



Dear Colleague:

Hopefully by now you are well into your classes and enjoying fall all around you. Since last month's COVID-19 vaccine update, there has been so much in the news about booster shots and new treatments that it made sense to have a follow-up article. We also included some information about other vaccine boosters in general. This vocabulary should help students when talking to their doctors about vaccines either for themselves or their family members. Please stress with your students that it is always important to talk to their doctors about any medical problems or questions.

As always, we hope you find this issue educational and enjoyable. Our CLOZE exercises, quizzes, audio recordings, and video links are posted under the Teacher Aids tab on our website www.easyenglishnews.com to help support you in the classroom.

Carol Brigham

What is a Booster Shot? (pages 1 and 9)

Objectives: Students will be able to tell what a booster shot is. Students will be able to tell why people need booster shots. They will be able to tell which COVID-19 booster shot is available now and who is eligible to get it. **Preparation:** Keep up with the news...we can give only the background and news up to the time of our going to press, October 14. The FDA is reviewing the information from Moderna and Johnson & Johnson in the middle of October. They are also set to look at Pfizer's data on vaccines for children five years and older. There may be an announcement on those vaccines sometime this month.

Procedures: Find out what students already know about general vaccines and booster shots. Read the article a paragraph at a time, and ask questions to assist in comprehension. Talk about the vaccinations that make the most sense for your group. Some people may not want to get the COVID-19 vaccine, but they may get the flu or tetanus shots.

Buying Meat and Dairy (pages 1 and 10)

Objectives: Students will be able to

name the animals that Americans typically get meat from and the cuts of meat that they may see in the supermarket or butcher shop. **Background:** Be sensitive to the fact that the article may seem grisly for people who don't eat meat for reasons of religion, health, or conscience. Be aware that it's important to Hindus that they don't eat beef and important to Muslims that they don't eat pork. Point out that there are laws in all 50 states against selling dog meat to the public. Most states have laws against selling horse meat for humans.

Procedures: Have students read the article, checking for comprehension. Discuss the differences in meat packaging and preparations between the U.S. and their home countries. Point out that eating spoiled meat or under-cooked meat can make a person sick. Tell students to use their nose to check meat before cooking. *When in doubt, throw it out.* When cooking, use a meat thermometer. Most meats should be cooked to at least 165° Fahrenheit (185° for poultry) on the inside. Have students tell their preferences in meats, and any special ways they cook meat. *What parts of the animal does your family use? In what ways?*

Events in November (pages 2 and 3)

Elicit from your students any special days celebrated in their home countries in November. Also, ask who has a birthday, anniversary, or other celebration in November. What school events will take place in November? Have students write these directly on the calendar on page 2.

Native American Heritage Month: Bring in books, videos, music, and crafts of American Indians, especially of the tribes native to your state or part of the country. This month is often referred to as American Indian and Native Alaskan Heritage Month too. The term "Native American" was invented by well-meaning non-Indians, with the intention of reducing prejudice. However, the name *American Indian* is used more often, and used in official documents of the U.S. government. *Native People, Native American, or American Indian* are all acceptable; however, the tribal name is the preferred word to use, if known. Each group has its own culture, language, and traditions.

Daylight Saving Time Ends: Remind students to turn their clocks back one hour before they go to bed on Saturday night, November 6, or at 2 a.m. Sunday morning, November 7. Talk to students about some areas in the U.S. not observing Daylight Saving Time. Arizona and Hawaii do not change their clocks as well as some parts of other states and U.S. territories. Have them discuss the pros and cons of changing the clocks.

All Saints' Day and All Souls' Day: Ask any Catholic or other Christian students to explain what their customs are on these days. Compare similarities with the Day of the Dead. Explain that All Saints' Day was originally called *All Hallows' Day*, and the night before, therefore, was *All Hallows' Evening...* Halloween.

Dia de los Muertos: Have Mexican students who celebrate this holiday tell the class about their customs, or invite someone in to talk to your class. Talk about the emotional need to continue relations with family members who have passed away and how this holiday meets that need, with the whole community sharing in the experience. Catholics have a day of prayer (All Souls' Day) at this time. Ask if students have a similar holiday in their home countries.

Veterans Day: Talk about a country's need for defense. **IMPORTANT:** Point out that all young men, from age 18 to 25, both citizens and non-citizens, must register with the Selective Service System at www.sss.gov/register. This is a way for the government to know who is available in case of a national emergency. An immigrant can lose the right to later citizenship if he does not register. Ask questions such as: *What is a veteran? What wars has the U.S. fought in? What wars has your home country fought in? Why do Americans honor their veterans on this day?*

Election Day: Students will know where the polling place is in their districts and that these "off year" elections are mostly for local offices. Students who are citizens will know the candidates and offices and will vote if they are registered. They will know who the current state governor is and (for students in NJ and VA) who the candidates are for that office. Review with

the class what they already know about the state and local leaders.

The Great American Smokeout:

According to the American Cancer Society, most smokers began before the age of 18. Ask questions such as: *Who in this class smokes? Who used to smoke? How did you quit? Who has tried to quit? What happened?* Talk about the costs and risks of smoking, including second-hand smoke and the difficulties of stopping. The Smokeout is not a time to hassle, scold, or harangue people who smoke. They are addicted, and they do have the right to stay addicted rather than face the challenges and difficulties of quitting, as long as they know the consequences. Smoking is not against the law, although it is prohibited in many public places. Some smokers have found success in switching from cigarettes to electronic cigarettes, which provide doses of nicotine without smoke. A growing problem with e-cigarettes is their increasing popularity with teenagers, who are targeted by a range of “flavors” and may see them as trendy, safer alternatives to cigarettes. However, no smoking device is truly safe. E-cigarettes are not yet well-researched or regulated and can contain other dangerous toxins and substances. Find out more about Smokeout events at <https://www.cancer.org/healthy/stay-away-from-tobacco/great-american-smokeout.html>.

Thanksgiving Day: Ask students questions such as: *Were you here in November last year? Did you eat a Thanksgiving dinner? Do you plan to have a Thanksgiving dinner this year? What food will you have at that dinner? What are you thankful for this year?* Have students sit in groups of 5-8 and take turns each saying one thing that is great about their life. Go around several times, feeling the energy that comes when we think about the things we are glad for. Examples: *What’s great about my life is my best friend...a warm bed... good health...running water...laughing... children...my students...sunshine...food...my wonderful ESL teacher...*

Black Friday: On Black Friday, some stores open very early in the morning and some stores do not close. People might wait in long lines or crowds to get in when the doors open. There may be very low prices on TVs or other electronics...for the first dozen people. There can be fights over things. Some students may want to shop on Black Friday. Students should be prepared for big crowds, heavy traffic, and disappointments. It’s not a time for parents to bring small children to the stores. Online stores may have Black Friday or Cyber Monday sales, too. This year, many

stores are having trouble stocking goods on the shelves. Retailers are saying that it is good not to wait until Black Friday to do Christmas shopping. Some stores are having sales now that include price matching until Christmas if the price for an item goes lower.

The first Thanksgiving Elicit the reasons your students came to the United States. Use a map to show England and the route of the ocean voyage to America. There are many videos on YouTube showing life in the early Pilgrim colony at Plimoth. Find one that best fits the level and interest of your class. Point out that the Pilgrims and Puritans gave a very strong religious nature to American society, morals, and ideas of cleanliness. (“Cleanliness is next to Godliness.”) Their influence was still felt strongly until the 1960s, and has been diminishing. There is some debate happening now about the origins of the first Thanksgiving. Some people observe a National Day of Mourning to bring awareness to the cruelty that Indians faced from the English settlers that took over their land and brought violence and illness to their tribes.

This Is Your Page (page 4)

After reading the stories, have students relate them to their own lives. Ask questions such as: *How do you feel when you meet new people? Do you usually trust your instincts? What English terms or phrases confuse you? How do people feel about dogs and cats in your home country? What do you do to keep healthy? Do you do these things alone or with your family?*

Cold Hands and Cold Feet (page 5)

Objectives: Students will be able to tell how stress can cause cold hands and cold feet. Other reasons for poor circulation are illness and age.

Procedures: Have students practice deep breathing to demonstrate how the body relaxes when cells get increased oxygen. Elicit from students some pollutants we should avoid. Examples: household cleaner sprays or fumes, hair spray, air fresheners, underarm spray, sugary foods, artificial sweeteners, excess caffeine. Other ways to keep warm: wear warmer clothing; keep one’s head covered in winter; wear woolen socks at night.

St. Augustine, Florida (page 6)

Objectives: Students will be able to tell who founded St. Augustine, Florida, and how long it was controlled by Spain. They will be able to tell who Henry Flagler was

and tell three things he did to improve St. Augustine. Students will be able to tell five things to see in St. Augustine.

Procedures: Have students find the state of Florida on a wall map, and locate St. Augustine. Ask students to look at each picture and tell what they see. With beginners, practice sentence patterns such as *I see a _____. There is a _____*. Learn vocabulary such as: *colonist, slave, resort, wealthy, hotel, fort, lighthouse, statue, alligator, fountain, lion*.

Jamestown, Virginia (page 7)

Objectives: Students will be able to tell a brief history of Jamestown. They will be able to tell some early difficulties in the colony, why men came to Jamestown, and the relationship they had with the Algonquin Indians. Students will be able to explain how the colony became wealthy (selling tobacco) and about the beginnings of slavery. They will be able to explain who John Smith was, tell the story of Pocahontas and John Smith, and tell five things people can see at Jamestown today.

Procedures: Find out what, if anything, students know about the early settlers and Indians. Ask if students know the story of Pocahontas. Have students read the article using any reading strategy appropriate for the level of your class. Compare and contrast the colonists at Jamestown with the Pilgrims at Plimoth (page 3). *What were their reasons for coming to North America? What difficulties did they have? What were their relationships with the Indians like?*

ANSWERS

- | | |
|------------------|-----------------------|
| 1. d | 16. T |
| 2. b | 17. F (Smokeout) |
| 3. a | 18. F (English) |
| 4. c | 19. F (Black Friday) |
| 5. a | 20. F (St. Augustine) |
| 6. b | 21. E (treaty) |
| 7. a | 22. B (dozen) |
| 8. c | 23. G (permission) |
| 9. d | 24. I (veterinarian) |
| 10. b | 25. C (surgery) |
| 11. T | 26. J (vaccination) |
| 12. F (Mexican) | 27. F (resort) |
| 13. F (Veterans) | 28. D (veteran) |
| 14. T | 29. H (supplies) |
| 15. F (Thursday) | 30. A (feast) |

November 2021 Quiz I

Choose the best answer. Write its letter on the line in front of the number.

- _____ 1. What company's COVID-19 vaccine booster has been approved for emergency use for some people?
- a) Merck
 - b) Moderna
 - c) Johnson & Johnson
 - d) Pfizer
- _____ 2. What does a Tdap booster for pregnant women protect their babies from?
- a) hepatitis
 - b) whooping cough
 - c) pneumonia
 - d) flu
- _____ 3. When should adults get a tetanus booster?
- a) every 10 years
 - b) when they travel to other countries
 - c) every year
 - d) every six months
- _____ 4. What company just asked the FDA to approve their new COVID-19 treatment for emergency use?
- a) Moderna
 - b) Johnson & Johnson
 - c) Merck
 - d) Pfizer
- _____ 5. What makes this new treatment different from the other treatments that are being used for COVID-19?
- a) It is a pill.
 - b) It is given through an IV needle.
 - c) It needs to be given in a hospital.
 - d) It is given to people who already have COVID-19.
- _____ 6. Jamestown was
- a) founded by Henry Flagler.
 - b) the first permanent English settlement in North America.
 - c) named for the king of Spain.
 - d) settled by the Pilgrims.
- _____ 7. When winter came,
- a) many colonists died of hunger.
 - b) the Indians took the colonists' food.
 - c) the colonists went back to England.
 - d) the colonists traded gold to the Indians for food.
- _____ 8. Today, people can go to the Jamestown Settlement to
- a) grow tobacco.
 - b) look for gold.
 - c) see reconstructions of colonial buildings.
 - d) trade with the Indians.
- _____ 9. Who said "if you won't work, you won't eat"?
- a) Pocahontas
 - b) John Rolfe
 - c) Powhatan
 - d) John Smith
- _____ 10. The Indians taught the colonists
- a) how to find gold.
 - b) how to grow tobacco.
 - c) how to set up a democratic government.
 - d) how to get indentured servants.

II. From Here and There

True or False? Write “T” for true, and “F” for false. If the sentence is *false*, *make it true*. Write a word to replace the underlined word.

- _____ 11. November is Native American Heritage Month.

- _____ 12. The *Day of the Dead* is a holiday celebrated by Italian Americans.

- _____ 13. A day to honor men and women who served in the Armed Forces is Thanksgiving Day.

- _____ 14. In 1621, the Pilgrims celebrated their first Thanksgiving in America.

- _____ 15. Thanksgiving Day is always the fourth Wednesday of November.

- _____ 16. Most smokers began smoking when they were teenagers.

- _____ 17. The Great American Cookout is a day to help people stop smoking.

- _____ 18. Squanto was able to help the Pilgrims because he spoke Spanish.

- _____ 19. Election Day is the day after Thanksgiving when stores have big sales.

- _____ 20. Henry Flagler built hotels and a railroad in Jamestown.

III. Building Vocabulary

Write the best word to complete each sentence. Write the letter of that word on the line in front of the number.

Word List

- | | |
|------------|-----------------|
| A. feast | F. resort |
| B. dozen | G. permission |
| C. surgery | H. supplies |
| D. veteran | I. veterinarian |
| E. treaty | J. vaccination |

- _____ 21. A _____ is an agreement between nations.
- _____ 22. One _____ eggs is twelve eggs.
- _____ 23. The boy’s mother gave him _____ to go on the trip.
- _____ 24. The _____ gave the sick dog some medicine.
- _____ 25. The woman needed _____ to fix her broken ankle.
- _____ 26. My grandmother got the _____ for pneumonia when she was 65 years old.
- _____ 27. A _____ is a place to go on vacation.
- _____ 28. A person who has served in the Armed Forces is a _____.
- _____ 29. What _____ will you need to build a table? Wood? Hammer? Nails? Paint?
- _____ 30. A very large and delicious meal is a _____.