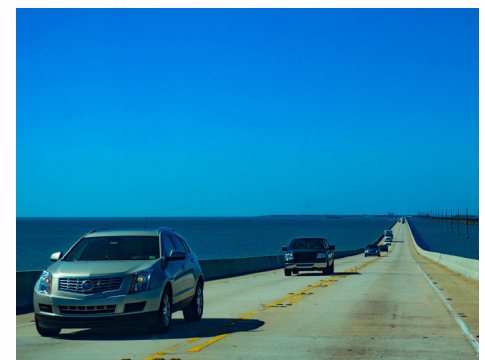
you can visit the tasty M.E.A.T Eatery and Taproom on Islamorada.

Key West

It may be better known, but there's a reason and Key West is one of our favorite destinations in the Keys. With everything from gorgeous historical buildings (like Hemingway's Home) to a bumping nightlife scene and great food, a stop here is a no-brainer. Like all of the other Florida Key locales, Key West offers fantastic boating, snorkeling, fishing and other outdoor opportunities; what sets it apart, though, is all of the history and things to do on land. We recommend checking out Mallory square



for a nightly arts festival that start about two hours before sun set, and a trip to the Little White House (President Truman's winter home turned museum) for history buffs. Oh, and while we're all in on the key lime pie craze, don't forget that — with Key West's close proximity to Cuba — you'll be missing out if you don't take advantage of the amazing cafe con leche or Cubano sandwiches on the island; try the Cuban Coffee Queen for these specialties.



DISCOVERING TECHNOLOGY



(CC BY-SA 3.0)

Moodle: The Unsung Hero of LMS

A **Learning Management System** (what is often called an LMS) has become foundational to blending technology into education experiences. Without its one-stop curation of class management activities such as attendance, homework, grading, discussions, resources, and more, each with their own separate website, login, and password, technology use in education would be defined by chaos. There are many LMSs to choose from, but none as flexible, scalable, feature-rich, and affordable as the open source ecosystem of Moodle.

How to get started

- a.) Download the Moodle software to your school server. It's free. There's no licensing fee. It's adaptable to more than 120 languages and scalable to small groups or large schools. Because it's web-based, it works on all platforms including mobile devices (with a downloadable app). Because it's installed on your server, it affords privacy options unavailable in cloud-based LMSs.
- b.) Customize the program to your needs using the drag-and-drop interface. Add free plugins of your choice provided by a robust online community. This isn't as hard as it sounds. For example, I stumbled my way through it with no programming experience or Moodle background at all.
- c.) Train all stakeholders on how to use the Moodle LMS just as you would with any new program.
- d.) Assign at least one person to manage the Moodle ecosystem. This includes user training, troubleshooting, rolling out patches, installing updates, and answering user questions.

Ways to Use Moodle

Because it is **open-source** and has a robust developer community, as of this printing, **there are over 1300 plugins**. This means that, unlike most LMSs that offer a finite set of tools, with Moodle, you are only limited by your imagination.

Some of the most popular plugins with schools include:

- 1.) Student **blogs** to encourage writing, collaborating,



and perspective-taking.

- 2.) Student **forums** and class chats to encourage communication both in and out of school and perspective-taking.
- 3.) **Podcasts** of lessons, how-tos, reviews, and more.
- 4.) **Peer review** of student writing to encourage collaboration and perspective-taking.
- 5.) Shared **classroom space** to allow classes to work together toward goals and projects.
- 6.) **Online book discussions** to support literacy groups. This can be accomplished with the forums plugin.
- 7.) **Quick quizzes** that allow students to take a quiz as a warm-up or exit ticket.
- 8.) A student-generated **glossary** of terms or concepts. This is student-driven and available for all future students.
- 9.) A **Workshop module** where students can collaborate on classwork and learning.
- 10.) A **Database** module to collect information on students, parents, classes, or any other relevant topic.
- 11.) **Games** like hangman, Sudoku, and crosswords.

Overall, there isn't a more flexible, scalable, affordable LMS that will allow you to differentiate for varied needs, personalize content, and respond quickly and flexibly to the ever-changing demands of teachers and students.

To learn more about Socrative, go to:
<https://moodle.org/?lang=es>



Hogwarts



Hogwarts School of Witchcraft and Wizardry, shortened to Hogwarts, is a fictional British school of magic for students aged eleven to eighteen, and is the primary setting for the first six books in J.K. Rowling's Harry Potter series.

Rowling has suggested that she may have inadvertently taken the name from the hogwort plant (*Croton capitatus*), which she had seen at Kew Gardens some time before writing the series, although the names "The Hogwarts" and "Hogwart" appear in the 1954 Nigel Molesworth book *How To Be Topp* by Geoffrey Willans.

In the novels, Hogwarts is somewhere in Scotland.

The school is depicted as having numerous charms and spells on and around it that make it impossible for a Muggle to locate it. Muggles cannot see the school; rather, they see only ruins and several warnings of danger.

The castle's setting is described as having extensive grounds with sloping lawns, flowerbeds and vegetable patches, a loch (called The Black Lake), a large dense forest (called the Forbidden Forest), several greenhouses and other outbuildings, and a full-size Quidditch pitch. There is also an owlery, which houses all the owls owned by the school and those owned by students. Some rooms in the school tend to "move around", and so do the stairs in the grand staircase.

Witches and wizards cannot Apparate or Disapparate in Hogwarts grounds, except when the Headmaster lifts the enchantment, whether only in certain areas or for the entire campus, so as to make the school less vulnerable when it serves the headmaster to allow Apparition.

Electricity and electronic devices are not found at Hogwarts.

Hogwarts is on the shore of a lake, sometimes called the Black Lake. In that lake are merpeople, Grindylows, and a giant squid. The giant squid does not attack humans and sometimes acts as a lifeguard when students are in the lake.

Education at Hogwarts is not compulsory, with some students being home schooled as stated in the seventh book. Rowling initially said there are about one thousand students at Hogwarts.

Hogwarts is divided into four houses, each bearing the last name of its founder: Godric Gryffindor, Salazar Slytherin, Rowena Ravenclaw and Helga Hufflepuff. Throughout the school year, the houses compete for the House Cup, gaining and losing points based on actions such as performance in class and rule violations. The house with the highest end-of-year total wins and has its

colours displayed in the Great Hall for the following school year. Each house also has its own Quidditch team that competes for the Quidditch Cup. These two competitions breed rivalries between the houses. Houses at Hogwarts are living and learning communities for their students. Each house is under the authority of one of the Hogwarts staff members. The Heads of the houses, as they are called, are in charge of giving their students important information, dealing with matters of severe punishment, and responding to emergencies in their houses, among other things. Each year, year level groups of every separate house share the same dormitory and classes. The dormitory and common room of a House are, barring rare exceptions, inaccessible to students belonging to other Houses.

Being a school of magic, many subjects at Hogwarts differ from the studies of a typical school. Some subjects, such as History of Magic, derive from non-wizard – or muggle – subjects, but many others, such as charms and apparition classes, are unique to the wizarding world.

To read more about Hoggwart, go to: <http://hp-intothefire.wikidot.com/hogwarts>



“English For You CR” presents, Narrative Tenses



We use narrative tenses to tell a story. This is a mix of past simple, past continuous, past perfect, would and used to that helps transmit ideas, create a dramatic effect on the reader, and keep variety in the text. Here's a story using narrative tenses:

“I **had gone** to bed at 11 p.m. I **had been sleeping** for a while when I **heard** a bang on the roof. I **looked** at the watch and **saw** that it was 3 a.m. Then, I **remembered** that my grandmother **used to tell** me that at that time, ghosts and spirits **would walk** around and **do** things to the living. While I **was thinking** about getting up or not, I **heard** another bang and **realized** that it **was** just cats fighting on the roof! I **had never felt** so scared in my life!”

In this text we can find these narrative tenses:

- **Past simple for finished actions:** heard, remembered, looked at, saw, was
- **Past continuous for the setting or actions in progress:** was thinking.
- **Past perfect for previous actions in the past:** had gone, had felt.
- **Past perfect continuous for previous actions in progress:** had been sleeping.
- **Used to tell, Would walk:** for repeated actions or habits in the past.

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

ergophobia

an abnormal fear of work; an aversion to work.

EXAMPLE:

He was examined by Dr. Wilson, who diagnosed the disease which had attacked him as ergophobia.

www.dictionary.com



Holi , The Festival Of Colors

Holi, the festival of colours is celebrated at the approach of vernal equinox. It comes on the last full moon day of the lunar month Phalguna (Phalguna Purnima) and marks the end of winter season. As per the Hindu Calendar Holi date varies in Gregorian calendar and usually falls in **March** and sometimes in late February.

Holi is also known as festival of love. Hindus believe it is a time to say farewell to winter and to enjoy spring's lush colours. By tradition it was identified as a festival that celebrated agriculture and commemorated good harvests. The mythologies behind Holi signifies the victory of good over evil, and the day is observed as a time to rid oneself from past errors, end conflicts, forget, forgive and to renew ruptured relationships.

The celebrations start on the night before Holi with Holika bonfire. The next morning, people engage in frolic with colours where they play, chase and colour each other with dry powder and coloured water. They celebrate in groups singing and dancing, and it occurs everywhere viz. streets, parks, outside temples and buildings. Apart from the gaiety and colourfulness, Holi has deep religious, social, cultural and biological significances which can be known through a close examination and little thought. The apparent reasons for celebrating Holi are solely mythological. The common legends behind the celebration of Holi are that of Prahlad and Holika, Siva and Kamadeva, ogress Poothana, ogress Dhundhi and Radha-Krishna.

Information taken from: <http://blog.indianastrologysoftware.com/2015/03/holi-festival-of-colours.html>

Photo credit: <https://pixabay.com/es/holi-india-color-tradicionales-709847/>

