



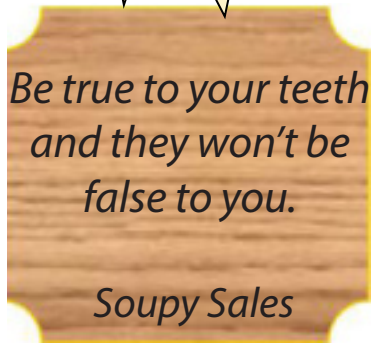
The Parrot

Your ARC newsletter by and for ESL, multicultural, international students, new Californians, and, well, anybody really...

Issue # 129 Fall 2018



What be Your Dialect?
pg.15



Be true to your teeth and they won't be false to you.

Soupy Sales



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Randy Moore: He's Got the Goods!

The Parrot: Would you introduce yourself to us?

Randy: OK. My name is Randy Moore. I'm the Instructional Assistant here in the Oak Cafe Bakery. I basically run the day-to-day production portion of the bakery for Chef Parks as part of the HM375 class.

The Parrot: And what is the HM375 class?



Randy: It teaches bakery production and management. The students in that class produce all the products that sell to the campus and the public out of the bakery in front of the Culinary Arts Building.

The Parrot: How long have you been working in the Oak Cafe?

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Oldest-Known Message In A Bottle Found In Australia

In 1886, sailors on a German barque called Paula tossed a gin bottle with a message inside into waters hundreds of miles off the western coast of Australia.



upon the bottle on Australia's Wedge Island.

It's believed to be the oldest-known message in

One hundred and thirty-one years later, a Perth resident stumbled

a bottle, in terms of the amount of time that has passed between

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Student Chirpings

Secret Place

Each of us has something dear to our heart. It can be a place or thing. Of course more valuable for us is not the things or places but the memories of them. Such memories we carry through life. One of those memories I have associated with one special place.

I was born in Gudauta, a small and quiet town in Abkhazia. In my opinion Abkhazia is the most beautiful country in the world because the semi-tropical climate creates a unique natural beauty. One the one side of Abkhazia are mighty mountains. The other side of Abkhazia is washed by the Black Sea. I lived in this country only the first five years of my life but I remember very clearly my feelings and sensations during that period of my life. My family lived in a big house which was located on a hill and which had a beautiful view of the sea and mountain. I also remember that we had a really huge garden where a variety of fruit and nuts trees, vegetables, and flowers grew.

In the corner on the right side of our garden very beautiful Golan roses grew. There were two colors: scarlet red and light pink. The stems of these roses were straight and very high. For me, a four-year-old girl, they looked like gigantic roses. They were taller than me and I often hid among them from my parents. It was my secret place. I carefully walked through them in order to not to be injured by their sharp thorns. I remember how painful it was sometimes when they scratched my skin. I broke off the thorns of some roses to make a path where I could safely walk. It was interesting that even if the weather was very hot among the roses, I always felt

cool. Nothing could be heard but the rustle of leaves. The soil where the roses grew was always slightly damp, cool, and grim. There were always many ants and other insects. I was not afraid of them but at the same time they were not nice.

However, when I raised my head, everything looked different. Between the red and pink rose

buds, I could see the blue sky with visible birds. The sun's rays filtering through the leaves of the roses warmed my face. I could watch how butterflies flit from flower to flower. It was so beautiful! In addition, I'll never forget the scent that surrounded me. I loved to smell the

roses which I could reach. I remember how soft and velvet the rose petals were when I stroked them. I was fascinated by this beauty and every rose for me was alive. That place seemed so magic to me. I felt that I was in a fairy tale. However, when I just heard my mother's voice calling me, I quickly ran out from there so that no one would know about my secret place.

Twenty five years have passed since I have been in that garden where giant roses grew. Today in my memory the smells, sounds, views and feelings of my secret place still remain. I really cherish those memories when I enjoyed everything that I saw, smelled, and touched.



Anaida Aleksanyan
ESL W50
Descriptive essay

No English - What to Do?

“Fresh off the boat”, people often tell a new immigrant not familiar with the language and culture. My husband and I arrived in America several years ago. Neither one of us knew English well. This presented a significant problem for my family. One of the leading causes of not knowing English for us is a lack of communication with native speakers. A lack of time or insecurity may also be a problem for acquiring the language. Not being able to speak English has had a negative effect on my family. It can have the effect of an inability to make a living. A lack of money in the family often spoils the relationship.

For example, my husband is depressed due to his inability to earn enough money for our family as an engineer in America. As a result, it has impacted in a negative way our family relationship. An inability to express an idea or find the right words during a

conversation with a native speaker or not understand during a conversation can lead to a fear of speaking English. For instance, before I say a phrase in English, I think about it in my head many times because I am afraid to make a mistake. People often do not understand what I am talking about because of my inadequate vocabulary and bad pronunciation. Luckily, there are several solutions to the problem of not knowing English in my family: simply finding ways to avoid learning English, being more in contact with native speakers, and going to college or learning it by yourself at home.

The first way to “solve” the problem of an inability to speak English is residing in your native language community and forgetting about learning the new language! It is the easiest solution for some people to live in a community where everybody

knows their native language. For example, my uncle has lived in America for twenty-five years, and he still does not have English because he does not have any need for it. He has been living in an apartment where the managers and neighbors are Russians. Moreover, he goes to the Russian church and stores. All the obstacles he has with the language barrier he solves through his relatives, who speak English fluently. Another example is my friend’s husband. He does not speak English at all. He has been working in a Russian store since he arrived in America. He is working and living among Russian people, so

it is unnecessary for him to know English. One more example is my cousin, who has lived in America more than twenty years and also does not speak English. She has six children who have already



adopted American customs and learned English. She forbids her children to speak English at home in case they forget their native language, Ukrainian. She goes to the Russian church, to the Russian stores, and to her Russian friends. She told me that she does not have any need to speak English because her children usually solve her problems. Luckily, some people are smart enough to find the easiest way to solve the problem of not knowing English by simply living, working, and communicating just with speakers of their own language.

The second real solution to the problem of not knowing language is to be more in contact with just native speakers. You can find a native speaker who wants to learn your native language and you both might benefit from each other by trying to talk. For example, my friend’s son found a pal online



on a website “Language Exchange” and they teach each other on Skype. Another beneficial way to learn language is to rent an apartment with native speakers. For example, my husband rented a house with native speakers. They helped him in many ways by explaining American culture and talking to him a lot. While he was living with them, his English was improving every day. In addition, you can get a job and work with native speakers, as my friend Elena has done. She has worked at MacDonal’d’s for several months. She told me that she had improved her speaking skills very much.

The last solution to the problem of not knowing English is to enroll in a college or learn from courses of self-study. My former roommate knows English pretty well. When I asked her how she did it, she showed me several self-study resources such as cellphone apps and some web sites. My husband and I are still using them; I certainly can recommend them to anyone who wants to improve their English vocabulary. On the other hand, a lot of people go to college to learn English. My neighbor highly recommended that I enroll in a college and take ESL classes because they helped her to learn English. Now, I am a college student and I am happy that my neighbor gave me the advice to go to college. Another

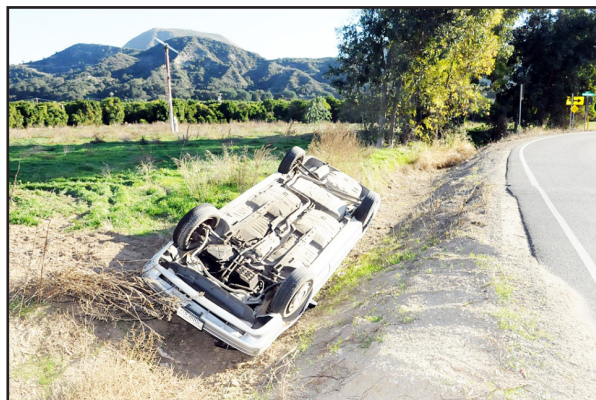
example for learning English is to take private lessons from an English teacher. Two years ago, I took private lessons with an English teacher. She helped me a lot with my English grammar. Certainly, the college, the cellphone apps, and taking private lessons are the most cost-effective way to learn English.

Residing in your native language community and avoiding learning English, having more communications with native speakers, and going to college and using teaching apps for self-study are three effective ways to solve the problem of an inability to speak English. I hope my husband and I will be able to speak fluently without a strong accent very soon. If you desire to improve your English, you may use one of the solutions and implement them in your life. Hopefully, an awareness of the issue of the problem of not knowing English might be the first step in finding ways to arrive at a decision. What ways can you propose to help people deal with this problem?

Taisiya Sukhanov
ESL W50
Problem-solution essay

I Survived a Car Accident

It was August 1986, and I had just graduated from Habibyah High School in Kabul, Aghanistan. I was reviewing the last four years of high school books to prepare myself for the university entrance exam. Beside that, I had a part-time job as a driver for a construction company. My duty was that, in the morning, I should pick up some staff of the company from their houses and drop them off at the office, and at the end of the day I should pick them up from the office and drop



them off at their houses.

It was a cloudy Thursday afternoon. I went to my car to get ready for work, and I turned the car radio on. While I was cleaning the car, my favorite singer was singing on the radio. It was 4:30 p.m., the work day was over, and all the staff came out of their offices to go to their homes. When we started moving, it slowly began to rain. We were four people in the car, and we were talking, laughing, and enjoying the loud music which I had played. When we reached the highway,

the rain became stronger and there was not much traffic on the highway, so I increased a little bit the speed and our speed was between 80-90 mph. Suddenly, I noticed something on the road and I applied the brake, and because the road was wet, the car slid and flipped onto its side, and flipped again so that now we were upside down. "This is it; we will fall down the hill", I thought. The car moved upside down until it hit the curb of the road and stopped. The two guys sitting in the backseat were pulled out of the car through the broken rear window. The guy sitting in the front seat and I were stuck inside the car. After a few minutes, a bus arrived, the passengers got out of the bus, rushed to help us, and pulled us out of the car. Later the ambulance came

and took us to the hospital. Fortunately, no one suffered serious injury in that accident, and we all survived.

In conclusion, I learned so many things from that incident. First, I shouldn't drive so fast, especially in rainy weather. Second, I should drive more cautiously and pay attention to the road, and third, I shouldn't step on the brake suddenly when the road is wet, or the speed is high, and I will always obey the traffic laws. I urge other people to be cautious while they are driving and obey the traffic rules.

Ezatullah Hamim
ESL R310
Narrative essay

Ukrainian School Lunches vs. American School Lunches

Do you like the food that your children eat at school? When I came to the United States, I noted some similarities between the food at school in Ukraine and the United States. For example, people with low income do not need to pay for their children's lunch at school. However, I also noted some differences. Lunch in American schools and Ukrainian school differ from each other in several ways.

First, in Ukrainian schools, food is always traditional, and children know this food and like it. In contrast, food in American schools comes from different cultures, and sometimes children from Slavic countries won't eat some food because it is not tasty for them. However, American schools have a lot of different nationalities, and they try to offer food that most children like.

Next, Ukrainian school food is healthier than American. Food in Ukrainian schools is always cooked in school immediately before serving. It is always fresh and hot. It includes soup, buckwheat porridge, rice milk porridge, some meat, and some salad. On the other hand, American school food is delivered already cooked. It often includes canned

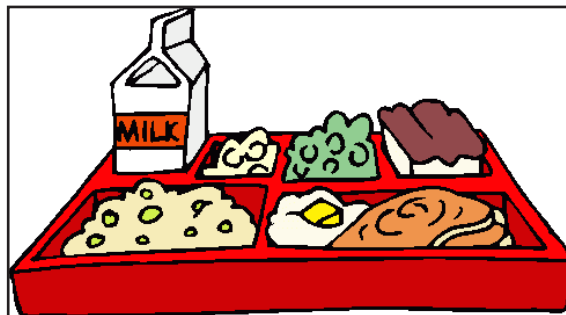
food or a fast food such as pizza, hot dog, ketchup, and ranch dressing. It also includes food with high fat such as French fries. However, it also includes more fruits and vegetables than Ukrainian school lunches.

Last, children in Ukraine can buy food at school themselves. They can buy lunch or snacks.

They can buy it during any break or after school. It is more convenient for families who cannot pay for lunch for a whole month. Parents can give children money for lunch each day. Unlike in Ukraine, children in American schools cannot buy lunch or even a snack themselves. Parents have to pay for their children's lunch for a whole month.

In conclusion, school lunch in Ukraine and America is different. It differs in cooking, composition, and payment. These countries have different cultures, and of course, they have different school lunches. However, each of them try to cook food in accordance with their traditions.

Nelie Pochapske
ESL W40
Comparison/contrast essay





Friction Between Colleagues

All people are different, and all have their personal goals in life. When people come together, their interests may coincide or may not, depending on common goals and tasks. More often the friction between people happens at work. Colleagues can be people from different cultures, different families, and with different characters. Working together, colleagues often have disagreements. There are three causes of friction between co-workers: competition between colleagues, personal hostility, and ignorance of principles of work on a team.

The first cause of friction between colleagues is competition between co-workers. Colleagues are often driven by a strong desire to stand out in front of authorities or other colleagues. In a company where the salary depends on sales, colleagues can vie with one another to get more sales. For example, I had the experience of working in the sporting goods store Sport-Alliance, in Ukraine, where employees had a personal sales plan. This meant that the salary of each person depended on a percentage of sales. Consequently, each of the salespersons tried to come first to the client, by any means sell the goods to the customer, and get this sale. Then the salespersons that were not the first became upset, so it spawned friction, misunderstanding, and competition to sell first among co-workers. Another example is when I worked in the shoe shop Celestina, in Saint-Petersburg, Russia. My colleagues almost attacked the clients to get a sale! As soon as they saw a potential buyer, somebody immediately was near him ready to sell some goods. It was very destructive for our work team. Yet another example is when my friend Olga in Ukraine worked as a salesperson at a dress store. My mother and I went to her to buy a dress. We chose a dress but didn't buy it that day. We came another day, but we bought the dress through my other

friend Vika. After this situation, Olga was very angry at me because Vika received a percentage of that sale and she didn't.

The second cause of friction between co-workers is when people don't know how to work on a team. We can find it in companies where colleagues have one goal in their work, and everyone should play his role to achieve that common goal. If somebody does not follow the work plan or does not perform the task, this creates a lot of friction between colleagues. For instance, working in the advertising agency Twenty Minutes, in Zhytomyr, Ukraine, I had a very creative work team.

One day, we had an important task to release an annual advertising calendar, so each of us had to find clients to fill the space for ads. As a team, we had to work hard to release our calendar on time. Surprisingly, a few of us ignored our common goal and continued to work on our personal



projects. As a result, the friction greatly increased on our work team. Another example is when my brother-in-law Furkat worked as a programmer in Germany. He had a special project with one of the co-workers. They had two months to get the final result, but on the day of the project delivery that co-worker told him that for some reason he wasn't be able to finish his part of the project on time. Furkat was very angry that they failed that project. After that happened, he posted on Facebook, "I'm happy that I had a Soviet education where it's obligatory to have a deadline." A further example is when my father worked in construction in Ukraine. He had one very irresponsible co-worker. That co-worker didn't know the principle of teamwork, so my father was often forced to call him in the morning because the man was drunk and wasn't at work. His irresponsible behavior greatly

disturbed their work.

The third cause of friction between colleagues is the feeling of envy. This feeling comes from wanting to have the qualities, the progress, or the results that someone else has. The envy between co-workers is expressed by an envious look, talk about someone, and discord in communication. Envy has a very destructive influence on the relationship between colleagues. For example, when I worked in the shoe shop Celestina, in Saint-Petersburg, Russia, I had excellent feedback from a mystery shopper. A mystery shopper is an undercover person that evaluates a salesperson's work. After they found out my result, my colleagues began to envy me so they had many negative remarks. They avoided communication with me, showed their indignation, and our relationship deteriorated. When our family lived in Saint-Petersburg, Russia, my husband worked as a pharmaceutical representative for the pharmaceutical company Doctor Reddis. Working there, my husband had excellent sales results, which were better than the results of other co-workers. After his colleagues learned about my husband's results, they began to resent his leadership.

They asked, "Why does he have such good sales results?" Colleagues become envious of my husband, so relationships on their work team worsened. Earlier, when I lived in my hometown Zhytomyr, Ukraine, my mother worked as a dressmaker; she had a little sewing studio in our house. My mother had a lot of grateful customers and a lot of work, so she was forced to hire an assistant. My mother's assistant helped her, but at the same time she wanted to create the same business that my mother had, but, for some reason, she couldn't. She was jealous of my mother's success and everyone noticed this. Because of this feeling of envy, they couldn't work together, so my mother and her assistant parted ways.

In conclusion, friction between co-workers has many causes. From my work experience, I can identify three main causes: competition between colleagues, personal hostility, and an ignorance of the principles of teamwork.

Kateryna Maksymenko
ESL W50
Cause/effect essay

Shopping Clash

Culture is the art, beliefs, behavior, ideas, etc. of a specific nation. There are different cultures in different countries. I am from Ukraine, and my culture is very different from the American culture. I had never thought about it before I moved to the US. The most different culture difference that I experienced in the US was the shopping culture.

This happened on the first week after we came to the US. We always go shopping with our kids. It was our first time in that store, and we were very excited about it. My daughters are very energetic, like most kids. The older one is not very careful. While she was going backward, she hit the glass shelves and one of them fell down. We were shocked. In my country I would have to listen to a lot about what bad parents we are and how spoiled our child is. We also would have to pay the full price of it. We were more shocked when one of the workers asked if



our daughter was hurt. Fortunately, she wasn't. We tried to clean the mess, but the worker told us that she would do it by herself. Even though we apologized, we felt uncomfortable.

Another difference that we noticed was the line in the store. Everybody waits calmly. No one was trying to cut in line for different reasons, such as small kids, pregnancy, elderly people, etc. These are so common in my country. In my country there are a lot of people that try to humiliate you, or to make you look foolish. It's the opposite here. People respect each other, and wait in line patiently. In conclusion, I am happy I was shocked by good things. All these things motivate me to do my best.

Vasyl Zinchuk
ELS R320
Expository essay



Children Rejecting

Immigrants to a new country have many problems, but even when they integrate into the new environment, they face the problem of maintaining their culture in the family. Their children assume local culture as their own because they grow up and communicate here. They don't see the point in learning their parents' language and culture. I know the problem from examples of many families of my friends. To instill in children the culture of their ancestors is difficult but possible. In my opinion, there are three solutions to the problem of children's rejection of their parents' culture in immigrant families: speaking at home only their native language, regular communication with other immigrants, and spending time in the parents' native country when possible.

The first solution to the problem of immigrant children's rejection of parents' culture is speaking at home only their native language. I know of two immigrant families in Sacramento. The spouses of one family, Michael and Alina, speak only Russian with their children. They refuse to speak English at home. Even if their children try to ask or say something in English, the parents answer, "Speak Russian. I don't understand you." Michael and Alina have lived in the US at least fifteen years; they speak English fluently. I know they think in English, but at home they "suddenly" can't understand it. Therefore the children in this family know Russian and speak it really well. My friends Alex and Oksana are immigrants from Rus-

sia too. They have lived here twenty years and know two languages – Russian and English. Their two sons speak only English and understand Russian a little bit because Alex and Oksana use English for communication at home. There is one more family near me in which children have to speak Russian because of family circumstances. Their grandmother lives with them. She doesn't speak English at all. Out of re-

spect for the grandmother, everyone in this family is forced to speak only Russian, so the children do it very well. In my opinion, refusing to speak English at home can help children practice their parents' first language and be included in their culture.

The second solution to the problem of children's rejection of parents' culture in immigrant families is regular communication with other immigrants. The immigrant community can help children to embrace their parents' culture. A multicultural country like the US has its own "Little Arme-

nia", "Koreatown", "Slavic Society" etc. Many of my friends attend Russian-speaking churches, where their children have communication with other Russian immigrants. It helps them to maintain a culture of language and customs. In addition, many of my friends send their children to "Russian schools" in America. Education there is, of course, in English, but there are lessons of the Russian language and culture. The immigrant community also holds fairs and festivals, in which children can participate in some traditional entertainment, listen to folk music and songs, and see traditional outfits. Children of my friends are happy to participate in such events. Com-



munication in the immigrant environment allows children to see their homeland in the miniature, to get acquainted with the culture, and also to communicate with families the same as their own. Many children are beginning to become more interested in their native culture after such activities.

The third solution to the problem of children's rejection of parents' culture in immigrant families is finding an opportunity to spend time in the parents' native country. My friends Anna and Oleg have a daughter, Lanessa, who was born in America seven years ago. Lanessa spent last summer with her grandparents in Ukraine. When she came back to the US, she told us, "I want to fly to Ukraine again. I love it!" She had a wonderful summer. Lanessa stayed in a small town, walked in the forest, picked berries, swam in a lake, played with her Ukrainian friends, and celebrated the "day" of the town. Her grandparents told Lanessa many interesting stories about her ancestors and family customs and about the childhood of her parents. Now Lanessa understands her parents better and wants to learn about Ukrainian culture. Another family I know had a European tour last summer. Mike, Irina and their two teenage daughters visited Italy, Germany, Estonia and Russia. When I asked the girls which country they liked most of all, they answered, "Russia. We wanted to spend more time there. We never knew how huge and beautiful it is. It was our first visit to Russia and now we understand why our parents want us to speak Russian and know our origins." In Russia the girls visited a few historical museums, met many of their relatives, and tried the local food. They saw the non-tourist side of culture. Some things they didn't like. The weather was colder than in California, Russian roads in places were terrible, and some people were not as

welcoming as here. However, the girls got to know the history of Russia and their family, found new friends, spent time with their relatives, and got closer to their parents. In my opinion, it's very difficult for children to love something that they have never seen. Only personal meeting with their parents' culture can help them to understand and like it. Experts call this phenomenon "immersion" in a culture. They consider this the best way to study the culture of the country.

Many families of my immigrant friends are

faced with a problem when their children don't want to maintain their native culture. I know that this is a common phenomenon in immigrant families. Children speak the language of the country where they live perfectly. They love local holidays



and traditions, but the language and traditions of their parents don't interest them. I think that speaking only the native language in a family, regular contact with other immigrants, and the opportunity to spend time in the parents' native country are a few possible solutions to the problem of immigrant kids rejecting their parents' culture.



Nadia Orlov
ESL W50
Problem/solution essay



Advantage of Living in a Tent

Have you ever thought about living in a tent? By living in a tent, you might be able to get a lot of benefits. I love to go camping in the mountains, rivers, and lakes. I bring a tent and lots of camping supplies when going on a camping trip. Sleeping in a tent is very interesting, exciting, and adventurous. I think many people like to go on camping trips and love to sleep in a tent because they desire to get unusual experiences, such as enjoying adventure, sleeping outside, and being in nature. In my experience from sleeping in a tent many times, living in a tent offers many advantages to people. The advantages of living in a tent are being able to move out easily, to live simply, and to save a lot of money.

The first advantage of living in a tent is to settle into new areas and live new lives easily. Many people move from one area to another frequently because they find new jobs, transfer to another school, and get married. Living in a tent, you can move out easily and fast if you have to move to other areas. When you move to other areas, you just pack your basic necessities such as clothes, shoes, and valuables. Bringing a tent and carrying your suitcases, you can move to your new place. If you want to avoid complex cities, you will be able to move right away. Furthermore, you can get closer to nature anytime and get many health benefits. I think many people dream about living near the seashore, lakes, or rivers. Nowadays, many cities are heavily polluted and there are terrible traffic jams. Take for example, a thirty-five-old Korean man who lived in a tent near the lake where I lived in Korea. He was

not an old man but got a serious illness while working at a company in a big city. He was notified that he might be able to live only around six months longer from a doctor. Therefore, he decided to quit his job without hesitation and moved to the country. He bought a tent and some necessities to settle into a quiet area near the lake. He spent time near a lot of trees, taking in more fresh air and going fishing. Amazingly, he lived more than two years before dying.



The second advantage of living in a tent is to live simply, without purchasing lots of household stuff. You will be able to get all the advantages from a little slow down and simplification in your life. Living in a tent is simple living and important in your life. You do not need to purchase a lot. Homeowners buy a lot of household items such as furniture, household appliances,

and other goods. People who live in a tent just need a few items such as clothes, blankets, kitchen appliances, and other necessities. They certainly do not need a king-size bed, 50-inch TV, and huge couches. Additionally, when you are cleaning your tent, you can save a lot of time. For instance, my Korean friend, who lives in El Dorado Hills, California, has a huge house. His house has five bedrooms, five bathrooms, and a swimming pool. His wife always complains whenever she cleans her house. She says that it takes a long time to clean her house. She feels it takes a whole day. However, you are able to finish cleaning your tent in one hour. I think it is a great benefit. Another advantage of living in a tent is that you can live simply as much as you can. Living in a tent, you can read lots of books and find a beautiful spot to pitch

your tent, where you have a good view of the sunset or the sunrise.

The third advantage of living in a tent is you can save a lot of money by not needing to pay any utility bills and property taxes at all. Homeowners have to take care of many things such as their property taxes, their utility bills, and their house maintenance. However, if you live in a tent, you do not have to pay any utility bills such as your electricity, water, gas, and trash bills. Additionally, living in a tent will help you save a lot of money. Here is a good example: Joseph, an American man lived in a tent, but it was not at all what he expected. Some people wanted to know why he lived in a tent. He had lost a lot of money during the recession. Therefore, he decided to live in a tent. Living in the tent has allowed him to build up his savings one again. He loved the simplicity of living in a tent. Most of all, he loved listening to the sound of the falling rain over his head when he slept. Another benefit of living in a tent is that you do not have to borrow money to buy a house. Many people want to buy their own house. Thus, they apply for a mortgage on their house at the bank. Every home

loan represents debt for the borrower, and this can become a problem in a number of ways. For instance, homeowners lose a source of income through unemployment, disability, or medical bills. They might be unable to pay monthly mortgage payments. The debt can quickly become overwhelming. In reality, a couple of my friends did not pay mortgage payments; thus, they lost their houses a few years ago. However, living in a tent means not borrowing money from the bank. You do not need to pay monthly mortgage payments for thirty years.

In conclusion, living in a tent is not for everyone. If you want to lie down and see stars in the night sky and listen to the sounds of nature all around, you can try to live in a tent. There are several advantages of living in a tent: settling into new areas and living new lives easily, living simply by not needing to purchase lots of household stuff, and saving a lot of money by not needing to pay any utility bills and property taxes at all.

Woochul Jang
ESL W50
Expository essay

The Teacher is not The Only Teacher

I used to tell my grandfather I hated all teachers. When I first told my grandfather I hated all teachers, he smiled and said, “Do you hate me?” I told him “No, I do not and you are not a teacher.” Then he said, “A teacher does not have to teach at school to be a teacher. Everyone in your life is a teacher. You do not know what she or he teaches you yet. They are going to teach you a lesson, some of them good lessons and others not really.” I thought for a second and then said, “I do not think so. Not everyone talks to me about math or science or English.” He said, “Life is not all about science or math. There is a lot to learn and you will never learn everything.” What you learn in school is not the only thing you are going to learn and not the only thing your teachers are going to teach you. There are different kinds of teachers and not all of them are school teachers. There are three categories of teachers in life: school teachers,

life teachers, and manners teachers.

One type of teachers is actual school teachers. With this type of teacher, you may learn about life around you. School teachers are mostly who you are going to gain your knowledge from. School teachers play a big part in providing people with logical information. Teachers build your way of thinking. In any kind of school where there are lots of teachers in many different fields, each one of them will teach you a different thing. Every teacher will open for you a different door of life. There are different kinds of teachers. There are math teachers, history teachers, science teachers, English teachers, and other language teachers. Each one of them shows you a different angle of life and thought. They teach you how life works with different subjects. They give you the knowledge to understand life. School teachers build your way to who you are.



Another type of teachers is life teachers. What I mean by that is the people who teach you how to react and how to control your emotions. Grandparents can be the best life teachers because they know kids very well and how kids want to express their feelings and reactions. You do not have to explain a lot to them. They have been in your shoes. They know how it is for you. For example, my friend got into a fight with another student in the school. He did not like to have a student hate him but he did not like that person at all. He could not find a way to make it up. One day he talked to his grandfather about it. His grandfather gave him a solution that worked the best for him. Friends can be life teachers if they are wise enough to listen and give the best solutions. Some friends who have been in the same situation can be good teachers too. Friends may understand you much better because they know you well enough to know what helps you. My cousin used to get emotional easily and did not know how to control her emotions. Her friend taught her how to control her emotions by repeating two sentences someone told her. It made her happy one day. Music is a psychological “teacher” too because music touches on a lot of life problems. Many people feel better and relieved after listening to their favorite music. Listening to music carefully helps people to escape and find better ways to face their problems. It may sound funny that music can be a teacher, but actually your music choice is like choosing the solution to your problem. When I was in high school in the USA, I faced a lot of problems. Through high school I struggled with students being racist to me because I am from Iraq. It got me depressed and I started to cut my wrist and I could not stop it. Music became my best friend. In music, I found the thing that could cheer me up and help me through school.



After months of listening to music, I found the thing that taught me how to control my emotions and stop cutting. Music can communicate with people in an effective way. Music helped me a lot to find my way through life.

The final category of teachers is manners teachers. For most kids, parents are the main teachers of their manners. For these kinds of lessons, parents are models to learn from. Parents can change some of their kids' manners as time goes on. Kids who spend a lot of time with their parents can take on a lot of their parents' behaviors. For example, I took a lot of

my parents' manners because I used to spend a lot of my time with my parents. Relatives can change a person's manners too but only if they are in a really close relationship. It can be in a good way or in a bad way. It depends. As long as they teach you something useful and new, they are being your guide. You can learn bad manners when you are a child, but they are hard to get rid of when you get older. However, you can gain new ones when you get older. Older siblings can have a big impact on a kid's manners and they can teach him. Older siblings look

a lot after their younger brothers or sisters. They can be the best manners teacher for a kid because they won't be harsh and they understand the kid easily.

In conclusion, there are many types of teachers in life. They do not have to be school teachers to be a life teacher. Everyone you have in your life right now is a teacher because everyone gives you a special lesson in life. Parents and friends are special teachers in life. Kids have different kinds of teachers but not every person has to be a teacher as long as you learn something from them.

Betul Yousif
ESL W50
Classification essay

Why Study ESL in an Adult School?

Every day and every year thousands of people immigrate to different developed countries, such as the U.S.A. and Canada. Immigrating is a good choice for everyone. All immigrants should understand that immigration is a very hard process, and studying ESL in the country where they decide to move is hard, too. I think studying English is an excellent idea for every immigrant. Studying ESL is not easy. It is a long and slow process that takes a lot of effort for everyone. Why should immigrants study ESL at an adult school when they first arrive in the U.S.? There are several reasons why they should study ESL at an adult school.

The first and the most important reason, in my opinion, is to develop communication skills. When immigrants arrive in the U.S.A., they cannot speak English.

Some immigrants can do it, but some cannot. Most of them decide to go to an adult school to develop their knowledge of English. People should study ESL because studying ESL is the best way to increase their general knowledge of English. In brief, thanks to adult schools, immigrants have an opportunity to develop their knowledge of English and increase their communication skills in the future. Those immigrants who want to improve their knowledge should take lessons at an adult school.

The second reason, in my mind, is to get a good profession in the future. At the beginning, immigrants should go to an adult school. If immigrants are hardworking, they learn English faster. After one year, they have a strong possibility to study ESL at ARC. The government and ARC offer scholarships and education. Most immigrants believe that studying ESL at an adult school and then ARC will help them to get a profession in the future. In short, the

U.S. government, adult schools, and ARC help many immigrants, and immigrants should study ESL well at adult school and later at ARC. They will get a job in the future.

Third, I think immigrants should study at an adult school for another reason. Being independent and enjoying life in this country require English. Those reasons are important in the U.S. At the beginning, all friends and relatives help immigrants to adapt because they have trouble adapting to a new country. Also, relatives and friends help to resolve

every problem that immigrants have, such as registration at school, medical insurance, driving a car, taking a test at DMV, going to the doctor, etc. If immigrants study ESL, they will not need help from relatives and friends. Indeed, studying ESL is very important and helps immigrants be independent

in the U.S.

In conclusion, the U.S. is a very strong and beautiful country. This nation of immigrants has and offers a lot of opportunities to everyone. If immigrants want to have great admiration, sympathy, and respect from American people, they should study ESL at an adult school or ARC. Immigrants should study ESL for three important reasons: to develop communication skills, to get a profession in the future, and to be independent and to enjoy a wonderful life in the U.S.A. I know ESL is worth studying. There is a proverb "A new language, and a new world". I think and believe that a new language and a new life in the U.S. is a wonderful and amazing world for all immigrants.



Natalya Vilcu
ESL W40
 Expository essay



Nestscape -- Articles from The Web

Continued from page 1

when it was written and when it was found. Before this discovery, Guinness World Records said that the oldest was 108 years old, found in Germany in 2015.

Australian, German and Dutch researchers worked together to verify the note's authenticity, according to a report from the Western Australia Museum.

Tonya Illman was walking on a sand dune in January when she spotted the old bottle. "I picked it up thinking it might look nice on display in my home," Illman says, according to an account on her husband's website.



The bottle had no closure and was partially filled with damp sand. Shortly after, Illman's son's girlfriend tipped out the contents and found a tightly rolled note covered in a piece of string.

The note was too damp to open initially, according to the account. The group waited for it to dry and they were amazed to see that it was carefully handwritten in German.

"The first thing that caught my eye was the year field, 18__," said Illman's husband, Kym. "It seemed totally unlikely to us that the note and bottle could have lasted that long and then be so easy to find."

The pair contacted the Western Australia Museum, which set out to study and authenticate the document.

"Extraordinary finds need extraordinary evidence to support them, so we contacted colleagues in the Netherlands and Germany for help to find more information," Ross Anderson, the museum's assistant curator in Maritime Archaeology, said in a statement.

But this message is no SOS or love letter.

It's consistent with a major German naval experiment conducted from 1864 to 1933 in order to learn more about ocean currents, the museum said in a research report.

"Thousands of bottles were thrown into the world's oceans from German ships, each containing a form on which the captain would write the date it was jettisoned, the exact coordinates at the time, the name of the ship, its home port and travel route," the researchers said. "On the back, it asked the finder to write when and where the bottle had been found and return it, either to the German Naval Observatory in Hamburg or the nearest German Consulate."

More than 600 of the message slips were returned, though it has been a long time — according to the museum, "the last bottle and note to be found was on 7 January 1934 in Denmark."

The researchers contacted the German Maritime and Hydrographic Agency, which found that the handwriting on the note exactly corresponds to handwriting in the ship's log. That log indicates that a bottle was thrown from the ship along this route.

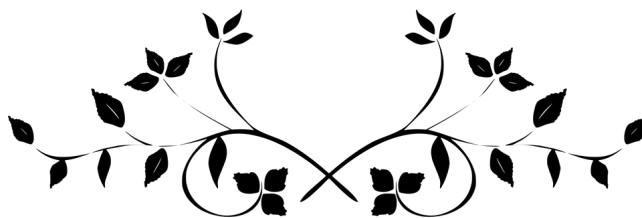
The German government agency stated that the detailed information about the ship and its route is "not easily accessible to the public," making it unlikely that the item is a fake.

The gin bottle — from the Dutch brand Daniel Visser & Zonen — is also consistent with the bottles produced by the company at the time, Dutch researchers said.

The bottle probably arrived on the western shores of Australia within a year of being thrown overboard, the research report stated. There, it is “likely to have spent the majority of its life buried within a layer of damp sand to have remained so well preserved, with a period of recent exposure allowing its fortuitous discovery by the finders.”

The Illmans have loaned the message in a bottle to the museum for the next two years, and it will be on display starting Wednesday.

“This has been the most remarkable event in my life,” said Tonya Illman. “To think this bottle has not been touched for nearly 132 years and is in perfect condition, despite the elements, beggars belief. I’m still shaking.”

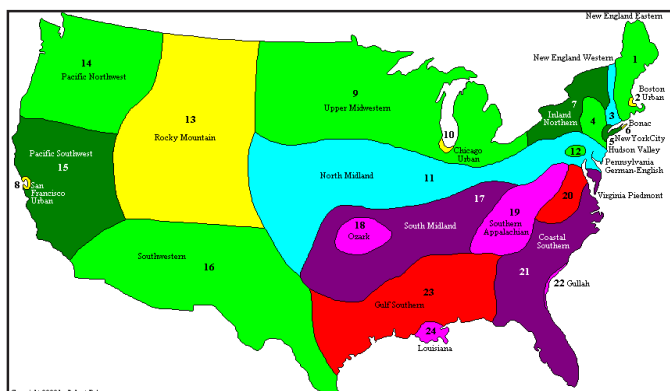


<https://www.npr.org/sections/thetwo-way/2018/03/06/591177889/oldest-known-message-in-a-bottle-found-in-australia>

What dialect do you speak? A map of American English

Do you pahk the cah in Hahvahd yahd? Do you refer to multiple people as “dey”? Is a jelly doughnut called a “bismark,” or is everything that comes out of a soda fountain called a coke, even if it’s really 7-Up? Do you root for Da Bears?

The way we speak, both the phrases we use and the accents that inflect those phrases, come from our upbringings. And in a nation of more than 300 million people, it’s little wonder that those accents vary widely. More than a decade ago, Robert Delaney, a reference associate at Long Island University, put together this map of the 24 regions of American English:



Copyright 2009 by Robert Delaney

Dialects and Subdialects of American English in the 48 conterminous states, image copyright Robert Delaney

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Here’s a quick rundown of the regions Delaney identified:

Eastern New England: These are the cah pahkaks, the blue collar residents from Maine to Massachusetts who drop their Rs and substitute an H. Think Jack Donaghy when he hangs out with Nancy Donovan on “30 Rock.”

Boston Urban: There are a few sub-dialects in the Hub, from the stereotypical Southie dialect (Sully and Denise on “Saturday Night Live”) to the Boston Brahmin (John Kerry). The differences are more determined by class than anything else.

Western New England: Outside eastern Massachusetts, it’s the T that gets dropped. The last Democratic president was Bill Clin-n, for example. It’s not as distinctive as the eastern accent.

Hudson Valley: Dutch settlers, Delaney says, influenced language development north of New York City. The sitting area in front of your doorstep



is a stoop, and the best-sellers at Dunkin' Donuts are crullers and olycooks.

New York City: The mix of ethnicities that built the Big Apple created their own dialect that doesn't sound much like the rest of America. TH sounds become Ds, and words get smashed together easily. There's no better example than Marisa Tomei and Joe Pesci in "My Cousin Vinny."

Bonac: A small and dwindling dialect on Long Island, which was once a part of New England. Combine New York City and Eastern New England and you get the idea.

Inland Northern: Upstate New York and Vermont combine Western New England and the Midwest, and words like marry, merry and Mary are all pronounced identically. Delaney points out another doughnut difference: Here, they're called friedcakes.

San Francisco Urban: The city by the bay has more in common with the East Coast than the West Coast, thanks to the settlers who originally made their way to the Bay Area. San Franciscans speak a mishmash of Northeastern and Midwestern English.

Upper Midwestern: Home of the Midwestern twang, influenced by a combination of Northeasterners and Southerners who migrated up the Mississippi River, as well as the Scandinavian immigrants who settled the area. A subdialect in and around Minnesota reflects more of that Norwegian influence. Think "Drop Dead Gorgeous."

Chicago Urban: Bill Swerski would be proud. Chicago's distinctive dialect is influenced by what linguists call the Northern Cities Vowel Shift, when short vowels started sounding like their longer cousins. Chicago's dialect was influenced by migrants who traveled along the Erie Canal, west from the Northeast. They root, of course, for Da Bears.

North Midland: Here's where the European immigrants who didn't move to New York City start playing a role. The Scotch-Irish, German and Quaker

settlers from Pennsylvania to the central Midwest created what Delaney calls a "transition zone" between the north and south. Doughnuts are dunkers or fatcakes.

Pennsylvania German-English: A small but distinct dialect in the center of the Keystone State, probably spoken by Dwight Schrute's ancestors. The grammar system is the most distinctive remnant of the region's immigrant populations; it sounds more like German than English.

Rocky Mountain: Think Montana, Colorado and Utah. Heavy influences from frontier settlers and Native American languages.

Pacific Northwest: More influence from Native American languages. An example is the potluck, a gathering where everyone brings a dish, a derivation of the Native American "potlatch." Muckatymuck, known elsewhere as a big shot, is another Native American term adopted by Northwesterners. But there's less of an accent here than elsewhere, given the fact that the region was settled relatively recently.

Pacific Southwest: The settlers who showed up came to California for the gold, and that still shows in some of their slang — Delaney cites "pay dirt," "pan out" and "goner" as phrases that started in California. Sub-dialects of Valley Girls and Surfer Dudes are ripe for parody, as in Cher and Travis from the timeless classic "Clueless."

Southwestern: Mexican dialects of Spanish infuse Southwestern English, though the region is still what Delaney calls a melting pot of other dialects. Words like "patio" and "plaza" became a part of everyday English thanks to the Southwest.

South Midland: West of the Appalachians and into North Texas, speakers here sometimes put an A before a word ending in -ING, in place of words like "are." TH is often replaced with an F. Delaney says this region retains more strains of Elizabethan English than modern British English has, including

words like “ragamuffin,” “reckon” and “sorry,” meaning “inferior.”

Ozark: Southern Appalachian settlers developed their own dialect, best embodied in pop culture by the Beverly Hillbillies.

Southern Appalachian: The “g” in gerunds doesn’t survive often here. But overall, the accent is pretty similar to the South Midlands.

Virginia Piedmont: A syrupy drawl starts to develop south of Washington, where the letter R, when coming after a vowel, becomes what Delaney calls a slided sound. So “four dogs” sounds like “fo-uh dahawgs.”

Coastal Southern: Similar to the Piedmont drawl, but with more remnants of Colonial English. Something diagonally across the street is “catty-corner.”

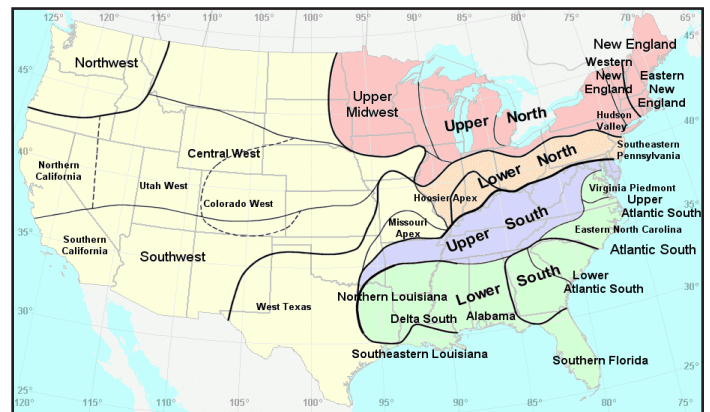
Gullah: A Creole mix found in coastal areas of Georgia and South Carolina combines English with West African languages brought over by slaves who entered the U.S. in the 1700s and 1800s. Words like “peruse,” “yam” and “samba” all entered the country here.

Gulf Southern: Basically the Deep South minus

Georgia and New Orleans. It’s a result of mixing English settlers from the southern colonies with French settlers in Louisiana, and it’s where we get words like “armoire,” “bisque” and “bayou.”

Louisiana: The French settlers who first traveled up the Mississippi River brought a whole mess of dialects. They include Cajun French, which incorporates some Spanish, and Cajun English, which makes New Orleans “Nawlins.”

Here’s another way linguists view the English dialects spoken in the U.S.:



https://www.washingtonpost.com/blogs/govbeat/wp/2013/12/02/what-dialect-to-do-you-speak-a-map-of-american-english/?noredirect=on&utm_term=.760c88ce6305





Eat the World!

The Parrot represents students of many hues and sounds --- no news there. Indeed, birds of a feather flock together, right? They also eat together. The Parrot is proud to present Parrot fodder from around the world in this and subsequent issues. Squawk!

Recipe for Kabuli Pulao!

By Maria Nasir

This is one of my favourite rice recipes. Kabuli pulao in comparison to Pakistani/Indian pulao is a lot less spicy. The flavours mostly come from salty meat broth and sweet garnishing of stir fried carrots and raisins.

I first ate authentic kabuli pulao in an Afghani roadside eatery in the gorgeous valley of Naran(Pakistan). We got the hot, aromatic rice packed up and went for a picnic lunch by the side of river Naran, which is basically glacier melt (a visit to the valley is as much recommended as this rice recipe).

It became an unforgettable evening and the cuisine a family favourite. I've tried to replicate the taste as closely as possible and my family says I've succeeded hugely. I've only omitted the use of animal fat to make it less fattening.

This very aromatic and rich recipe makes a spectacular centre piece for any formal dinner.

Ingredients:

- 5 cups rice
- 1/2 kg lamb cut ups
- 2 medium onions, chopped
- 4 pods black cardamom
- 1 tablespoon black peppercorn
- 5 teaspoon salt
- 1 teaspoon ground black pepper
- 1 teaspoon cumin seeds
- 1 cup raisins
- 2 medium carrots, julienned
- 1/2 cup olive or sunflower oil

Serves 8



This Is What You Do:

First we need to make lamb broth for the rice. Heat 2 tablespoons oil in a deep pan, add 1 onion and lamb cut ups.

Stir till lamb and onions are golden, add black cardamoms, black pepper corn and 2 teaspoon salt. Add 5 cups water, lower the heat, cover and let simmer till the lamb is really tender and water reduced to half of its original quantity.

In another deep, wide mouthed pan heat the remaining oil. Add one onion, stir till caramelised. Add cumin seeds, rice, ground black pepper and remaining salt.

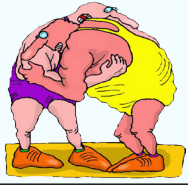
Add the the lamb broth and cut ups. The broth should be 1 inch higher than the surface of rice in the pan. If its not, add a little water to make it come up to the desired level. Cover the pan and let it cook over medium heat.

When the liquid evaporates and the rice are done (almost 15 minutes) turn down the heat to its lowest possible. Place a skillet/tawa under the rice pan.

Wrap the lid of the pan in a clean tea towel, put the lid back on. This process is called 'dum'. Leave rice on dum for 10 minutes. Stir fry raisins and carrots in 1 tablespoon oil for 2-3 minutes. Serve over hot rice.

<http://www.foodaholic.biz/kabuli-pulao/>

Parrot Warbling



Grappling with Grammar

Grammar

Clauses and Phrases

• **A clause** is a group of words containing a subject and verb. An independent clause is a simple sentence. It can stand on its own.

Examples:

She is hungry.

I am feeling well today.

• **A dependent clause** cannot stand on its own. It needs an independent clause to complete a sentence. Dependent clauses often begin with such words as although, since, if, when, and because.

Examples:

Although she is hungry ...

Dependent, Independent

Although she is hungry, she will give him some of her food.

• **A phrase** is a group of words without a subject-verb component, used as a single part of speech.

Examples:

Best friend (this phrase acts as a noun)

Needing help (this phrase acts as an adjective; see Adjectives and Adverbs)

With the blue shirt (this prepositional phrase acts as an adjective; see Prepositions)

For twenty days (this prepositional phrase acts as an adverb)

<https://www.grammarbook.com/grammar/clause-phrase.asp>

Idiom--Attic

Wrap your head around something



Meaning: Understand something complicated

<https://www.ef.com/english-resources/english-idioms/>

Beak Speak

The Long Vowel Rule

Long Vowel Rule (1): **When a word has two vowel, usually the first vowel says its name and the second vowel is silent.**

Ex: Bake, Cake, Lake ...etc

Long Vowel Rule (2): **If a word has one vowel and it comes at the end of the word, that word usually has a long vowel sound.**

Ex: He, Why, do ...etc

Long Vowel Rule (3): **The vowel i and o have the long vowel sound when followed by two or more consonants usually has a long vowel sound.**

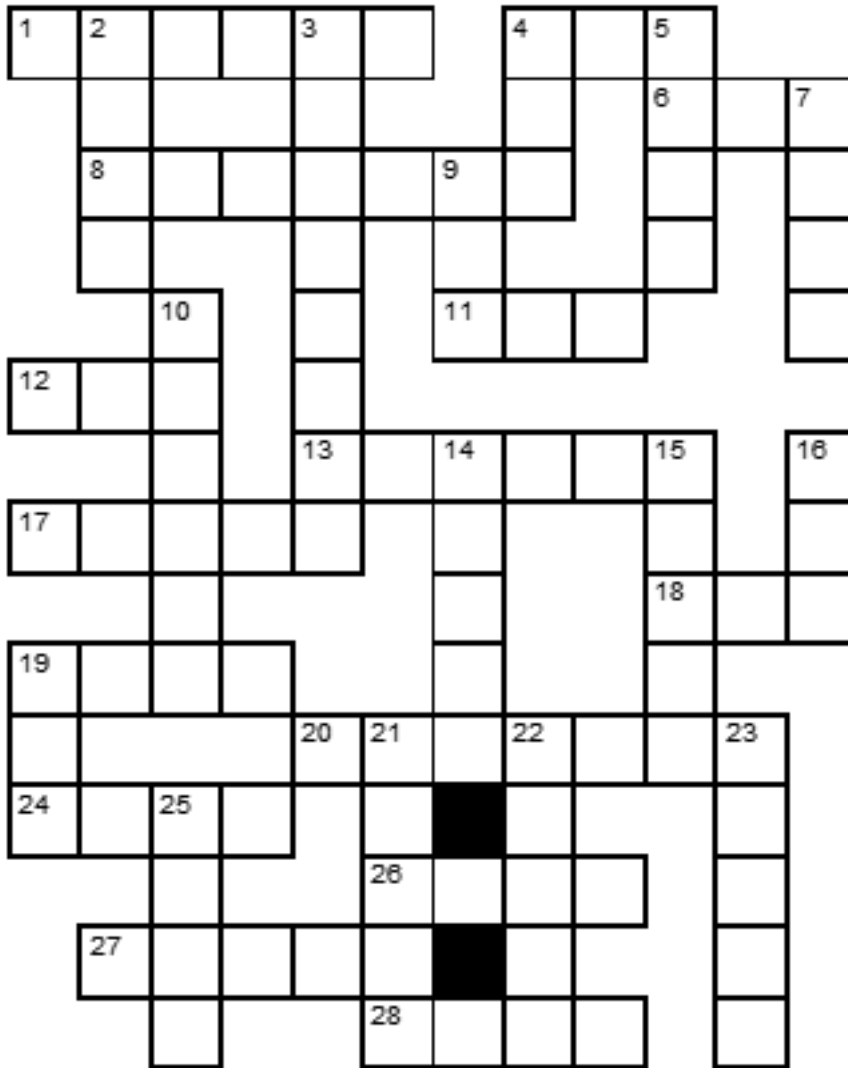
Ex: Volt, most, Light ...etc

<http://hisdwelling.com/LongVowelRules.html>





Some More Parrot Fun Stuff



Across

- 3 The antonym of fast.
 7 Another word for quick.
 9 The opposite of soft.
 11 A type of fruit that begins with O.
 13 A synonym of gift.
 14 The antonym of easy.
 18 The opposite of push.
 20 A farm animal that rhymes with pen.
 21 The opposite of wrong.
 24 A kind of fruit that begins with A.
 26 A kind of fruit that begins with G.

Down

- 1 A drink that rhymes with sea.
 2 The opposite of in.
 4 The opposite of young.
 5 A kind of bird that begins with P.
 6 A farm animal that rhymes with sleep.
 7 The antonym of back.
 8 A synonym of afraid.
 10 Another word for sniff.
 12 A place that rhymes with teach.
 15 Another word for sick.
 16 A forest animal that rhymes with socks.
 17 Another way to say 'very small'.
 18 A place that rhymes with dark.
 19 The opposite of heavy.
 20 Another way to say 'very big.'
 22 Another word for speak.
 23 Another word for throw.
 25 A farm animal that rhymes with wig.

Extra Large



AFRICAN ELEPHANT

ASIAN ELEPHANT

BASKING SHARK

BELUGA WHALE

BISON

BLACK MARLIN

BLUE WHALE

BLUEFIN TUNA

BOWHEAD WHALE

DROMEDARY

ELEPHANT SEAL

GAUR

GIRAFFE

GREAT WHITE SHARK

GRIZZLY BEAR

HIPPOPOTAMUS

HUMPBACK WHALE

MOOSE

NILE CROCODILE

ORCA

RHINOCEROS

SPERM WHALE

TIGER SHARK

WALRUS

YAK



Autumn Leaves

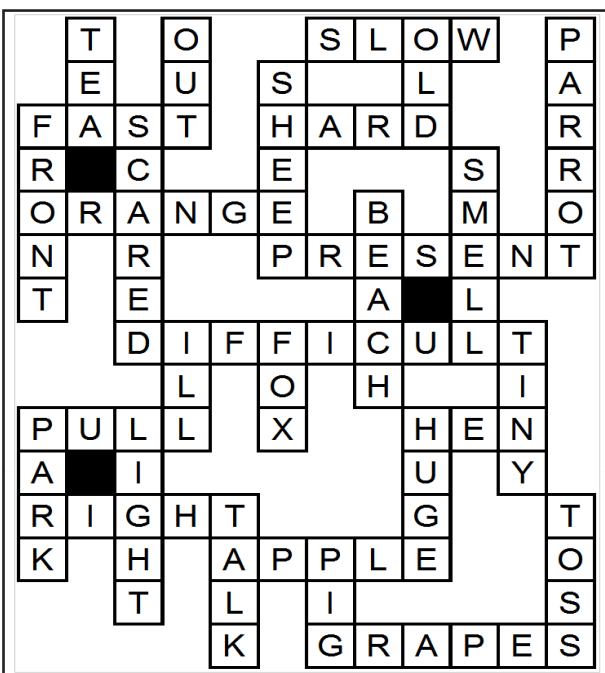
Golden, crisp leaves falling softly from almost bare trees,
Lifting and falling in a hushed gentle breeze,
Slowly dropping to the soft cushioned ground,
Whispering and rustling a soothing sound.

Coppers, golds, and rusted tones,
Mother Nature's way of letting go.
They fall and gather one by one,
Autumn is here, summer has gone.

Crunching as I walk through their warm fiery glow,
Nature's carpet rich and pure that again shall grow,
To protect and shield its majestic tree,
Standing tall and strong for the world to see.

They rise and fall in the cool, crisp air.
It's a time of change in this world we share,
Nature's importance reflecting our own lives,
Letting go of our fears and again, too, we shall thrive.

By Edel T. Copeland



Rigoberto's Riddles

Why did the invisible man turn down the job offer?



Because he just couldn't see himself

Silly Vasily's Chuckle Chamber



Polly went to school when she was six years old. She liked her first day very much. Her teacher, Miss Yates, was very nice, and the other children in her class were nice, too. But at the end of the second day, when the other children left the classroom, Polly stayed behind and waited.

Miss Yates had some work to do and did not see Polly at first, but then she looked up and saw her. "Why didn't you go with the others, Polly?" she asked kindly. "Did you want to ask me a question?"

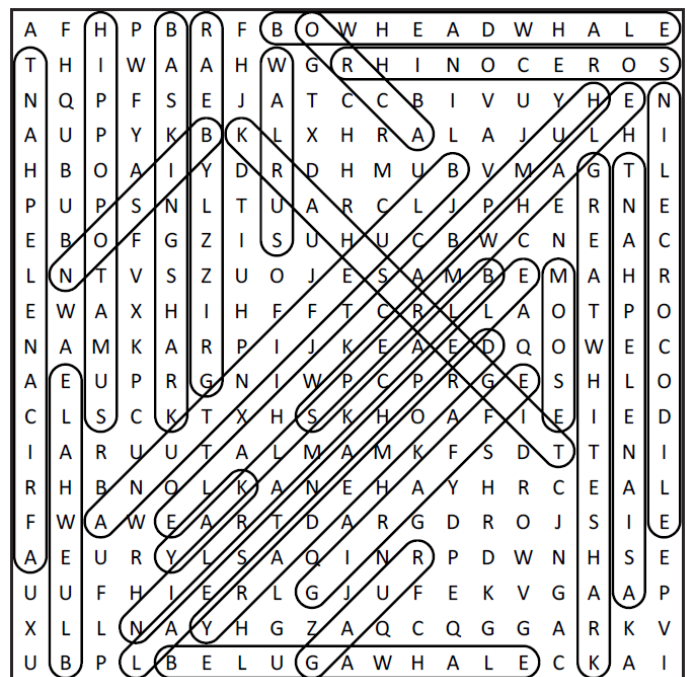
"Yes, Miss Yates," Polly said.

"What is it?" Miss Yates asked.

"What did I do in school today?" Polly said.

Miss Yates laughed. "What did you do in school today?" she said. "Why did you ask me that, Polly?"

"Because I'm going to go home now," Polly answered, "and mother's going to ask me."



Granny Noetal

Dear Granny Noetal,

In some of my classes, students come in the classroom with a dog. I think this is strange. In my country, dogs can't go to school. I don't feel comfortable with a dog in the classroom. I feel a bit scared. Why are dogs in the classroom?

Shakila Siddiqi

Dear Shakila,

When I was a young student, there were no dogs in the classroom. (Once-in-a-while, we had a mouse because my school was a one-room, wooden building out in the prairie -- but it was not invited.) These days, we see what is known as "service dogs" aiding people, serving as companions, to people who have visual, hearing, or mobility problems. They are well-trained and can be seen in all walks of life including in schools and on airplanes. These dogs also help people with conditions we can't always see such



as anxiety, PTSD, and depression. These dogs are permitted under federal law.

More recently, this idea has been extended to include "emotional support animals" or "comfort animals" to serve people with physical, social, and emotional needs. It also includes the elderly with certain medical conditions. Not only dogs, but also cats, horses, elephants, lizards, monkeys, and my favorite, parrots, are permitted in most cases. All of this type of therapy and the laws surrounding it is still a bit murky (unclear), but don't be surprised if you see more cases of animals in your classrooms. One thing is clear. The law is designed to help people.

To read more, check out this website:

<https://adata.org/publication/service-animals-booklet>

Sincerely,

Granny

Interview with Randy Moore

Continued from page 1

Randy: Oh, goodness, I've probably been here a little over five years.

The Parrot: Five years!

Randy: Yeah, here and in the old building before they built the new building.

The Parrot: Oh, so there was an old building first?

Randy: Yeah, the back half of the building was actually the original culinary building and they tore it out and remodeled it. Where the bathrooms are in the back hallway was the old kitchen area for the old restaurant.

The Parrot: And you have always worked in the pastry area, not in the restaurant?

Randy: Yeah, where I've been working. I've always been attached to the bakery portion of it.

The Parrot: Ok,um... and what's working in the Oak Cafe like?

Randy: Ummm.. it's very busy. Hahaha.

The Parrot: Yeah, I see.

Randy: We start, I start, anywhere between four and six in the morning. I have to get things set up before the students get here so that it's ready for them to do their tasks and learn what they need to learn. But it's a lot of fun because we get different varieties, different challenges on a daily basis. Every semester we get bakers who bring different skills and ideas and different food types. We've had food from all over the world brought into the bakery from students that have come in and out. It's always fun and exciting.

The Parrot: How did you get your interest, or what got you interested in this?

Randy: Oh goodness, actually, I did computers for thirty years. And I got burned out on doing computers, and I had had enough. I couldn't do it anymore, and I always enjoyed making bread and so I went to culinary school.

The Parrot: Oh, so it's not from your childhood.

Randy: I had, I've always loved, good breads. I grew



up in Europe. It's part of my childhood. I spent four years in Europe, and got breads from the German economy. I just love them. But it wasn't until I was done with my first career that I said that's what I want to do. So I went to culinary school and I wound up helping Chef Parks do her thing.

The Parrot: Interesting, that's good news, so do your kids have any interest in your field?

Randy: My daughter loves to bake. As a matter of fact, she will kick me out of the kitchen. She'll go, "Dad I'm going to make this. You can't come in here." Haha. And then she goes off and destroys the kitchen, but she's a great little baker.

The Parrot: How old is she?

Randy: She's fifteen now.

The Parrot: Fifteen?

Randy: But she's been doing it ever since she was able to walk through the kitchen. She loves to bake and to do everything related to cooking and I always buy her books about cooking. When she was little in Girl Scouts and the Brownies, you know, we would have training days where I would take all of the equipment and bring the girls and they would bake cookies and decorate things. It's something she's been interested in forever. My son, on the other hand, if he can make nachos and macaroni and cheese, he's happy. Yeah, I have four daughters. Just one loves cooking, and the other three are not interested.

The Parrot: So when did the Oak Cafe open?

Randy: Oh goodness, it's been here a long time, because like I said it was a small one in the old building. Um, I think we're on our fourth year in the new building, the big restaurant. The old one, the restaurant itself, was probably the size of the candy lab that you've seen. It wasn't very big and you would do, seventy people was the maximum you could have for a day. Now they use seventy in the first seating over in the new restaurant. It's been here at least twenty-five years.

The Parrot: Well, when I ask ESL students, they don't know about it, and regular students too. How come?

Randy: We're not allowed to advertise. We are part of the student curriculum, and so we're allowed to operate, but there are other companies that have the right to sell food on this campus. And so to not compete with them, we can't advertise the Oak Cafe because our goal isn't to drive everybody over and make loads of money. It's to get our students trained. As a result, we focus on the curriculum aspect of what we do here.

The Parrot: What is the funniest thing or scariest thing that happened to you while you've been working here?

Randy: Oh goodness! We had a recipe that was written with a little bitty can of food in mind. It said "pour this liquid from the can over the top of the thing," and we got a very big can of the same liquid and the student didn't realize that. The instructions said to pour the whole can, but the can we had was about eight or ten times the original recipe, so when they got done, it was oozing out over down to the floor. It was kind of funny, hahaha.

The Parrot: And a scary thing?

Randy: Oh, probably the most interesting one is we were deep frying in the old building and they spilled oil on the range and the whole range caught fire and...

The Parrot: So scary!

Randy: It was pretty frightening for the students. We went over and started to put it out, and fairly quickly got it under control. But the students were really concerned by it.

The Parrot: Is there anything you want to add for The Parrot?

Randy: No, just we really appreciate the students that come over and support us and without that, the culinary students wouldn't get the exposure and the experience that they're going to need to get good jobs when they get done here. They really learn a lot from helping the customers that are fellow students here.

The Parrot: Thank you very much for this interview!

Paroteer: Luma Abbas

Halloween Trivia & Fun Facts

The Origin of Halloween

The origin of Halloween can be traced back to the Celts, a tribe that resided in Ireland and Northern France. The Celts' lives were dependent upon farming and thus, they worshipped nature. The Celts were superstitious. They believed that the winter season brought death. The last day of October marked the end of summer because November was the beginning of winter. The Celts celebrated the last day of October and believed the dead would visit them, so they left food and drink outside their homes for the spirits of the dead. Halloween is thought to have originated around 4000 B.C., which means Halloween has been around for over 6,000 years!



Halloween Facts

Halloween, like any other time of celebration that has been around for a while, has many fun facts associated with it. Read through our list to become familiar with all the fun Halloween trivia.

The Origin of the Word “Witch”

The word “witch” comes from the Old English *wicce*, meaning “wise woman.” The plural for *wicce* is *wiccan*. Wiccans were highly respected people at one time. According to popular belief, witches held one of their two main meetings, or sabbats, on Halloween night.

Owls and Halloween

Owls are associated with Halloween because, in Me-

dieval Europe, owls were thought to be witches. To hear an owl's call meant someone was about to die.

Jack O' Lanterns

Jack O' Lanterns are pumpkins with a lighted candle inside. According to Irish legend, Jack O' Lanterns are named after a stingy man named Jack who, because he tricked the devil several times, was forbidden entrance into both heaven and hell. Therefore, he was condemned to wander the Earth, waving his lantern to lead people away from their paths.

The Origin of Bonfires

During the celebration of Samhain, bonfires were lit to ensure the sun would return after the long, hard winter. Often Druid priests would throw the bones of cattle into the flames – “bone fire” became “bonfire.”

The History of Candy Corn

Candy Corn was invented by George Renninger, a candy maker at the Wunderle Candy Company of Philadelphia in the 1880s. Candy Corn was originally called “butter cream candies” and “chicken feed” because corn was commonly used as food for livestock. They even had a rooster on the candy boxes. Candy Corn had no association with Halloween or fall, and was sold seasonally from March to November. After World War II, advertisers began marketing it as a special Halloween treat due to its colors that match those of the fall harvest.

The History of Trick-or-Treating

Trick-or-treating has been around for a long time, with versions existing since medieval times. Originally, it was called “guising” and children and poor adults wore costumes and begged for food or money in exchange for songs or prayers during Hallowmas. This practice was also called “souling.”

https://icebreakerideas.com/halloween-trivia/#Halloween_Facts



The Parrot wants you to know about EOP&S (Extended Opportunity Programs and Services)

Program Services

The EOP&S/CARE program services are designed to encourage and promote educational success in college. Most community college students have busy lives and many demands. EOP&S/CARE is designed to help students persevere and continue their education-- we want to see more college students finish their educational goals. The following services are offered to active EOP&S students (contingent upon funding*):

- * **COUNSELING** academic, career and personal concerns as they relate to educational goals
- * **PRIORITY "0" ENROLLMENT** to register in classes a week before regular registration
- * **SEMESTER NEWSLETTER** to keep participants informed
- * **TUTORING SERVICES** in Science courses, math, and the Math Success Project for Fall and Spring semesters through the Student Services Resource Center (SSRC)
- * **LETTERS OF RECOMMENDATION** for employment and/or scholarships
- * **BULLETIN ANNOUNCEMENTS** to keep you informed of services
- * **SUMMER BRIDGE** preparation program for high school graduates enrolling at ARC will no longer be available.
- * **EOP&S Student Workshops** offered monthly. Learn about study skills, money management, career exploration and more by attending these presentations. If you have ideas for a workshop, please let us know. Ask EOP&S/CARE counselor/staff for more information about the life skills workshops.
- * **EMANCIPATED FOSTER YOUTH:** additional services to former foster youth; please call (916)484-8128 or visit the EOP&S office
- * **TEXTBOOK ASSISTANCE** to purchase books for your major/area of study on your ed. plan
- * **EARLY ALERT** for support and retain students in college
- * **TRANSFER SERVICES** fee waivers for CSU, UC, Private college applications, field trips to campuses, and application workshops
- * **AWARDS CEREMONY** congratulating students who have completed educational goals/degrees
- * **GRADUATION CAP & GOWN** fees are paid by the program*
- * **MEMBERSHIP FEE** paid for honors society* (PTK Society)
- * **Services** are contingent upon available funding.



NOTE: American River College student enrollment is expected to grow for SPRING 2018 semester. The EOP&S program encourages you to not delay in enrollment. Enroll in your courses early and avoid waitlist enrollment.

Retention is an important factor for college students with academic potential who, historically, would have not attended college. The purpose of these programs is to provide opportunities that are “above, beyond, and in addition” to similar services offered at higher education institutions.

In summary, the purpose of EOP&S/CARE is:

1. To encourage the **enrollment, retention, and**

completion/transfer of students who are educationally disadvantaged by language, social, and economic status.

2. To facilitate the **initial** successful completion of goals and objectives in college.

3. To provide services which are **above, beyond, and in addition** to those provided to the general college population.

Students participating in the EOP&S/CARE program at ARC must meet program requirements in order to remain eligible for all services provided. Visit our website often and do not hesitate to contact us with any questions.



The Parrot!
 Read everywhere
 at anytime by old
 and young alike
 and
 always just before
 the big game



Out of the Cage

**Life Is Worth the Walk and
NAMI on Campus
Thursday, October 18 2018
12:15pm – 1:15pm**

Are you an ARC student who's finding it harder to navigate the responsibilities of school, work, and/or relationships? Does it sometimes feel like you have too many questions and not enough answers? Have you ever wondered if there's anyone who understands what it's like when everything seems so hard? ARC faculty and staff, have you ever noticed that your students seem to face obstacles outside the classroom that have an impact on their success inside it? If the answer to any of these questions is "yes," then please join us for a very special student-driven presentation that provides an introduction and orientation to the vast array of resources and support programs to assist ARC students with their issues and concerns both on campus and throughout the larger Sacramento community. The centerpiece of the presentation will be a focus on the on-line database support guide compiled and administered by the student members of Life Is Worth the Walk and the Design Hub.

Location: Raef Hall 160; American River College

**ARC Colloquium: Science and
Pseudoscience-
Thursday, November 8, 2018
12:15 pm– 1:15pm**

Join ARC faculty John Aubert, Lynn Fowler, and Daniel Sundin (Biotechnology) as they share their respective expertise on issues related to science and pseudoscience. The group will examine several historical and contemporary examples, including but not limited to phrenology, eugenics, flat Earth theory, and the role of pseudoscience in spreading confusion about infectious diseases. This session is part of the Fall 2018 ARC Colloquium: Misinformation in the Public Sphere, which addresses the extent of misinformation of all kinds in the world around us, seeks to make us aware of its existence, and proposes conversations about how to deal with it inside and outside the classroom.



Location: Raef Hall 160; American River College



Questions/Comments?

Student Editors: **Elaf Khafaja & Alex Grynishyn**

Please let us know what we can do to improve "The 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 D337 (Davies Hall), call (916) 484-8988, or e-mail Braccop@arc.losrios.edu. To see The Parrot in color go to http://www.arc.losrios.edu/ARC_Majors/Humanities/ESL/The_Parrot.htm