Dear Readers,

We have no words to express how much The ILC helps us in our lives. What we need as immigrants is to fit into American life as soon as we can, and learning English is the most important step in achieving this goal. The ILC gives us an excellent (and free) opportunity to overcome the language barrier.

Fluency in English makes it easy for us to communicate with Americans and actively participate in community life. We can be more confident when speaking with our kids’ teachers, doctors or government officials.

Understanding American culture and traditions is another big step towards becoming part of our communities. While learning English in class, we can also learn a lot about America’s past and present.

Good command of English makes our lives more interesting. Most people today use the Internet for many things. English greatly expands our opportunities in this area too. If you like to travel, fluency in English will make your trips easier and more enjoyable since English is often spoken as a second language in many countries.

If you want to go to college in the U.S., knowing English is necessary. The ILC offers TOEFL preparation classes, which can help you prepare for that difficult test. To be successful in business or a profession in America, you need to be able to speak and write English fluently. Most importantly, good English greatly increases our chances of getting good jobs by giving us an advantage over those who speak the language poorly.

Immigrants, especially new ones, often feel homesick and depressed. Coming to The ILC helps us overcome loneliness and isolation. In fact, The ILC is like one big family! Here we can learn about each other’s culture and appreciate our differences.

In the end, we’d like to say a big “thank you” to The ILC and its staff.
Top row from left to right:
Louisda Louis, Anu Taliyan, Karima Benalla, Tin Chee Wong, Valdirene Garbari

Bottom row from left to right:
Marie Richard, Saint Jean Pierre, Yvrose Joseph, Marie-Jude Daguillard, Housna Chliah, Julina Bigot and Martha Bernal; Abdelouahid Laroussi (inset) and Yalin Tang (not in photo)

Student Editors are students from Level 4 except Marie Richard and Martha Bernal from Level 5.

We would like to give special thanks to Shunxun Chen, a previous Level 5 student who helped create the front page banner.

Answers for games

Answers for Word Search from page 5

Answers to Word Game (words of at least 4 letters)
aerate again agent agile agitate ailment America American angel anger antler cage camel canal canteen care cart cent central centimeter central cereal certain earn earring eating elegant e-mail energetic entering enter entrance general gentleman gentle German giant ginger ginger-ale grace grammar grain grant grate grating great green grimace image imagine imminence imminent integrate internet later leaning learn leer liar lime limit line linen litter letter magician main material matter meal mean meaning meat meeting meter migraine migrant nail name near nice Nigeria nine nineteen race rage rail raining rate real rear recreate re-enter rent rental rice tart tear teenager tenant tent terminal termite time title train training treat
Interview with Diane

By Karima Benalla, Marie-Jude Daguillard and Housna Chliah

We have interviewed Diane and we have learned so much about her and The ILC.

Diane was a teacher for 18 years when there were many immigrants coming from Russia, China and many other countries. She felt that there was the need to learn English. She came to America with her parents and they didn’t know any English. They had many difficulties in the beginning, which is why Diane decided to open this school.

Diane said that her first difficulty was how and where to find enough money for this school. Secondly, it was not easy to find good teachers and people who wanted to donate money. We asked her if her parents were alive today what they would say about her. She said they would say “Good job, Diane!” She said she believes her parents would have volunteered in this school. They were very nice people.

Diane said that her parents didn’t go to school to study English. They just learned it by watching TV. There weren’t any free schools for adults, and there were many times they asked her to translate for them. Diane doesn’t speak another language. She remembers only a few words of her first language. She also added that she has never visited her old country since she came to the United States.

Diane said that her parents didn’t go to school to study English. There weren’t any free schools for adults, and there were many times they asked her to translate for them. Diane doesn’t speak another language. She remembers only a few words of her first language. She also added that she has never visited her old country since she came to the United States.

Diane is very happy and satisfied when she meets her students and also when she hears that they have found a good job. She feels proud of all students, teachers, the staff and volunteers. She added that the staff is great. The 30 members of the staff help each other. Her family supports her all the time. She wishes in her heart that all of our dreams come true.

Diane will continue to offer English learning for immigrants and help them as much as possible to integrate in the U.S. The ILC also has the Public Education Institute which is trying to educate the public about the importance of immigrants for American economy and society. She thinks that American people don’t have enough information about immigrants and that they don’t understand how important they are for the development of this country.

Diane starts her day by exercising and spends a lot of time at school. She also sees her grandchildren and friends often. In winter, her favorite hobby is skiing, and in summer she likes swimming. On her last vacation she traveled to Europe and Australia. She has also been to Japan and Hong Kong with her husband.

In conclusion, Diane said that she loves America and believes strongly in it because it saved her family. She is confident that America needs immigrants in order to continue to be a strong nation.
Something new at The ILC since September 2010
By Marie Richard and Martha Bernal

Karen Glover joined The Immigrant Learning Center, Inc. in April 2011 as Director of Communications. She is responsible for communicating with the public about The ILC and the positive impact immigrants have on the American economy and communities. By sharing stories about The ILC and the students, she hopes to encourage continued financial support of the school among donors and a greater understanding of the lives and contributions of immigrants among Americans.

Denzil Mohammed is Assistant Director of the Public Education Institute. He was hired this year to show people the good things that immigrants do and how they help this country. He does his work with people from different universities who do research about immigrants and show their results in publications. The ILC Public Education Institute is now located on the fourth floor.

Karen Oakley is the new Director of English Language Programs at the school. Karen was a teacher here for 15 years and now she helps to make sure that everything is organized with all the classes. She’s very happy to be part of this school and the important work we do here to help immigrants. Karen’s office is now on the second floor.

Jeantilus Gedeus was a Montessori teacher and social worker in Haiti before coming to the U.S. As a student of the Level 5 Theater Class, Gedeus began to volunteer as a teaching assistant in the Literacy Program and to serve as musical director for Theater Class productions. He joined The ILC staff as a teaching assistant in January 2011. Gedeus is the choir director at his church and is very active musically.

In Memoriam

Joan Broude
Earlier this year Joan Broude who co-founded The ILC, passed away. She is remembered for her compassion for others and her ability to listen and understand. Also her love of life had a positive impact on many lives.

George Norton
He passed away this year. He volunteered his time to help students at The ILC since October 2001. He also helped the students outside of classroom; he had deep understanding of people and a commitment to helping those who needed it most. He was a very interesting man.

Barry Bragen
He began volunteering at The ILC in 1999 when he retired. He helped students to adapt to life in the U.S and tutored them in different subjects. Barry was a highly educated man of many interests. He was a very active person who loved the great out of doors.
Word Search by Morning Level 1 and Afternoon Level 1

Find the words listed below. Words appear straight across, backward, up, down and diagonally. (Check your answers on page 2.)

JOBS

farmer    fisherman        mail carrier       dentist   florist mechanic   painter
server      baker photographer journalist    electrician
Survey of the Morning Students by Morning Level 2

Monday through Friday, between 9:00 a.m. and 12:00 p.m., The ILC educates 212 students from 28 countries.

There are 7 students from Brazil.
There are 2 students from Cambodia.
There is 1 student from Cameroon.
There are 33 students from China.
There is 1 student from Colombia.
There is 1 student from Dominican Republic.
There are 17 students from El Salvador.
There is 1 student from Egypt.
There are 5 students from Ethiopia.
There is 1 student from Guatemala.
There are 93 students from Haiti.
There are 2 students from Honduras.
There is 1 student from Hong Kong.
There is 1 student from India.
There is 1 student from Iran.
There are 2 students from Iraq.
There are 2 students from Libya.
There are 2 students from Mexico.
There are 9 students from Morocco.
There is 1 student from Nepal.
There are 3 students from Peru.
There is 1 student from Russia.
There is 1 student from Rwanda.
There is 1 student from Somalia.
There is 1 student from Surinam.
There is 1 student from Thailand.
There is 1 student from Tibet.
There are 20 students from Vietnam.

The above information does not include the 197 students who attend The ILC in the afternoon. They come from the countries listed above and Afghanistan, Algeria, Burma, Eritrea, Gabon, Georgia, Greece, Italy, Malaysia, Nigeria, Pakistan, Puerto Rico and the Republic of Benin.
You are invited to Iggy’s house. Can you find his house? Follow the directions below the map.

(Map was drawn by Martha Bernal.)

1. Can you label the streets in Romantic City? Start with # 1.
   1. Noisy St.: between Boring St. and Hungry St. It runs from High St. to Low St.
   2. Quiet St.: between Hungry St. and Interesting St. Quiet St. crosses Full St. and Broad Boulevard.
   3. Polite St: runs from Boring St. to Hungry St. It crosses Noisy St. and Full St.

2. Can you label the places in Romantic City? Start with # 1. Write the numbers in the circles on the map.
   1. Post office: on the corner of Full St. and Hungry St.
   2. Bank: between Broad Boulevard and Full St., on the corner of Quiet St.
   3. Drugstore: on the corner of Noisy St. and Low St., across from the train station.
   4. Shoe store: on Broad Boulevard, in a triangle near Interesting St.
   5. Hospital: between the post office and the bank.
   6. Restaurant: on the corner of Low St. and Quiet St.
   7. Supermarket: on Full St. across from the hospital.
   8. Police station: next to the restaurant.
   9. Public library: next to the drugstore and across from the police station.
   10. High Street School: between High St. and Broad Boulevard entrance on Hungry St.
   11. Mall: next to the school.
   12. Music store: between Boring St. and Noisy St. entrance on Full St.

3. Now you can find Iggy’s house. Start walking from the train station where you see the person on the map.
   1. Walk one block on Low St.
   2. Turn left on Hungry St., walk one block.
   3. Turn left on Full St., walk three blocks.
   4. Turn right on Boring St., walk one block.
   5. Turn right on High St., walk one block.
   6. Turn right on Noisy St., walk to Polite St.
   7. Turn left on Polite St., go straight up to the intersection of Polite St., and Hungry St.
   8. Turn left on Hungry St., walk into the school.
   9. Go out the back door of the school. Cut across the park and cross Interesting St. to Iggy’s house.
   10. Surprise! Everyone is waiting -The party is waiting for you. Come on in!
Cures for colds:

**China**
Put lemon, plum, peach, sugar & licorice root into hot water. Add ice and drink.

**Cambodia**
Put Miso into hot water and drink.

**El Salvador**
Cut up purple onions and add honey. Keep for 24 hours then drink liquid.

**Brazil**

Cures for headaches:

**Morocco**
Mix apple vinegar with honey. Add hot water and drink.

**Vietnam**
Put ginger root in hot water and drink liquid.

Cure for upset stomachs:

**Gabon**
Cut off Olive tree skin. Put into hot water for 20 minutes. Drink liquid.

Answers for Map Game from page 7
International Day, June 30, 2011, by Morning Level 4

International Day was the day for students from different countries around the world to show their cultures, histories, traditional clothes, music, customs, dancing, foods and pictures. International Day was the fun day for everyone to get together. Everyone had a chance to taste food from different countries. People got excited to be able to hear different languages and that made them feel like they traveled around the world.

From left - Students from Mexico sang the National Anthem. Students from China performed Tai Chi. Students from Haiti sang National Anthem.

From left - Students from El Salvador performed traditional dance. Students from Rwanda performed special dance.

Massachusetts Congressman Edward J. Markey, Senior Vice President of Citizens Bank and ILC Board Trustee Richard M. O'Keefe and ILC Director of Development Kathy G. Smith.
I have a son. His name is Kemerlin. One day, he was sleeping and I called him. He told me, “My eyes are not open yet.” (Haiti)

My seven-year-old son and his twelve-year-old sister told me to put their new baby sister in a box and mail her to Suriname so they could see her. (Suriname)

One day, I watched my daughter eating the story book. I asked her, “Why are you eating the book?” and she answered, “I want to eat the rabbit because it is cute in the story.” (China)

One day, I took my son to the zoo. He asked me, “Why does the elephant have two tails?” (He thought the trunk was also a tail.) (El Salvador)

When I was going to the Laundromat one day with my son, he said, “Don’t speak loudly because the Haitians on the bus will understand you.” (Haiti)

My son asked me, “Mom, why do you make the bed if at night we will undo it again?” and “Mom, why do you brush your teeth if you are going to eat soon?” (Honduras)

One day, my son, Geovany, heard his belly growl. He said, “My belly is hungry.” (Haiti)

My son asked me if God always sets his alarm clock before he goes to bed every night. (Haiti)

One day, my brother’s house had a small fire. My son told the fireman, “My uncle practices smoking everyday.” (Morocco)

One day, I was praying with my son. I wanted to keep the prayer simple. He was three years old at that time. I said to him, “I thank God for you, for Dad and for our house. What do you thank God for?” He said, “I thank God for Toys R Us.” (Guatemala)
Word Game by Afternoon Level 4

| I | M | M | I | G | R | A | N | T | L | E | A | R | N | I | N | G | C | E | N | T | E | R |
| 9 | 4 | 4 | 9 | 1 | 5 | 7 | 10 | 6 | 2 | 8 | 7 | 5 | 10 | 9 | 10 | 1 | 3 | 8 | 10 | 6 | 8 | 5 |

DIRECTIONS

1. Use the letters in “Immigrant Learning Center” to make a word that fits in the sentence.
   Example: A penny is also called a ___________. (cent!)

2. If you cannot think of the word, look in the parentheses at the end of the sentence. Match the numbers to the letters and you will find the correct word!
   Example: A penny is also called a ___________. (__, __, __, __, __)

3. After you finish all the sentences, make as many more words as you can! Answers will be on Page {2}

GOOD LUCK! GOOD LUCK! GOOD LUCK!

1. The woman is going to __________ the building. (__, __, __, __, __)
   8 10 6 8 5

2. She is __________ a big sandwich. (__, __, __, __, __, __)
   8 7 6 9 10 1

3. The red __________ won the game! (__, __, __)
   6 8 7 4

4. Welcome, ladies and ____________! (__, __, __, __, __, __, __, __, __)
   1 8 10 6 2 8 4 8 10

5. I am going to the __________ salon tomorrow. (__, __, __)
   10 7 9 2

6. The woman is wearing only one ____________. (__, __, __, __, __, __, __, __, __)
   8 7 5 5 9 10 1

7. She pays a lot of ___________ for her apartment. (__, __, __)
   5 8 10 6

8. I didn’t take the bus today; I took the _____________. (__, __, __, __, __, __, __, __)
   6 5 7 9 10

9. The __________ pulled a rabbit out of his hat. (__, __, __, __, __, __, __, __)
   4 7 1 9 3 9 7 10

10. Look at the clouds! It’s going to ____________! (__, __, __)
    5 7 9 10

Find more words!

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Answers on Page 2
Student Volunteers from Morning Theater Class Level 5

Students in the Level 5 Theater Class Enjoy Working with Students in the Conversation Class

One of the ways in which Level 5 Theater Class students practice English is by working as conversation group leaders for students in the morning Level 1 Conversation Class. They sit down with small groups of students to help them with conversation. Most of the Level 5 students have enjoyed the experience of helping others. They say that it helps them to practice English, to improve their pronunciation and to overcome fear. Although they feel nervous or embarrassed at first, they enjoy learning how to communicate with the students in their group. Here are some of their comments.

“This was the biggest challenge I have had in this school, and it was my favorite activity. Can you imagine standing in front of three or four people and talking? I didn’t know how I was going to help them speak and understand, but in the end it was a very good experience. I learned to go very slowly, not to rush them, to help each student at his or her own pace and to be patient.”

“Being a teacher is very hard. I cannot speak English well so how can I teach others? It’s very hard. I had to learn how to teach. I used my hands to show them things like colors.”

“I think that every student is thirsty for English. I taught them how to use English for communicating about daily life activities. I felt good that I could help them learn very important English words for survival.”

“Teaching is the best way to learn.”

“It’s a humbling experience.”

“I learned how to be patient, and I came to understand something about the experience of being an English teacher. It’s important to listen very carefully.”

But although the students reported many good aspects of the experience, there are many difficulties as well. Some Level 5 students speak English incorrectly and their pronunciation may be difficult to understand. Also, the group leaders do not have experience teaching English. So the conversation group can be good or it can be frustrating. Level 5 students have suggested two ways to improve the conversation groups. Mix the students in each group by their nationalities so they can’t speak their own language, and group the students together by their English speaking level.

The teachers of the two classes, Conversation Class and Level 5 Theater Class, are thinking carefully about all the students’ comments and suggestions as they make plans for the next session.