



# The ESL Parrot

Your ARC newsletter for and by ESL students

Issue # 11

Spring 2007

Deidre Wolonick is a foreign language teacher at American River College. Professor Wolonick teaches French, but also speaks a variety of other languages including Spanish, Italian, and Japanese. Wolonick is originally from New York, but has lived in Japan and now lives in California. As a young child, Wolonick grew up in a family in which different languages were abundant. Her family is Polish but indeed not just Polish was spoken. During Wolonick's college years, she traveled to Europe. Furthering her education in Europe exposed her to the languages there, and she quickly learned to communicate with the natives other than her English-speaking companions. This same principle applies to students who are learning English. The fastest way to learn is to speak it with someone else who knows the language well. In other words, make English-speaking friends and keep them to talk to.

Wolonick has become a very accomplished person. Setting goals and committing to them has shaped her into a woman of

experience and wisdom. Speaking eight languages is only one of the things on her list that she can do and has done well. Professor Wolonick is a musician. In 1990, she founded the West Sacramento Community Orchestra. Wolonick plays the piano, guitar, clarinet, and flute. She describes this goal as having been "very fulfilling." Deidre is also the author of two books.



Gold Country is a suspense/Romance novel that takes place in the gold country of California. The other is entitled English with Ease: Mastering the Basic Ingredients of English. This book helps English learners understand the mechanics of the English language. This book has been published in eight different countries.

With Deidre's experience in learning other languages, she can relate to those who are learning

English. She knows the frustration that comes with it. This is her advice: "Keep working and chipping away at it and when the frustration goes away, it will all be worth it." Deidre also shared an experience that perhaps many of us ESL students can also relate to.

"I got off the plane in Japan and everything was so foreign to me that I could not even find my way to the basics in life, like knowing where the bathroom was." Have we been in a similar situation? Deidre said that she improved by talking to people. Talking and asking is really the key to understanding and this helped her improve.

Educate yourself, practice, and talk to others. "Language is a way of thinking; the more you are exposed to language, the better person you will become. Your world will become so much bigger." In closing, Deidre Wolonick's life can serve as an example to all of us. Anything is possible in this life; we just need to get up

**Don't cry because it's over. Smile because it happened.**

**Dr. Seuss**



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and do it. Once accomplished, the deed will lift that person up to accomplish bigger and better things.

Lastly, Professor Wolonick just finished her first marathon in December! From this moment on, let's take on the challenge to be the people we all know we can be and to one day change the world.

By Linda Hernandez  
ESL Tutor

# Student Chirpings

## Dangerous Time in Perú

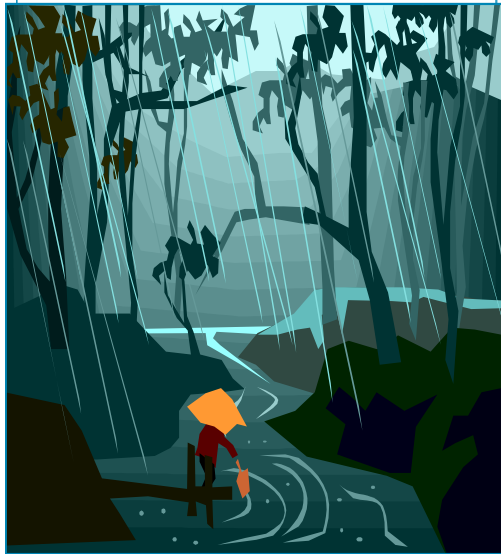
It was a bright summer day of September 2000. I was a member of the 330 division of the Peruvian Boy Scouts. That day we were about to start the second regional camp for all the Boy Scouts of Pucallpa City. The camp was going to be on an island called “The Love Island” located in the midst of the Ucayali River in the Peruvian jungle. There were two thousand Boy Scouts divided into twenty groups of one hundred members each. Everyone was excited about being in the camp, but nobody suspected that it would be the scariest and most dangerous experience of our lives.

Because the guys in my division wanted to be the winners of all the activities, we all prepared very well one month before the camp started. After school, all the members of my division joined together in the outskirts of the city to train ourselves by practicing field skills such as reading a map, using a compass, making fire without matches, climbing, and so on. We also prepared physically by running in the hills and swimming in a lake.

The days went quickly, the camp got closer and closer, and finally the big day came. That day all the Boy Scout groups were ready to go, waiting for the boats that would take us to the island. After thirty minutes of waiting, the boats arrived at the wharf; everyone got on board, and the adventure began. The trip from the wharf to the island lasted one

hour because of the great size of the river. When we reached the island, everyone was surprised because that place seemed totally different from the paradise that we expected it would be; in fact, there were a lot of snakes and spiders everywhere.

The first day of camp was boring. We just set up our tents and marked the perimeters for each group, but the next three days were a lot of fun. Those days were planned by the Boy Scouts leaders in order to make all the Boy Scouts meet each other. During those days we went fishing



in the mornings, played soccer and volleyball in the afternoons, and joined together during the nights to tell stories and sing songs. The next day, however, was the hard one. That day the sky was very dark and full of gray clouds in the morning. It was not a big problem — nobody worried about that, but when the night came everyone was afraid. The moon was not visible and the stars didn't shine. Then the first

drops of rain began to fall and after a while it turned into a thunderstorm. The level of the water got higher and higher so we had to leave the island as soon as possible. The radio operator was trying hard to communicate with the emergency station to ask for help. Many people were running, trying to find a way to escape, and others were just crying and praying to God to save their lives. After two hours of that mess, the radio operator told us that he had been able to communicate with the emergency station, and he asked us to hold on until aid arrived.

The water level had risen too high; because of that, everyone climbed the trees in order to wait for the rescue boats in a safe place. After waiting a couple of hours, the boats finally came and then one by one we began to get on board. The only people left were about thirty five guys of my division including me, because the boats had a limited weight capacity. I was scared to death, waiting for the next boat in an island surrounded by snakes and wild animals everywhere, and fighting against a thunderstorm; I thought I was going to die, but fortunately the boats came back and took us home.

Many years have gone by since that terrible day, but I can not forget it. The images of the camp run through my mind almost everyday. I think it was the most dangerous day of my life.

By Christian Valenzuela  
ESL-W50, Fall 06

## Parrot Warblings

### Speak like a Parrot Why is Word Stress important ?

Word stress is not used in all languages. Some languages, Japanese or French for example, pronounce each syllable with equal emphasis.

Other languages, English for example, use word stress. Word stress is not an optional extra that you can add to the English language if you want. It is **part of the language!** English speakers use word stress to communicate rapidly and accurately, even in difficult conditions. If, for example, you do not hear a word clearly, you can still understand the word because of the position of the stress.

Think again about the two words **photograph** and **photographer**. Now imagine that you are speaking to somebody by telephone over a very bad line. You cannot hear clearly. In fact, you hear only the first two syllables of one of these words, **photo...** Which word is it, photograph or photographer? Of course, with word stress you will know immediately which word it is because in reality you will hear either **PHOto...** or **phoTO...** So without hearing the whole word, you probably know what the word is ( **PHOto...graph** or **phoTO...grapher**). It's magic! (Of course, you also have the 'context' of your conversation to help you.)

This is a simple example of how word stress helps us understand English. There are many, many other examples, because we use word stress all the time, without thinking about it.



#### ● Act high and mighty

To act proud and powerful, e.g.  
The woman always acts high and mighty and nobody likes her.

#### ● Act one's age

To behave as a mature person or at least to behave equal to one's age. e.g.

My friend never acts her age in public.

#### ● After all is said and done

Finally, when everything is settled. e.g.

After all is said and done the mayor of our city is doing a very good job.

### ESL WEB LINKS

#### ESL Magazine

Online Web site of ESL Magazine, with news, stories, articles, in the field of ESL. Includes many useful links to other sites, including online dictionaries in several languages, ESL teachers' home pages, E-mail programs, lesson plans, and fun sites for ESL students.  
<http://www.eslmag.com>



# Modals. Part 1

### The modal auxiliary **can** is used

- ◆ To express ability (in the sense of being able to do something or knowing how to do something). e.g.  
He can speak Spanish but he can't write it very well.
- ◆ To express theoretical possibility. e.g.  
American automobile makers can make better cars if they think there's a profit in it.
- ◆ To express permission (in the sense of being allowed or permitted to do something). e.g.  
Can I talk to my friends in the library waiting room?

**Note :** *Can* is less formal than *may*. Also, some writers will object to the use of *can* in this context.)

### The modal auxiliary **could** is used

- ◆ To express an ability in the past. e.g.  
I could always beat you at tennis when we were kids.
- ◆ To express past or future permission. e.g.  
Could I bury my cat in your back yard?
- ◆ To express present possibility. e.g.  
We could always spend the afternoon just sitting around talking.
- ◆ To express possibility or ability in contingent circumstances. e.g.  
If he studied harder, he could pass this course.

**Note:** In expressing ability, *can* and *could* frequently also imply willingness. e.g.  
Can you help me with my homework?

Dear Granny Noetal,

ESL teachers sometimes ask us to activate our iMail, the ARC E-mail that used to be called "zip-mail". I don't understand why that's necessary. I already have an e-mail address and never get any good news, anyway. Why do I need yet another account?

No News is Good News



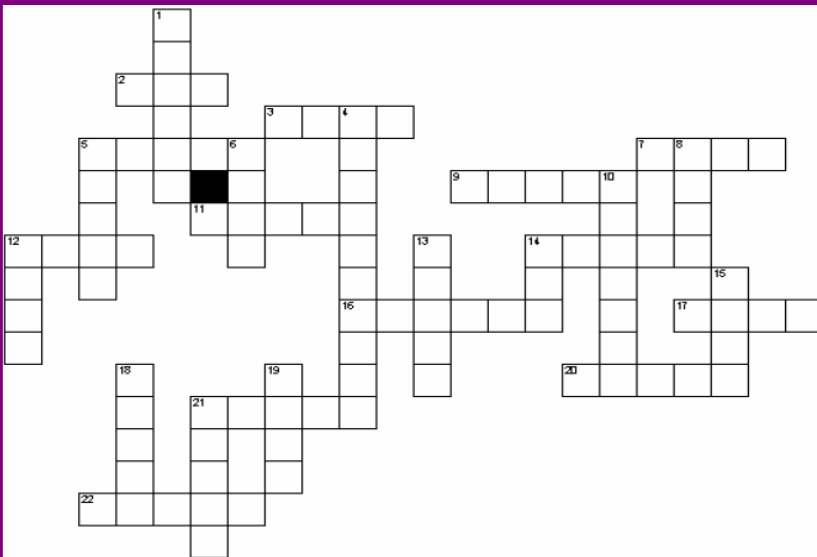
Dear No News,

Here's some good news: *Granny really enjoyed your scented letter in the Manila envelope, and your question is a good one!* In any case, after talking to a number of teachers, I see how the new iMail account makes it easier for teachers to send a group announcement to an entire class, perhaps some good news, for example, like "Oh, I decided not to count that low-score on the last grammar quiz" or "Here's some extra homework that might help you" or "Instead of a final exam, we'll be going to Hawaii." If every student has a different, individual commercial account, teachers will have to type in each address (some are notoriously slow typists...). Keep in mind, too, that messages from your ESL teachers are not only good reading practice but also evidence that a teacher is either thinking deeply about his job (smile) or extremely forgetful. In any case, good luck and keep Granny happy by i-mailing your next letter — I think I detached my retina reading your handwriting.

Luv ya,

Granny

### Word Search Irregular Verbs



#### Across

2. simple past of win
3. simple past of shut
5. simple past of spell
7. simple past of swim
9. simple past of smell
11. simple past of write
12. simple past of sink
14. simple past of speak
16. simple past of teach
17. simple past of tell
20. simple past of steal
21. simple past of stand
22. simple past of sweep

#### Down

1. simple past of show
4. simple past of understand
5. simple past of spend
6. simple past of tear
8. simple past of wear
10. simple past of think
12. simple past of sing
13. simple past of stick
14. simple past of sit
15. simple past of wake
18. simple past of throw
19. simple past of take
21. simple past of sleep

### Where Are You From?

One lady in the park asked me  
Where are you from?  
I told her, I'm from a land  
Where the sun rises from the east  
And it goes down in the west

I'm from a land where the sky is blue  
The lawns are green  
Oranges are orange  
And a flame is fiery

I'm from a land where snow is white  
Rain is wet  
In the fall, the trees lose their leaves  
The dried leaves rustle under feet

I'm from a land where owls hoot in the night  
The frogs croak on lily pads  
The crows crow when they want to talk  
The roosters cackle when the night is gone

I'm from a land  
Where sugar is sweet  
Salt is salty  
Water is pure  
And pomegranates have red and glittering seeds

I'm from a land where  
The people say hello when they meet someone  
Babies fall asleep to lullabies  
And the people say farewell to their loved ones

I'm from a land where  
Love is true  
God is love  
And the people are full of love

The lady looked at me and she said  
So, you live in our town and you are not so far  
What is your neighborhood?  
I told her  
In everyone's neighborhood  
Somewhere on the earth

By Parisa Samadi  
Summer 2006

# More Student Chirpings

*For Future Students of ESL Writing*



Dear Guys,

I'm very glad to congratulate you for you are students of ARC in a class of ESL Writing. It clearly shows that you are not simple guys or students, but you are looking like very wise guys, who already now have a great future. Your wisdom was backed by ancient humanity, when they created, in the beginning, intelligent, sensible sounds, then words, then letters, then writing, and lastly ESL W classes. It meant humanity began to know how not only to send or to receive different

information from one place to another place or from one person to another man; new creative writing gave the possibility to move information through different time spheres – he made the machine of time.

However, writing is high art and creative work. We must study to get abilities for writing work. It isn't an easy job. So, you happy students – your way is good and the right way. In your classes, your professors will give you possibilities to learn:

- speaking, reading, and **writing**;
- spelling of many words, and quick handwriting;
- grammar of English;
- not to offend little children – girls and boys;
- to wish to study, and many others helpful and useful things.

In the beginning, it will be very

difficult, but while you're studying you will be more and more able to change your homework to "home-fun". Probably, some of you will feel almost to be an English-speaking American man, and lastly you, maybe, will be able to write essays. So, somebody can decide to try career of a writer.

However, if you'll buy a few simple tools – papers and typewriter, pencil or pen – it will compare with the tools other professional workers need and you will think you are the best writer, but you will be wrong. That way leads to failure. There is the way to success, and it can be found. That way starts in ESL Writing classes. So, I want again to congratulate you, new student of ARC at ESL W.

By Igor Sedykh  
ESL-W50



## Out of the Cage

### Procrastination & Time Management

Are you “on overwhelm”? Do you run out of time for getting important things done? Most people try to squeeze 30 hours from their “To Do” lists into a 24-hour day – which only creates added stress. How to get it all done? Come to this workshop to learn how to prioritize what is MOST important and cut back on what is NOT as important. Prioritizing is the key, then setting concrete goals to TAKE ACTION – right now!

Date: March 14, 2007 from 6:00 to 7:30pm

### “What Does UC Davis Medical School Look for in their Applicants?”

Do you know what UC Davis Medical School looks for in their applicants? Do you think your friends know? Do you want to hear from the Source? Then you should not miss this event. Amerish Brea, M.D., Dean of Admissions, UC Davis School of Medicine, will talk to you candidly about what their admission committee looks for in their candidates, and will give you up-to-the-minute statistics about current applicants to UC Davis Medical School. Come with all of your questions and ask directly from the source.

Location : Science Room 401.

Date: March 16, 2007 from 2:00 to 3:30 pm.

### Questions / Comments?

*Please let us know what we can do to improve “The ESL Parrot”.*

*We appreciate any and all feedback you are willing to give us.*

*Send us an e-mail, call, or just drop by Professor Bracco’s office*

*D387 (Davies Hall)*

*braccop@arc.losrios.edu*

*(916) 484-8988*

### \* Elevations Workshop

Elevations is a tool that integrates the basic elements of career self-assessment, research, decision-making and action planning. It is an integrated solution for employees, job seekers, homemakers and students looking for career direction or considering a career change.

\* These workshops are presented by a Career Counselor

Date: March 20, 2007 from 10:00 to 11:30 am

Location: TBA

### Not in Our Town: Hate Crimes in Northern California

Join us for a screening of part two of the award-winning film Not in Our Town. This episode explores arson and murder in the greater Sacramento area in recent years, where Jewish, gay, and African-American community members have been targeted in hate-motivated crimes. The film highlights active community responses of adults, students, law enforcement, and others to these acts of hate.



Date: March 15, 2007 from 12:25 to 1:20 pm

### Scholarship Search Workshop

This workshop offers many resources available for students interested in applying for scholarships. Learn the various avenues in which to search for scholarships.

Date: March 20, 2007 from 3:00 to 4:00 pm

## Even More Students' Chirpings

### How to Retain Vocabulary?

Responses to the *Granny Noetal* (bless her heart) Question in *Issue 10*

Find a novel writer you REALLY enjoy -- the kind of book you don't want to put down because you want to know what happens next. Read books by that writer until you get tired of him/her. Find another writer you like as much. Repeat.

**Prof. John Gamber**

My best advice would be to read in English every day. Library cards are cheap, and the librarians can help anyone find books on topics of interest. Novels for young adults are a good place to start. For those who take care of children, reading children's books in English (to kids) would also be a great way to retain and even expand vocabulary.

**Prof. Ally Joye**

Here are my words of wisdom. (Over the winter break, I had a lot of fun reading The Secret Garden in French!)

The simplest and most pleasant way to develop and retain vocabulary is to read every day in English. Read stories that are easy and fun so it doesn't feel like work. Read aloud when you can. Even 10 minutes a day will help.

**Prof. Susan Pezone**

Read, read, read.

**Prof. Margret Dean**

Read *The Parrot*. Forever. Squawk!

**Prof. Paul Bracco**

Talk to your dog (cat, parakeet, etc.). Narrate everything you do together. It works for me!

**Prof. Dierdre Wolownick**

Go say hi to one of your old ESL teachers just to say hi and chat for a minute. Let them know what you are doing!

Think of an American song that you might already know in your language and try to translate into English. For example, "Silent Night," is the most recorded song in history, so I'm very confident that you can find a translation in your language. If you know it in your language, try to translate it into English, and then compare your translation with various other versions.

Visit the ESL Department's Web Links section on the Student Resource Page . It has lots of links for studying English. It is a really great resource!  
<http://www.arc.losrios.edu/~esl/Weblinks/eslweblinks.htm>

Find a friend who wants to practice English and then write emails to each other in English.

If you had a listening class, return to the recordings from that class and listen to them again. You might be surprised at what you hear and how easy it is, or at what you have forgotten!

Listen to English songs and then find the lyrics online.

Watch a movie and then STUDY the script. You can either try to find the script for a movie (or a TV show) you like, or find a script and then find the movie to go with it. This is a fascinating and challenging exercise. These links can help you find scripts.

Check out children's books on CD and listen as you read.

**Prof. Patrick Hoggan**

## Daylight Saving Time

Daylight Saving Time (or summertime as it is called in many countries) is a way of getting more light out of the day by advancing clocks by one hour during the summer. During Daylight Saving Time, the sun appears to rise one hour later in the morning, when people are usually asleep anyway, and sets one hour later in the evening, seeming to stretch the day longer. The reason DST works is because it saves energy due to less artificial light needed during the evening hours—clocks are set one hour ahead during the spring, and one hour back to standard time in the autumn. Many countries observe DST, and many do not.

Benjamin Franklin first suggested Daylight Saving Time in 1784, but it was not until World War I, in 1916, when it was adopted by several countries in Europe which had initially rejected the idea.

### When we change our clocks

Beginning in 2007, most of the **United States** begins Daylight Saving Time at 2:00 a.m. on the second Sunday in March and reverts to standard time on the first Sunday in November. In the U.S., each time zone switches at a different time.

In the **European Union**, Summer Time begins and ends at 1:00 a.m. Universal Time (Greenwich Mean Time). It begins the last Sunday in March and ends the last Sunday in October. In the EU, all time zones change at the same moment.

If you live near the equator, day and night are nearly the same length (12 hours). But elsewhere on Earth, there is much more daylight in the summer than in the winter. The closer you live to the North or South Pole, the longer the period of daylight in the summer. Thus, Daylight Saving Time (Summer Time) is usually not helpful in the tropics, and countries near the equator generally do not change their clocks.

A poll conducted by the U.S. Department of Transportation indicated that Americans liked Daylight Saving Time because "there is more light in the evenings / can do more in the evenings." A 1976 survey of 2.7 million citizens in New South Wales, Australia, found 68% liked daylight saving. Indeed, some say that the primary reason that Daylight Saving Time is a part of many societies is simply because people like to enjoy long summer evenings, and that reasons such as energy conservation are merely rationalizations.

However, Daylight Saving Time does save energy. Studies done by the U.S.



Department of Transportation show that Daylight Saving Time trims the entire country's electricity usage by a small but significant amount, about one percent each day, because less electricity is used for lighting and appliances.

Energy use and the demand for electricity for lighting homes is directly related to the times when people go to bed at night and rise in the morning. In the average home, 25 percent of electricity is used for lighting and small appliances, such as TVs, VCRs, and stereos. A good percentage of energy consumed by lighting and appliances occurs in the evening when families are home. By moving the clock ahead one hour, the amount of electricity consumed each day decreases.

### Some U.S areas

For the U.S. and its territories, Daylight Saving Time is **NOT** observed in Ha-

waii, American Samoa, Guam, Puerto Rico, the Virgin Islands, and Arizona. The Navajo Nation participates in the Daylight Saving Time policy, even in Arizona, due to its large size and location in three states.

### Many people dislike Daylight

Many people intensely dislike Daylight Saving Time. Frequent complaints are the inconvenience of changing many clocks and adjusting to a new sleep schedule. For most people, this is a mere nuisance, but some people with sleep disorders find this transition very difficult. Indeed, there is evidence that the severity of auto accidents increases and work productivity decreases as people adjust to the time change.

### Violent Crime

A study by the U.S. Law Enforcement Assistance Administration found that crime was consistently less during periods of Daylight Saving Time than during comparable standard time periods. Data showed violent crime down 10 to 13 percent. It is clear that for most crimes where darkness is a factor, such as muggings, there are many more incidents after dusk than before dawn, so light in the evening is most welcome.

### Time Change Riots

Patrons of bars that stay open past 2:00 a.m. lose one hour of drinking time on the day when Daylight Saving Time springs forward one hour. This has led to annual problems in numerous locations, and sometimes even to riots. For example, at a "time disturbance" in Athens, University, over 1,000 students and other late night partiers chanted "Freedom," as they threw liquor bottles at the police attempting to control the riot.

<http://webexhibits.org/daylightsaving/b.html>