

ESL Summer Intensive

Another Successful Summer for ESL

As the summer draws to a close, the faculty and staff of the English as a Second Language Program would like to thank you for making this 2006 summer one of our most enjoyable yet!

It was a pleasure to have all of you as part of this program, and we hope that you found it a rewarding experience.

We would also like to thank everyone who attended the ESL Certificate Ceremony. Whether it was by sharing a dish, performing, or coming to applaud your efforts and that of your peers, each of you played an



ESL Summer Intensive Class of 2006

important role in making this event a success.

There was plenty of laughter, conversation, and of course, great food and friends. We even

had the pleasure of making twice the celebration in honor of Miao Miao Wang's birthday. Happy Birthday from everyone at the program!

To see photos from the ESL Certificate Ceremony and International, visit the ESL website at www.jhu.edu/ltc/esl

Again, congratulations to all students for all of your hard work. We wish you the best of luck, keep in touch, and we hope to see all of you again soon.

Be sure to register for the Fall 2006 term!

Advanced Reading, Writing, and Vocabulary



by Jill Williams

The Advanced level of the Reading, Writing, and Vocabulary course has been busy with a variety of topics.

In reading, we have completed *The Outsiders* by S.E. Hinton, in addition to the excerpts in our text. We know the difference between the greasers and the Socs – and know how to dress like a gang member!

Learning all forms of new words

has been a goal in this course. We have played "Which word doesn't belong – and why?" and made sentences out of impossibly unrelated words – using a little creativity.

Sentence combining has been a theme this summer in everything from writing summaries, newspaper articles, poems, and Edward Gorey lithographs. We have actually combined twenty-one sentences into three, using a variety of techniques.

Our longer works include an "I am From" poem, autobiographies, and compare/

contrast essays. I am so impressed with the varied backgrounds, accomplishments, and talent of these students.



Advanced Reading and Writing Class

English for Medical Professionals



by Carol Haddaway

Students in English for Medical Professionals have been hard at work down here in East Baltimore. As we approach week five, most students have delighted their classmates with presentations organized around a process that

have included such topics as: *Cataract extraction*, *How to do a Western Blot*, *How to set up a mouse model of intracerebral hemorrhage*, and *Genotyping*, to name a few. We've also listened to NPR Morning Edition reports on *Summer Hazards: Sunburn... and Barbecue?* and *For Back Pain, Few Easy Answers on Surgery*.

After listening to these short reports, students discussed and answered main idea and detail questions, which proved to be

quite challenging. After much discussion on the latter report, we were all convinced to go the non-surgical route. In addition, we've been working on pronunciation of medical terminology trying to decipher how to construct the word and where to put the stress. Although we have another week to go, I think it's safe to say that the highlight for this summer was a visit by JHU Dr. Gregory Prokopowicz of Internal Medicine.

In anticipation of his visit, students prepared a list of questions, 15 to be exact, ranging from doctor-patient relationships, residency matching, malpractice, and issues about the medical profession. Because there wasn't enough time, Dr. Prokopowicz offered to re-

turn the following Monday to listen to presentations. This time students will be giving problem-solution speeches. We are very excited!



Students in the English for Medical Professionals class

Strengthening English Skills for the TOEFL



by Darcy Garland Abdelsayed

The year 2006 brought about great changes in ESL assessment when ETS, a non-profit organization which develops proficiency tests like the SAT, GRE and TOEFL exams, launched the new integrated-skills, internet based TOEFL exam. Prior to the iBT TOEFL

students took the TOEFL as a written exam or computer based exam which included a grammar portion of the test and not a separate speaking test.

Johns Hopkins Intensive Summer English Program decided to address student needs for the iBT-TOEFL by incorporating the use of [The Official Guide to the New TOEFL iBT](#), published by MacGraw Hill in accordance with ETS and the Longman-Pearson iBT TOEFL Preparation Course as the primary text for the Strengthening English Skills for the TOEFL class. The TOEFL text includes a CD-ROM which contains over 700 test items and a variety of materials that contribute to students

being able to effectively prepare for the iBT TOEFL test.

In the TOEFL class this summer, students have primarily been learning and developing their English language skills in reading, writing, listening and speaking/pronunciation via an integrated skills approach. This approach was taken because of another dramatic change in the new iBT TOEFL: the inclusion of tasks that integrate several language skills. Whereas the paper and computer versions of the TOEFL test covered only one language skill per section, the new iBT includes tasks that incorporate several language skills together. On the iBT, there are tasks which require the test-taker to listen to a passage and then speak about the passage; there are also tasks that require the test-taker to read a passage, listen to a related passage, and then speak about how the ideas in the two passages are related; there are tasks that require the test-taker to read a passage, listen to a related passage, and then write about how the ideas in the two passages are related.

This summer students in the TOEFL class have been learning test-taking strategies that include how to spot and answer inference, pragmatic and essential infor-

mation questions. These strategies are not only integral in mastering the TOEFL, but also are beneficial to students by helping them learn how to take better lecture notes, plan and write scholastic essays and give detailed and pertinent responses in academic as well as everyday conversations.

In class students have employed diagnostic tests which point out where their strengths and weaknesses are in English language skills. In this way students have been able to pay particular attention to where they need to concentrate their efforts in preparing for the iBT TOEFL. They have had numerous opportunities to prepare for the new Speaking portion of the test by using the Speaking Skills section which illustrates the format of the iBT TOEFL.

Although students are given two shorter versions of the iBT TOEFL during the course they also have been able to enjoy in-class activities where they work in groups learning idiomatic speech and the subtle nuances of English conversation. Lively conversations in turn develop both listening and speaking skills as well as being good fodder for topics of in-class essays.

Spotlight on ESL Student Essays

“The American Dream” by Isabella Borfiga

The American Dream is one of the most famous beliefs in this world nowadays. People all over the World know, or at least, have heard of the American Dream.

The American Dream is basically defined by, hard work in order to get a better life. The American Dream is also the dream of having 2 children and living in a perfect house with financial security.

But people now realise that the American Dream is only true for a minority of people.

People all through the world have different observations of the American Dream. I have asked several different people about the American Dream. Most of the foreigners who have experienced it, say it is all a lie. People now have to work 2 or 3 jobs at minimum wage in order to be at poverty rate. When coming to the USA from a foreign country, people believe they will then get a better life

situation. By that, I included civil rights. A lot of illegal immigrants come to the USA thinking they will automatically obtain rights. But Americans have a tendency to take profit of those people because of their legal status. The immigration problem is one of the biggest problems now in America.

Another face of the American Dream is abundance. When people all over the world define America, not only to they see freedom and opportunity, but also abundance. Having everything one needs when they need it.

“Carpooling” by Rongfeng Li

Carpooling is something that you might see or hear quite often. But I don't know if people notice that this phenomenal reflects a lot of fundamental values of American Culture. America is a country with huge abundance. According to a survey, there are 1.8 vehicles on average per household of 2.3 persons. In addition, Americans like to have privacy and conven-

To see ESL event pictures, visit www.jhu.edu/ltc/esl

ience. Therefore, most people (>80%) still prefer to drive their personal vehicles to work, carpooling (~5%) usually occurs only upon traveling or within people in the same family. On the other hand, as the concept of globalization is getting popular,

more and more people started pursuing so called New American Dream. The most important aspects of New American

Dream is to preserve nature, less life pressure, make friends and more free time. Carpooling reflects these aspects perfectly. Further more, carpooling also reduces traffic congestion, increase road safety and save people a lot of money on gasoline and parking. Thus, if you can afford your time, try to carpool. You might be surprised by how much fun you are going to have and how easy to make friends as well.

“Volunteering” by Yoshie Maeda

I chose this topic just because I became a volunteer in book think in this summer, and was attracted by what students do during their high school life and even universities. And I started to interview people in my dorm and Chinese friends.

Students here are doing volunteer work, but mostly it is required. As a result, some kids begun to think it is just a waste of time, it maybe will affect other fact. In

china, students don't have time touch, because every teacher in Shanghai just care about score. However, school will let students to do some volunteer work during summer holidays.

American kids usually go to senior's house and library as a stuff member, and Chinese students usually go to computing lab to help adults survey.

Usually, Chinese students don't like to do the volunteer work, because there's no such education about volunteer, so they

almost never think about it. One of my classmate told me that he was unhappy when the school asked them to go to volunteer work, but a few days later, he found that it is interesting!!

There's huge number of students who's doing volunteering work whether it's mandatory or not, and that in China is less than U.S. Maybe there's some differences in cultural thinking about volunteer work, it just appeared that day.

“Baseball—America v. Japan” by YingChieh Hung

Why baseball is so attractive, so irresistible? I consider that is because the game is fair and the result is unpredictable. That means no individual can control a whole game, and you cannot win a game without a perfect team work. Moreover, you cannot claim that you win the game unless you got 27 outs. Anything could happen before the umpire announced

the final result. The belief that you can still hold the hope makes people love this sport.

Both Americans and Japanese love baseball very much and both of them convince baseball is the most popular sports in their country. However, there are still several different attitudes toward baseball and I want to make it clear.

I will try to discuss the difference in sev-

eral parts, such as the perspective, the foods in baseball field, the baseball relating products, and the cheering ways. You might be surprised that each baseball team in Japan has their own songs, and most of players have their own songs too. Moreover, it is interesting that the majority of baseball-relating products are cheering tools, whistles, cheering sticks, specific clothes, and little drums.

Spotlight on ESL Student Essays Con't.

"Health Insurance System in Korea and United States"

by Yoonjin Kang

In Korea, there is only one health insurance system operated by Government. It is mandatory to every Korean. It is operated by people's monthly fee which is enforced to pay by government like Tax.

In US, there are a lot of private health insurance systems. The membership is free choice of people. It is operated by people's monthly fee which is decided by private contract between insurance company and people who want health insur-

ance.

I think these differences are originated from country's history and tradition. In Korea, Government regulates every sector. People who want to do a certain business have to get permission from Government. But, in US, Government regulates only to sector which need government's coordination. Starting every business is free at first. Historically US government only intervene when a big problems takes places in the private market. This reason is also related to many differences between two countries.

"Christian Denominations: Methodist v. Baptist"

by Yibin Chu

I have been a Christian in China. Upon my arrival in the USA, what surprises me so much is that there are so many denominations among the American churches. I was very interested to find that answers to the main differences because I never found this problem in China. However,

after I talked with the teachers, pastors, friends in Baptist church and looked into the books and internet resources, I found this issue is so complicated. I can only get some points in order to understand it superficially.

After I finished the research on this topic, what interesting thing is that I found myself preferring Methodist than Baptist. Shall I switch from Baptist to Methodist? I don't know. Who knows!



Ending the summer on a sweet note

Congratulations on making it through the ESL Summer Intensive Program and best of luck from all the staff and faculty!

▶ ESL Fall 2006 Courses

Registration is currently open!

September 11–December 8
Placement Testing: September 11

- **Listening and Speaking** (Intermediate)
MW 6:15-7:45 PM
- **Listening and Speaking** (Advanced)
MW 6:15-7:45 PM
- **Effective Presentations** (High Advanced)
MW 6:15-7:45 PM
- **Academic and Professional Writing** (Intermediate)
T 6:15-9:15 PM
- **Academic and Professional Writing** (Advanced)
Th 6:15-9:15 PM

Don't forget to register for the Fall 2006 semester of ESL!

To get updates on current ESL programs or activities, please be sure to check the English as a Second Language Program Website at www.jhu.edu/ltc/esl

Or, send an email to esl@jhu.edu

See you in the fall!

Thank you!

- ▶ Thank you to all who helped make this newsletter a success by submitting articles and pictures!