



Dear Colleagues:

Welcome back to another school year! Thank you for choosing *Easy English NEWS* for your classrooms. Our aim is to bring you and your students a great variety of reading and discussion materials each month, extend your students' vocabulary in important content areas, and provide teacher aids that will lower your preparation time and support you as the star you are in your classroom.

If you haven't used all of our supplemental materials in the past, check out our website easyenglishnews.com. There are Cloze Exercises, Short Answer Tests, and Critical-Thinking and Creative-Thinking questions to save you hours of preparation time and help evaluate students' progress.

There are also links to audio recordings of three main articles each month, read in slow, clear, English to help students follow along with the text in the paper. Links to pre-screened videos related to each month's content are also available on our YouTube channel. They'll be at the website by the first of the month. Sign up for our email list and you'll get a link each month to alert you that the extra supplementary materials have been posted.

As always, we love to hear from you. Your comments and suggestions help us plan and improve each issue. We're so excited to start a new year with you!

Carol Brigham

Are You Careful with Your Devices? (pages 1 and 9)

Objectives: Students will be able to tell three hazards of cell phones and seven ways to use them safely. They'll be able to tell three ways to use their laptop or tablet safely. **Procedures:** Take out your cell phone and ask who in class has a cell phone. Elicit the things one can do with a cell phone and what it can do for you. Make a list on the board. Then ask, Are there any dangers from a cell phone?

Find out what students already know. Then read the article, developing the vocabulary needed. After reading the

article, ask the students about the dangers of cell phones again. Have them compare what they knew before to what they know now. Ask them if their opinions of cell phones have changed because of what they read and the discussion with their peers.

American Supermarkets (pages 1, 5, and 10)

Objectives: Students will be able to name various departments in a supermarket and talk about the check-out procedure, bar-code scanner, the functions of the courtesy desk, express lane, coupons, credit and debit cards, and receipts.

Preparation: Ask questions such as: *Who in your family shops for food? Where? Is there a supermarket near your home? What kinds of things can you buy there? How do you know how much something costs?*

Procedures: Read the article; use the photos to illustrate *aisle, shopping cart, item, bar code, produce*, etc. Bring in examples of bar codes, coupons, and receipts. Have students look at the parts of each and tell what information is given. Have students practice conversations at a supermarket. Have them practice telling what discounts are available in sales flyers and on coupons. Have them practice asking questions about prices and items on receipts. In future articles, we'll cover the produce and meat departments, reading labels, understanding nutrition information, buying cleaning products, and reading warning labels.

Events in September (pages 2 and 3)

Calendar: Ask students what special events there are at school or in their lives this month (tests, anniversaries, birthdays, etc.) Have them write them on the calendar as well as the dates for September's holidays and events.

Hispanic Heritage Month: Explain the meaning of Latino, and its synonym Hispanic. (Latino = from Latin America, where Spanish and Portuguese are spoken) (Hispanic = of a family that is or was Spanish-speaking.) Use a world map to help students learn the names of countries where Spanish (or Portuguese) are spoken, and the areas in the United States that were originally owned by Spain: Florida, the southwestern states and Texas. Have

students locate Spanish place names in the U.S. (Look for El, La, Los, Las, San, Santa in place names, or endings such as -ado, -edo, -ida, -on, -ona.) Have Hispanic students in the class teach others to count from one to ten, or the names of their countries in Spanish. Have students list on the board: Hispanic/Latino foods, music types, sports stars, singers, entertainers, writers, etc. Bring in samples of Latino foods to taste; play Latino music. Have someone teach the merengue or other Spanish dances.

Labor Day: Ask students if there is a Workers' Day in their native countries (in most, it will be May 1). How is Labor Day celebrated? Point out that the large middle class in the United States was made possible by workers' unions. Unions raised the standard of living for working people. After many years or higher wages for workers, the owners of factories moved to the southern states, where there were no unions and they could pay lower wages. Now, factories have moved to other countries. So unions were once a blessing to workers, but now there is debate about the benefits and problems with unions.

Back to School: Ask questions such as: *Are you glad to get back to school? Why or why not? What did you do during the summer? What are some of the rules of our school? Do you have a school handbook? Explain "dress code." Does our school have a dress code? What are the rules? (List on the board.) Did you have a dress code in school in your home country? Tell about it. What are some things you may not bring to school? What are school rules about cell phones? How have school rules and dress codes changed because of COVID-19 and the pandemic?*

Constitution Day: Ask questions such as: *What are six qualifications for becoming a U.S. citizen? Tell five responsibilities of an American citizen.* (Note: Do not ask personal questions that would have a student reveal that they may be undocumented. That would put them at risk of embarrassment or other trouble.) Explain that the U.S. government wants its immigrants to know more about the U.S., its laws, and customs. The Constitution in Simple English is available free at our website under "free materials".

Grandparents Day: Ask questions such as: *Are your grandparents living? Where do they live? Do you see them often? Do you write to, talk to, or e-mail them often? How have your grandparents helped you in your life? What kind of grandparent are you/will you be?* Ask students to write or tell stories that they've heard from their grandparents or other family elder or that they tell or will tell to their own grandchildren. Draw a simple family tree (maybe your own) on the board. Have students draw their family trees. Review terms for extended family members: aunt, uncle, cousin, niece, in-law, step-, foster-, half-, great grand-, deceased, ancestor, descendent. Have students work in groups of 2 or 3 explaining their family trees to each other.

Hurricane season: This year has been a quiet season for hurricanes, but September is usually the most active month during hurricane season. Meteorologists are also calling for an extremely active season this year, even though it hasn't been so far. Bring in any recent news stories and photos of hurricanes. If you are in a hurricane-prone area, be sure your new students are aware of the need for family preparation and safety measures. Print out a copy of Hurricane Safety in Simple English for each student free at our website.

This Is Your Page (page 4)

After reading the stories, have students relate them to their own lives. Ask questions such as: *How have English classes helped you? Have you ever been lost? What happened? Have you ever been embarrassed? What happened?*

Use these stories to help students talk about their own experiences. Have them come up with interesting stories that have happened in their lives. Encourage them to write their stories down and send them to us at Easy English NEWS. If we choose to publish them, we will pay \$20 for the story. There are guidelines for writers stories on our website at easyenglishnews.com. We're always looking for interesting and different stories about newcomers' experiences in America.

Tokyo 2020 Olympics in 2021 (page 5)

Objectives: Students will be able to explain what the Olympics are and when they happen. They will be able to tell why the Tokyo 2020 Olympics were postponed to 2021. They will be able to tell about the Olympic games, what the winners receive, and which countries had the most winners. **Procedures:** Ask questions such

as: *Has anyone watched the Olympic games in the past? Did anyone watch the Olympic games this year? Did you see any differences? What is your favorite event?* Read the article and build the vocabulary to talk about it. There are many YouTube videos available for the different sporting events. If there is an interest with students, this can be a good opportunity for discussion. Watch a video and have students talk about what they see, what they liked or disliked about the performance. In quick competitions like races, have them choose their favorite runner and root for them. Have them talk about how it felt to root for someone; did he or she win? How did they feel about the outcome?

If you are looking for ways to cross curriculum, you could do a math exercise with charting medal winners. www.nbcolympics.com/medals has a full list of medal winners. You can use this chart to practice a variety of math and reading skills: interpreting charts and graphs; basic addition and subtraction; or compare and contrast medal totals.

America the Beautiful: Vermilion Cliffs (page 6)

Objectives: Students will be able to give the general location of Vermilion Cliffs on a map of the United States. Read the article. Ask questions such as *Why do you think only 20 people per day are allowed to go to the Wave? How can a person get a permit? What are some of the dangers of hiking in the desert? What do you have to bring with you? Is this a place you would like to visit? Why or why not?*

The 20th Anniversary of September 11 (page 7)

Objectives: Students will be able to explain what happened on September 11, 2001. They will be able to tell about the four planes and where each one crashed. They will be able to tell what happened after the crashes and who was responsible for the crashes. **Procedures:** Ask questions such as: *What happened on September 11, 2001? Where were you during this time? What happened after the attacks?* Read the article and develop the vocabulary. Discuss the details of what went on that day. Talk about what has happened in the twenty years since the attacks.

Remembering the events of September 11, 2001 is very personal for Americans who lived through it. But 20 years later, there is a whole generation that does not remember the event first hand. It is interesting to hear stories from students who were not in the United States yet or

who were not old enough to remember what happened.

Once you have read through and discussed the article, have students share personal stories about their memories of the event. Have them tell where they were and what happened in the world around them. *Where did you live at the time? Did your life stop like the lives of many Americans? If they are from Middle Eastern countries or are Muslims, did they experience additional prejudice after the attacks? How do they feel now?* See if there are any memorials planned for your school or community. Have students watch tributes on tv or YouTube. Discuss the memorials that they watch.

Editor's note: At the time *Easy English NEWS* went to press, the developments in the war in Afghanistan made it a breaking news story. Earlier in the year President Biden announced that American troops would be leaving Afghanistan by the beginning of September. Some people were very happy about this decision and other people were not happy at all. As U.S. troops began to leave, the Taliban armies began taking over the major cities across Afghanistan. More U.S. troops were sent over to help get Americans and their allies out of the country safely. Due to the nature of these events, which may cause trauma for some readers, and the fluidity of the situation right now, *Easy English NEWS* isn't planning to address the story at this time. However, this conflict ties directly to the September 11 terrorist attacks and students may have questions or comments about it.

ANSWERS

- | | |
|----------------------|--------------------------|
| 1. b | 16. F (Patriot Day) |
| 2. a | 17. T |
| 3. c | 18. F (Spanish) |
| 4. c | 19. T |
| 5. b | 20. F (fall/autumn) |
| 6. b | 21. E (compete) |
| 7. d | 22. F (postpone) |
| 8. c | 23. H (fees) |
| 9. c | 24. C (Pentagon) |
| 10. a | 25. A (interview) |
| 11. F (Jewish) | 26. G (checkout counter) |
| 12. T | 27. B (panic) |
| 13. F (Yom Kippur) | 28. D (sin) |
| 14. F (Constitution) | 29. I (groceries) |
| 15. F (citizen) | 30. J (memorial) |

September 2021 Quiz I

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

- _____ 1. It is safest to use a cell phone
- a) for very long conversations.
 - b) on speaker phone.
 - c) while it is under your pillow.
 - d) while it is in your pocket.
- _____ 2. Drivers who talk on cell phones
- a) cause more than one fourth of auto crashes.
 - b) pay close attention to the road.
 - c) are better than other drivers.
 - d) can get a lot of work done.
- _____ 3. When you are in class or at the theater,
- a) always answer your cell phone.
 - b) say excuse me when your phone rings.
 - c) turn your cell phone off.
 - d) use speaker phone.
- _____ 4. It is best to use your laptop computer
- a) on your lap.
 - b) as close to your body as possible.
 - c) on a desk.
 - d) when it is plugged in.
- _____ 5. Research by Interphone found that people who used cell phones for more than a half hour a day for ten years
- a) had no bad results.
 - b) had twice as many brain tumors as people who used no cell phones.
 - c) were healthier than those without cell phones.
 - d) had more friends than people who used cell phones less.
- _____ 6. What should you keep in case you need to return something to a supermarket?
- a) a barcode
 - b) your receipt
 - c) a paper bag
 - d) a shopping cart
- _____ 7. What gives you deals and discounts at a supermarket?
- a) a barcode
 - b) your receipt
 - c) paper bags
 - d) coupons
- _____ 8. Why were the Tokyo 2020 Olympic games postponed until 2021?
- a) Athletes would not go.
 - b) The weather was bad.
 - c) The COVID-19 pandemic made it unsafe.
 - d) People could not watch the events in person.
- _____ 9. How many medals did the United States win at the Tokyo Olympics?
- a) 88
 - b) 71
 - c) 113
 - d) 206
- _____ 10. What country will host the next summer Olympic games?
- a) France
 - b) China
 - c) Russia
 - d) United States

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. Rosh Hashana is a Muslim holiday.

- _____ 12. The first Monday in September is Labor Day.

- _____ 13. Patriot Day is the tenth day after Rosh Hashana.

- _____ 14. September 17 marks the day that American leaders signed the Declaration of Independence.

- _____ 15. A resident of the United States 18 years old or older may vote in elections.

- _____ 16. September 11 is Grandparents Day.

- _____ 17. During hurricane season, September is usually the month with the most hurricanes.

- _____ 18. A Latino is a person from a German-speaking family.

- _____ 19. California has the largest Hispanic population of any state.

- _____ 20. In September, there are 12 hours of daylight and 12 hours of darkness on the first day of school.

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. interview | F. postpone |
| B. panic | G. checkout counter |
| C. Pentagon | H. fees |
| D. sin | I. groceries |
| E. compete | J. memorial |

- _____ 21. Athletes _____ in events during the Olympic games.
- _____ 22. The baseball team had to _____ the game because of thunder and lightning.
- _____ 23. The _____ for applying to become a U.S. citizen are \$640 plus \$85 for fingerprinting.
- _____ 24. The office building for the Department of Defense is the _____.
- _____ 25. A person may have an _____ with an employer before getting a job.
- _____ 26. Take your items to the _____ when you are ready to pay for them.
- _____ 27. Someone may _____ if they are afraid during an emergency.
- _____ 28. A crime against “God’s law” is a _____.
- _____ 29. When people don’t have food in their refrigerators, they go to the store to buy _____.
- _____ 30. A _____ is a statue or event to help people remember someone or something.