



Dear Colleague:

With the peak of hurricane season falling in September and wildfire season continuing in the west, it seemed appropriate to talk about these natural disasters this month. We hope that you are not in the paths of the fires or dealing with the aftermath of Hurricanes Ida or Nicholas.

*Carol Brigham*

### Wildfire and hurricane season

**Objectives:** Students will be able to explain how wildfires start. Students will be able to explain where in the U.S. wildfires are common and the conditions that lead to wildfires. They will be able to discuss why climate change may be making wildfires worse. They will also be able to tell how hurricanes start and how they strengthen from a tropical depression to a hurricane. They will be able to tell where Hurricane Ida hit and where a lot of the damage was done. They will be able to tell why scientists think climate change is making hurricanes stronger.

**Preparation:** Bring in additional headlines and photos regarding the wildfires in the west and Hurricane Ida and Nicholas. **Procedures:** Ask students what they have seen or read about the wildfires in California. *Where are they happening? Who had to evacuate? How many buildings have been destroyed?* Ask students: *Do you know anyone affected by the wildfires?* Ask students what they have seen or read about Hurricane Ida. If you are in an area that had effects from Ida, ask students to share their experiences. *What did they see? Did their families evacuate? Did they have trouble with flooding?*

On a wall map of the U.S., have students locate California, the Gulf of Mexico, the Caribbean Sea, and the states affected by the wildfires and Hurricane Ida and Nicholas.

Ask questions such as: *What would you take with you if you had to leave home quickly? Where would you go? Would it be easy to find those things quickly? What help would you need? Who could help you?* Read the article and build vocabulary for talking about any hurricane or disaster.

Many times talking about natural disasters can feel like a negative class topic. But it is very important to know that they are happening and how to prepare in case they happen where your students are. If you want to focus on some positive outcomes from these natural disasters, you can talk about the first responders that rally to help those affected by the disasters. You could also have students research what organizations are helping the recovery and rebuilding efforts. They can look into what they can do to help too, especially if there are needs in your local community.

### Buying groceries (pages 1, 10, and 11)

**Objectives:** Students will identify many fruits and vegetables as well as the typical way they are sold. They'll learn the names of various containers. **Procedures:** Bring in pictures of fruits and vegetables, or some of the food items themselves. Where applicable with a small class, plan a trip to a supermarket to buy some vegetables to make a salad for the class for the next day. Work with sentence structures in conversations using the new vocabulary: *I want a bunch of (bananas) and a head of (cabbage). How much are a dozen (oranges)? (Peanut butter) comes in a jar. We can buy (potatoes) by the pound.*

### Events in October (pages 2 and 3)

Are there any special days or events in October in the students' home countries? In their personal lives? At school this month? List them on the board, and have students write them in the calendar on page 2. Remind students that it is still Hispanic-American Heritage month. Half of September and half of October were chosen because this time period includes the dates of many of the South American independence days. (See *September 2021 Easy English NEWS*.)

**Italian-American Heritage Month:** Italians celebrate their heritage in October. They celebrate Columbus Day with parades and pride. They have festivals celebrating their traditions and culture. Point out that some of Americans' favorite foods came from Italy: spaghetti, pizza, lasagne, manicotti, spumoni, salami, pepperoni, mozzarella, and olive oil. Talk about famous Italian Americans. We mentioned a few from TV, movies, chefs, and authors.

See if your students can name others.

**German-American Heritage Month: Objectives:** Students will be able to tell how an earlier group of immigrants have contributed to the U.S., and some successes and problems they had. **Procedures:** Have students locate Germany on a world map. From the map, describe the country (size, capital, neighboring countries, sea coasts, etc.) Invite a person of German descent into your class to talk about Germany and famous German Americans. Ask him or her to teach how to count from one to five in German, and a short German song.

**Fire Prevention Week: Procedures:** Elicit from students ways to be prepared for a fire at home, then read the article. Have students work in pairs to write scripts and practice making phone calls to 911 in case of fire. The student being the 911 operator should ask questions such as, *Can you say that again, please? Where is the fire? How many people are inside?* The operator needs to write the important information down. Check to make sure the operator wrote the information correctly. Then let students switch roles. Caution students that they should not call 911 for non-emergencies.

**Project – Fire Escape Plan:** Have each student draw a map of his or her home, including all windows, doors, and smoke alarms. Have students draw arrows showing two ways to get out of the apartment/house. Have students plan a meeting place outside for their families in case of a fire. Encourage students to share their fire escape plans with everyone in their home, and report back to the class. (For more information on teaching fire safety, go to: [www.nfpa.org](http://www.nfpa.org).)

**Boss's Day:** Ask students questions such as: *What does a boss do? How does someone get to be a boss in a company? Have you ever had a boss? What things did he or she do that you liked? What didn't you like? Have you ever been the boss of something?* Invite the school principal or a supervisor to tell the class about his or her job.

**Columbus Day:** Elicit what students already know about Christopher Columbus. Use a world map to learn the English names for the continents. Show

Columbus's birthplace, Genoa, Italy, and point out the route that merchants traveled overland (from Italy, through the Mediterranean, then the Middle East, to India and China.) *What did they want to get?* (spices, gold, medicines [drugs], silk). Have students research to learn what the conditions were on Columbus's ships: *what food, dangers, and fears did the sailors have?* Bring up the controversy over Columbus: although he was a great sailor, he made slaves of the Indians and his discoveries brought Europeans and their diseases to the Americas. Some protest groups want to have statues of Columbus taken down and places named for him renamed. Discuss what it means to be a hero to one group of people and an evil person as seen by another group of people.

Talk to your students about Native Americans/indigenous people and how they were here before Columbus. Talk about how many places are changing the holiday to honor them instead. Have students research to see what is celebrated where you are.

**United Nations Day: Objectives:** Students will be able to list seven purposes of the U.N., tell the five permanent members of the Security Council, and tell the six official languages of the organization. **Procedures:** See a list of member nations from <https://www.un.org/about-us/member-states> and learn the names in English of some of the important countries in the world.

**Halloween:** Bring in symbols of Halloween in pictures or posters (witches, jack-o'-lanterns, owls, bats, skeletons, ghosts, black cats, etc.) Have students tell their experiences if they were in the U.S. last Halloween. Ask students if their families participate in Halloween and have them tell why or why not. Give some background on the origins of Halloween. Visit [www.history.com/topics/halloween/history-of-halloween](http://www.history.com/topics/halloween/history-of-halloween). Bring in one or more medium-sized pumpkins, pumpkin cutters, LED pumpkin lights. Demonstrate how to cut a pumpkin and hollow it out. Talk about the activity in several modes. The future tense: (*We are going to carve a jack-o'-lantern*); the imperative form: (*Juan, cut the mouth*); the present continuous tense: (*Juan is cutting the mouth*); and, when you are finished, in the past form: (*Lin took out all the seeds*).

### This Is Your Page (page 4)

After reading the stories, have students relate them to their own lives. Ask questions such as: *Have you ever been to a baby shower? Do you have parties like these in your home country? Have you ever had issues while you traveled? Did someone*

*help you? Do you have snow make-up days in your school? How do school schedules work in your home country? Have you had any issues communicating in the U.S.? What happened?*

### A COVID vaccine update (page 5)

**Objectives:** Students will be able to tell what the COVID vaccines are. They will be able to name the three vaccines that have emergency use approval. They will be able to tell the vaccine that now has formal approval and give the new name. They will be able to tell the benefits and problems of the vaccines. **Procedures:** Have students take turns reading the article and define the difficult words as you come to them. Ask questions such as: *What have you heard about COVID vaccines? Are COVID cases rising in your area? What is the vaccination rate in your area?* This topic can be controversial based on your students' personal beliefs. If it is appropriate, this is a good opportunity to have a discussion about mask and vaccine mandates and how your students feel about them. However, if it will cause issues with classroom relations, it may be better to just read the article and talk about the updates.

### Should you get a flu vaccination? (page 5)

Last year there were very few cases of the seasonal flu. Most doctors and scientists think this is because of the precautions everyone was taking for COVID. This year, most people are not taking these same precautions, so they are predicting that the flu will be worse again. They are encouraging everyone to get a flu shot to help keep people out of the hospital. Moderna is even working on a COVID and flu combination vaccine. It is not approved yet. Ask students: *Who should get a flu vaccination? Who shouldn't get a flu vaccination? When is a good time to get a flu shot?*

### Salem, Massachusetts (page 6)

**Objectives:** Students will be able to tell who founded Salem, Massachusetts, when it was founded, and what was there before the Europeans came. They will be able to tell why Salem was important to the American Revolution. Students will be able to tell five things that people got to see in Salem. **Procedures:** Have students find the state of Massachusetts on a wall map, and locate Salem. Ask students to look at each picture and tell what they see. Ask them if they have ever traveled to Massachusetts. With beginners, practice sentence patterns such as *I see a \_\_\_\_\_. There is a \_\_\_\_\_. Learn vocabulary such as: village, trading center, port, West Indies, witch, mascot, replica.*

### The Salem Witch Trials (page 7)

The Salem Witch Trials were part of a movement of witch trials that were happening around the same time in Europe and other colonial settlements. This time in history helped to frame aspects of the justice system in these colonies. It brought to light the importance that evidence plays. If appropriate for your class, compare and contrast the court system then with the court system now.

**Objectives:** Students will be able to tell a brief history of Salem and the Puritans. They will be able to tell why people started accusing villagers of being witches. Students will be able to explain the process of a witch trial. They will be able to explain the touch test and why the Puritans used it. They will be able to name three things that they found in peoples' homes that could make them witches. They will be able to tell how the witch hunts ended and what has happened in Massachusetts since then. **Procedures:** Find out what, if anything, students know about early colonial life in America. Have students read the article using any reading strategy appropriate for the level of your class. Ask questions like: *Why did the Puritans come to North America? Did they find what they were looking for? Why do you think the young girls started acting strangely? Do you think the women they accused were witches? Why do you think the people of Salem believed in witches? Do you think the trials were fair? Were the 200 people accused guilty or not guilty? What did Massachusetts do in 2001 to resolve the witch trials? Why do you think it took so long for them to do that?*

### ANSWERS

- |                                 |                        |
|---------------------------------|------------------------|
| 1. a                            | 16. T                  |
| 2. b                            | 17. F (United Nations) |
| 3. c                            | 18. F (Halloween)      |
| 4. b                            | 19. F (six)            |
| 5. c                            | 20. F (16)             |
| 6. b                            | 21. H (famine)         |
| 7. d                            | 22. B (dairy)          |
| 8. a                            | 23. E (explorer)       |
| 9. c                            | 24. J (official)       |
| 10. b                           | 25. I (disaster)       |
| 11. T                           | 26. F (mutate)         |
| 12. F (head)                    | 27. C (budget)         |
| 13. T                           | 28. A (allergic)       |
| 14. F (New York City, New York) | 29. G (ghost)          |
| 15. T                           | 30. D (literacy)       |

**October 2021 Quiz I**

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

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|--|---|
| <p>_____ 1. Where in the United States do wildfires happen most often?</p> <p>a) western states<br/>b) Gulf Coast states<br/>c) southern states<br/>d) eastern states</p> <p>_____ 2. What percent of wildfires are started by lightning and fallen power lines each year?</p> <p>a) 50%<br/>b) 10%<br/>c) 25%<br/>d) 65%</p> <p>_____ 3. What percent of wildfires are started by human carelessness each year?</p> <p>a) 50%<br/>b) 32%<br/>c) 84%<br/>d) 10%</p> <p>_____ 4. How many acres of land have wildfires burned in California this year?</p> <p>a) 800<br/>b) 2,243,663<br/>c) 217,000<br/>d) 3,285</p> <p>_____ 5. What are the windspeeds of a hurricane?</p> <p>a) 20 to 38 miles per hour<br/>b) 39 to 73 miles per hour<br/>c) 74 miles per hour or greater<br/>d) 15 to 20 miles per hour</p> | <p>_____ 6. How many names are chosen for hurricanes each year?</p> <p>a) 15<br/>b) 21<br/>c) 6<br/>d) 50</p> <p>_____ 7. How strong was Hurricane Ida when it hit Louisiana?</p> <p>a) category 1<br/>b) category 2<br/>c) category 3<br/>d) category 4</p> <p>_____ 8. How much damage did Hurricane Ida cause?</p> <p>a) \$50 billion<br/>b) \$6 million<br/>c) \$90 million<br/>d) \$5 billion</p> <p>_____ 9. When is hurricane season over?</p> <p>a) September 30<br/>b) October 31<br/>c) November 30<br/>d) December 31</p> <p>_____ 10. Why are hurricanes getting stronger?</p> <p>a) increased wind on the ocean<br/>b) warmer ocean temperatures<br/>c) people are more prepared for the storms<br/>d) cooler ocean temperatures</p> |
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## 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. You can buy fruit and vegetables by the pound.  
\_\_\_\_\_
- \_\_\_\_\_ 12. Cabbage, lettuce, cauliflower, and broccoli are sold by the carton.  
\_\_\_\_\_
- \_\_\_\_\_ 13. German Americans and Italian Americans celebrate their heritage in the month of October.  
\_\_\_\_\_
- \_\_\_\_\_ 14. The United Nations general headquarters is in Salem, Massachusetts.  
\_\_\_\_\_
- \_\_\_\_\_ 15. Halloween is October 31.  
\_\_\_\_\_
- \_\_\_\_\_ 16. Columbus landed in America on October 12, 1492.  
\_\_\_\_\_
- \_\_\_\_\_ 17. The Secretary-General of the United States is António Guterres.  
\_\_\_\_\_
- \_\_\_\_\_ 18. Children wear costumes and go trick-or-treating on Indigenous Peoples’ Day.  
\_\_\_\_\_
- \_\_\_\_\_ 19. It’s important to test smoke detectors every month and change their batteries every three months.  
\_\_\_\_\_
- \_\_\_\_\_ 20. Boss’s Day is October 24.  
\_\_\_\_\_

## 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. allergic | F. mutate   |
| B. dairy    | G. ghost    |
| C. budget   | H. famine   |
| D. literacy | I. disaster |
| E. explorer | J. official |
- 
- \_\_\_\_\_ 21. A \_\_\_\_\_ is a time when there is not enough food to eat.
  - \_\_\_\_\_ 22. Milk, cream, yogurt, and cheese are all \_\_\_\_\_ products.
  - \_\_\_\_\_ 23. A person who goes to a new place to learn about it is an \_\_\_\_\_.
  - \_\_\_\_\_ 24. The United Nations has six \_\_\_\_\_ languages.
  - \_\_\_\_\_ 25. Hurricane Ida was a natural \_\_\_\_\_.
  - \_\_\_\_\_ 26. A virus can \_\_\_\_\_ to form a new strain.
  - \_\_\_\_\_ 27. A \_\_\_\_\_ is how much money a person can spend each month.
  - \_\_\_\_\_ 28. Sneezing, a rash, and itchy eyes may be signs of an \_\_\_\_\_ reaction.
  - \_\_\_\_\_ 29. Some people believe that a \_\_\_\_\_ is the spirit of a dead person.
  - \_\_\_\_\_ 30. The ability to read and write is called \_\_\_\_\_.