



Dear Colleagues,

Another event-filled school year is coming to a close. We hope you've had a great year with your students. Memories of you will be in your students' hearts forever. You are the gatekeepers to communication and surviving in the United States. That's so important.

This month's issue is focused on articles and projects that could fit into summer practice. This could either be in class together, or as summer reading at home for students to prevent the summer learning loss that we address in our main article.

If students won't be in your class next year, invite them to subscribe to *Easy English NEWS* on their own. Remind them that we don't publish in July or August, and that their subscription will begin in September. Have a fabulous rejuvenating summer. We'll see you in September for another great year!

*Carol Brigham*

### Summer learning loss (pages 1 and 9)

Summer learning loss is a problem that educators have been studying for many years. Some schools have started summer school programs to try and combat this learning loss. Studies have shown that it is worse in low-income areas and with people of color. Studies have also shown that making summer learning fun has been the most successful in helping students beat summer learning loss. Adult English learners also have issues with summer learning loss. Adult learning theory suggests that adults learn much better when the material they are learning is relevant to their lives. Practicing English and learning alongside their family members can be the best way for them to combat this learning loss.

**Objectives:** Students will be able to tell what summer learning loss is. They will be able to tell five ways to prevent summer learning loss. They will be able to tell why it is important to prevent summer learning loss.

**Procedures:** Elicit anything students have experienced with summer learning

loss either, in their own lives or with their family members. Ask questions such as *When you don't speak English for a while, is it harder to remember it? Have your children had more trouble with school because of the pandemic? Do they have the same problems after two months off in the summer?* Then read the article. Ask students to come up with some ways to make learning fun at home over the summer.

### Places to buy clothes (pages 1 and 10)

**Objectives:** Students will be able to tell four places to buy new clothes, and five different low-cost places to buy clothes. They'll be able to tell how to buy clothes without leaving the house. Students will know how to return items for a refund or store credit.

**Procedures:** Ask questions such as: *What stores around here sell clothing? Where can you get clothes at bargain prices? Have you ever been to a garage sale? Tell about it. Have you ever returned an item you bought? What happened? How can you return something you bought from a catalog or an online website?*

Read the article and confirm students' understanding. Have students work in front of the class to give a role play of returning an item to customer service. **Sample:** (Write this on the board for lower level students.) "I'd like to return this (sweater)." "Do you have a receipt?" "Yes, here it is." "What's the reason for the return?" "It doesn't fit me." "You bought this 3 weeks ago. We can only give you store credit." "What's that?" "You can spend it in the store." "Thank you." "Sign this."

### Events in June and July (pages 2 and 3)

Have students find the dates on the calendars for each of the events in June and July and write the events on the calendars. Also, have students write in any school events and personal events. Ask what holidays are celebrated in their home countries in June and July.

**Flag Day:** Not all other countries instill the strong and personal reactions to their

flags that Americans do. Ask students questions such as: *What do the symbols in your flag mean? Do people say anything special to or about the flag?* Invite students to learn the **Pledge of Allegiance** and the meaning of the words. Point out that these words express an ideal, even if it is not always happening. Students who are not aiming to become citizens should stand during the pledge but not say the pledge. Talk about the purposes for a flag. (Patriotic feelings, war identification, ID for ships, planes, and products.) Listen to/sing *The Star Spangled Banner* and *It's a Grand Old Flag*. Teach flag manners: [www.usa.gov/flag](http://www.usa.gov/flag).

**Graduation:** Discuss graduation dates, procedures, and ceremonies at your school if you have them. If you don't have graduation at your school, talk about schools in the community that your students' families attend. If you have graduation at your school, discuss the credits and requirements for graduation. Point out the financial value of a high school diploma and further training or education.

**Weddings:** Discuss reasons why June is a popular time for weddings. Ask questions such as: *What is a popular time for weddings in your home country? Ask students to tell about their wedding. What kind of wedding would you like? How did you meet your spouse? What promises do the bride and groom make to each other? Are there other promises they should make?*

**Father's Day:** Have students talk about their fathers or other men in their lives who have helped them or influenced them. Make a chart on the board of typical household duties. Ask students to copy the chart and fill in their own information telling if this work is done by mothers, fathers, both, older children, themselves, or nobody.

There will be students who do/did not have dads in the home, so use sensitivity here. They may or may not want to talk about their experiences.

**Juneteenth:** Have students imagine the jubilation of slaves in the South when they realized they were free to leave their masters. For a number of years, while

the northern armies were stationed in the South, former male slaves could vote and run for office, and many did. People came from the North to run Freedmen schools to teach former slaves to read and write. Juneteenth is a day or a whole month marked with celebrations, picnics, and speeches. It is a time for rejoicing in freedom and making plans for self-improvement and the future.

**Summer begins:** Ask students about summer plans, work, summer school, vacation, or travel. *Is there a break from school in your native countries? What part of the year is it? How long is it? What is your opinion of the U.S. custom of a 10-week break from school?*

**Independence Day:** There were democracies in the ancient world, but the U.S. was the first to reinstitute democracy in the modern world. Our revolution and Declaration of Independence formed an example for countries that followed in the desire for independence and a constitution: France, Mexico, the countries of South America, etc. Read the famous second paragraph of the Declaration of Independence.

Use a time-line to help students get a sense of when things happened: 1607-1775: Colonies ruled by Great Britain. 1763-1775: Great Britain passes taxes, makes laws for the colonies taking away rights, and sends soldiers to the American colonies. 1775: War Begins. 1776: Declaration of Independence. 1781-1789, government under Articles of Confederation. 1781: War ends. 1783: Great Britain signs the treaty granting independence to the U.S. 1787: U.S. writes a Constitution. 1789: George Washington becomes the first president. See the Declaration of Independence at: <https://www.ushistory.org/documents/declaration.htm>

### This Is Your Page (page 4)

Have students read the stories and talk about related issues in their own experience. Ask questions such as: *Why did you leave your home country and come to the United States? Do you know anyone affected by the war in Ukraine? What products did you have trouble finding during the pandemic? Did you have to talk to the cashiers at the store? What teachers have made a difference in your life? Why? What is your favorite vacation spot? Why?*

### Ask a Speech Coach (page 5)

**Objectives:** Students will be able to tell when they hear the differences among terminal *n*, *ŋ* and *ng*. They will be able to

produce each in the appropriate words.

**Procedures:** Read Gene Zerna’s article and practice the different exercises. The distinction between the plosive *ng* and the purely nasal *ŋ* is significant in that there are some words that can be confused. Some minimal pairs for practicing hearing and making that distinction *kin/king; thin/thing; ton/tongue; pan/pang*. Many people may pronounce the *g* in *king, thing, etc.* because they see the *g* in print. Students may also very frequently hear *goin’, doin’* etc. in others’ rapid speech. Point out that that is *informal*. *Formal* speech would have the *ŋ* sound in those words: *goiŋ, doiŋ*, but not a plosive *g* after the *ŋ*.

### Summer safety (page 5)

Read the article and discuss ways to keep safe during summer activities. Have students tell what their favorite summer activities are and how they make sure they are safe when they do them. Have students choose one or two new activities they might like to try this summer. Have them plan what they will need to do to make sure they are doing them safely.

### The Grand Canyon (page 6)

**Objectives:** Students will be able to locate the Grand Canyon in Arizona on a wall map. They will be able to explain how the Grand Canyon was formed and why people still go there today.

**Procedures:** Ask questions such as: *What do you do in the summer? Where are your favorite places to travel? Have you ever been to the Grand Canyon?*

After reading the article, have students imagine a trip to the Grand Canyon and Grand Canyon National Park. What activities would they choose?

### Your family: Write about it! (page 7)

**Objectives:** Students will be able to name the different generations (parents, grandparents, great-grandparents) and other family relationships: sister, brother, son, daughter, wife, husband, aunt, uncle, cousin, etc. plus the in-law, step-, and foster-parent names. They will be able to create a family tree with themselves, their parents and other ancestors, and their own children and descendants. They’ll learn the words *divorced, deceased, born*.

**Preparation:** Prepare a blank family tree as in the diagram in the newspaper on 8.5 x 11 paper, and duplicate enough for your class. Bring in photos of your own family members.

**Procedures:** Sketch a simple family tree on the board as in the diagram with yourself, naming the various relationships, and giving their names or fictitious names. Have students fill in the sample diagram of three generations of a family. Encourage them to prepare their own family history. Have them work in pairs or small groups to talk about their families. Have them tell the group about any interesting jobs, characters, or adventures of anyone in their family. Have them choose one of the topics in the article to write about for a class assignment.

There are online programs to search records for births, deaths, marriages, border crossings, etc. Google “(country) ancestor records” to see if there are any available. Some are free for a trial period, but beware of recurring charges if you don’t cancel in time. **Ancestry.com** also has a DNA service (for a hefty fee) to analyze a person’s DNA to show what parts of the world one’s ancestors have come from. Make sure you stress with your students which programs are free and which have fees.

### Ask Carol (page 9)

This article may not be appropriate for all classrooms. Because this is a topic that is all over the news, some students will have questions about it. We felt we needed to include background information in this month’s issue. People’s beliefs are very personal, so use your best judgement about what conversation is appropriate for your group of students.

## ANSWERS

- |                      |                          |
|----------------------|--------------------------|
| 1. b                 | 17. F (Great Britain)    |
| 2. a                 | 18. F (taxation)         |
| 3. c                 | 19. F (July)             |
| 4. b                 | 20. F (Thomas Jefferson) |
| 5. d                 | 21. E (draft)            |
| 6. d                 | 22. B (bargain)          |
| 7. c                 | 23. A                    |
| 8. b                 | (valedictorian)          |
| 9. a                 | 24. I (sunscreen)        |
| 10. b                | 25. J (witness)          |
| 11. F (Father’s Day) | 26. D (recipe)           |
| 12. F (50)           | 27. H (catalog)          |
| 13. F (liberty)      | 28. G (trophy)           |
| 14. F (bad)          | 29. C (infection)        |
| 15. T                | 30. F (chores)           |
| 16. T                |                          |

## June 2022 Quiz I

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

- \_\_\_\_\_ 1. Summer learning loss means that time away from class
- a) is relaxing.
  - b) hurts math and reading skills.
  - c) lets people travel.
  - d) should be two months long.
- \_\_\_\_\_ 2. One way to make summer learning fun is to
- a) play board games as a family.
  - b) do a lot of homework.
  - c) go to summer school.
  - d) practice multiplication tables everyday.
- \_\_\_\_\_ 3. Cooking with a recipe helps with
- a) keeping the kitchen clean.
  - b) science skills
  - c) reading and math skills.
  - d) eating the food.
- \_\_\_\_\_ 4. What happens if you bring library books back after the due date?
- a) You get to keep the books.
  - b) You have to pay a late fee.
  - c) You choose new books.
  - d) The librarian reads the books.
- \_\_\_\_\_ 5. Where can someone check out eBooks?
- a) The grocery store
  - b) The mall
  - c) A catalog
  - d) The library website
- \_\_\_\_\_ 6. What does someone need to have before they can check out materials from the library?
- a) A car
  - b) A bookbag
  - c) A cellphone
  - d) A library card
- \_\_\_\_\_ 7. What formed the Grand Canyon?
- a) An earthquake
  - b) People digging
  - c) The Colorado River
  - d) An asteroid
- \_\_\_\_\_ 8. Which president visited the Grand Canyon a lot?
- a) George Washington
  - b) Theodore Roosevelt
  - c) Thomas Jefferson
  - d) Joe Biden
- \_\_\_\_\_ 9. When did Congress make the Grand Canyon a national park?
- a) 1919
  - b) 1908
  - c) 1776
  - d) 1840
- \_\_\_\_\_ 10. How many tourists visit the Grand Canyon every year?
- a) 100,000
  - b) 5,000,000
  - c) 2,500,000
  - d) 50,000

## 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. Flag Day is the third Sunday in June.  
\_\_\_\_\_
- \_\_\_\_\_ 12. There are 13 stars on the American flag.  
\_\_\_\_\_
- \_\_\_\_\_ 13. “...one nation, under God, with independence and justice for all.”  
\_\_\_\_\_
- \_\_\_\_\_ 14. It is good manners to sit down while citizens are saying the Pledge of Allegiance.  
\_\_\_\_\_
- \_\_\_\_\_ 15. Students who complete school may get a diploma at their graduation.  
\_\_\_\_\_
- \_\_\_\_\_ 16. A couple may get married by a justice of the peace.  
\_\_\_\_\_
- \_\_\_\_\_ 17. Spain had 13 colonies on the east coast of North America.  
\_\_\_\_\_
- \_\_\_\_\_ 18. The colonies’ leaders said that “Communication without representation” was wrong.  
\_\_\_\_\_
- \_\_\_\_\_ 19. June 4, 1776 is the birthday of the United States.  
\_\_\_\_\_
- \_\_\_\_\_ 20. George Washington wrote the Declaration of Independence.  
\_\_\_\_\_

## 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. valedictorian | F. chores    |
| B. bargain       | G. trophy    |
| C. infection     | H. catalog   |
| D. recipe        | I. sunscreen |
| E. draft         | J. witness   |

- \_\_\_\_\_ 21. The editor made changes to the \_\_\_\_\_ of the book before it was final.
- \_\_\_\_\_ 22. A low price for something that usually costs more is a \_\_\_\_\_.
- \_\_\_\_\_ 23. The person in a graduating class with honors for the highest grades is the \_\_\_\_\_.
- \_\_\_\_\_ 24. It is important to wear SPF 15+ \_\_\_\_\_ in the sun.
- \_\_\_\_\_ 25. A person who sees an event or an accident is a \_\_\_\_\_.
- \_\_\_\_\_ 26. Follow a \_\_\_\_\_ to bake a cake.
- \_\_\_\_\_ 27. You can buy clothing from a \_\_\_\_\_.
- \_\_\_\_\_ 28. The winner got a big \_\_\_\_\_.
- \_\_\_\_\_ 29. The doctor gave me an antibiotic to cure my \_\_\_\_\_.
- \_\_\_\_\_ 30. Jobs that have to be done every day around the house are \_\_\_\_\_.