



Dear Colleagues:

We've made it to June at last! You and your students have worked so hard this year. Thank you for bringing us along on your education journey. While we do not publish in July and August, we still spend these months planning and prepping for future issues and projects. We are always looking for ideas for future articles. While we cannot promise we will use every suggestion, we like to know what your students want to read. Our goal is to make *Easy English NEWS* a high quality resource for all of our readers.

If your students are not going to be in your program next fall, encourage them to subscribe to *Easy English NEWS* to continue their growth in reading, vocabulary building, civics, etc. Have a great month and an even better summer!

Carol Brigham

Is COVID-19 gone? (pages 1 and 9)

Objectives: Students will be able to tell when the WHO and U.S. government decided coronavirus was not an emergency anymore. Students will be able to name three changes that happened because the emergency declarations ended. Students will be able to tell who is most likely to get coronavirus and how to protect themselves from getting very sick.

Procedures: Talk about some of the changes students have faced during the pandemic. Ask questions such as: *How has your life changed since the pandemic started three years ago? How does it feel now? Do you think people are less worried about COVID-19?* Read the article.

Discuss why the WHO and HHS have decided that COVID-19 isn't an emergency anymore. Ask questions such as: *Do you feel like the pandemic is ending? Have you started doing things that you did before the pandemic? Why are people acting like everything is back to normal even though COVID-19 isn't gone? What are some things you can do to protect yourself and your family from getting sick with COVID?*

Continuous Medicaid coverage without renewal has saved a lot of people throughout the pandemic. It made sure

people had access to healthcare in case they got COVID. With this program returning to normal Medicaid function, renewals will be required again. These renewals will all be handled by the states, so the information is different in each state. If you have students that qualify for Medicaid in your state, make sure they understand the changes and know what they need to do to reapply. If you don't know the details, there are trained healthcare counselors and case workers that can help them. Look up information for these offices in your area.

****Editor's note:** While Title 42 ending and the crisis at our southern border is connected to the public health emergency ending, there was too much information and not enough resolution for what happens next for us to include it in this month's paper. If this is something that interests your students, it could be a great extension activity. From what we have read, the laws divert back to Title 8 and anyone who enters the U.S. illegally without a legitimate claim to asylum will be sent back. We know that this is what is written in our laws but does not always happen in practice. We also know that there are arguments for and against on all sides. We just present the information. We will leave it up to you and your students to provide the debate if it is appropriate in your group.

Different types of taxes (pages 1 and 5)

Objectives: Students will be able to list the different types of taxes in the U.S. They will be able to tell what those taxes usually pay for. They will be able to tell what the sales tax is in their state.

Procedures: Find out what students already know about the taxes they or their family members pay. Ask questions such as: *Why do we have taxes in the U.S.? What do you think taxes pay for? Do you have a job where taxes are taken out of your paycheck? What are those taxes? What other taxes do you pay?*

Read the article and have students identify which of the taxes they or their family members pay. Don't encourage students to share personal financial information. If you talk about specific

tax amounts, use the percentages that the taxes cover. Make sure students know that people must pay income taxes and property taxes (if they own property). People who do not pay these taxes get in trouble with the IRS and may lose their house.

If appropriate for your group, have a debate about the pros and cons of taxes. Have students discuss the positives and negatives of taxes. Have them compare taxes in their home countries to the taxes they pay here. Have them tell which system they think is better and why.

Events in June and July (pages 2 and 3)

Have students talk about any events in their lives in June and July (birthdays, anniversaries, graduation, etc.). Have them write those on blank calendar pages on the appropriate dates. Ask about any holidays that people celebrate in their home countries in June and July.

Flag Day: Explain to students that many Americans have strong feelings about the flag and patriotism. Talk about the meaning of the *Pledge of Allegiance*. Those who are, or will become, citizens are encouraged to learn it by heart. Point out that the words in the Pledge express an ideal that we live toward, even if it is not always realized. Talk about the colors of the flag. *White* is for purity and innocence. *Red* is for bravery; *blue* is for justice. Additional interpretations are that red stands for the blood of those who gave their lives for freedom, and white is for the purity of the ideal of freedom. Have students draw and color the flag, and the flags of their home countries.

Talk about the purposes for a flag. (A symbol to unite people with patriotic feelings; military identification; ID for ships; label for American-made products.) *What are your feelings about your home country's flag?* Explain that the test to become a citizen includes questions about the flag. Listen to/sing the *Star Spangled Banner*. Tell the story of how it was written during the war of 1812. Teach flag manners. (Flag should never touch the ground, never be worn as clothing, always treated with respect; flag is flown at half-staff for national sorrow; an old worn out flag is never thrown into the garbage, but should be burned with dignity.)

Weddings: Talk about wedding customs in the U.S. and in students' home countries. *Are there any special times when you think it's lucky to get married? What are the ideals for choosing a person to marry?* Ask married students to tell about their wedding day. Assign students to watch wedding ceremonies and parties on **YouTube.com**.

Father's Day: Have students talk about their fathers or other men in their lives who have helped them or influenced them. Talk about men's roles and women's roles in the U.S. and how they have been changing. Make a chart on the board of family tasks and 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, or nobody. Examples: *Works to support the family; cooks; shops for food; cleans the house; takes out the garbage; washes clothes; takes care of small children; makes rules for older children; helps children with homework; goes to parent conferences with teachers; fixes things that are broken; carries heavy things; decides how to spend the family's money; protects the family; makes important decisions for the family; takes care of the car.*

Have students write an essay about their fathers, or themselves as fathers, the ideal father, grandfathers, missing fathers, etc.

Graduation: Discuss credits and requirements for graduation at your school or a local school. Point out the financial value of a high school diploma and further training or education. Explain opportunities to get a GED or High School Equivalency diploma. Discuss graduation procedures and ceremonies at your school or a local school. Act out a graduation ceremony, with different students taking different roles: Master of ceremonies, valedictorian, salutatorian, guest speaker, awards, presenter of diplomas, graduates. If your school doesn't have a graduation ceremony, have students talk about graduations for their siblings, children, or grandchildren.

Summer begins: Ask students about summer plans, work, summer school, vacation, or travel. *Is there a summer break in your native country? How long is it? What do you think of the U.S. custom of a 10-week break from school?* (Explain that it is left over from days when farms needed their children for planting and harvesting.) Summer camps, the tourist and travel industries, and others do not want schools to operate in July and August. They would lose money.

Independence Day: There have been other democracies in the world (ancient Greece, etc.), but the U.S. was the first to have democracy in the modern world.

Our Declaration of Independence and revolution formed an example for the other countries that followed in their desire for independence and a Constitution: France, Mexico, countries of South America, and others. Point out that the U.S. is a republic: representatives elected by the people make the laws. A true democracy is when all of the citizens together meet to make the laws. It's only possible in small towns and small groups.

This Is Your Page (page 4)

Read the stories and discuss any similar stories the students want to tell. Can students relate to any of the writers' experiences? Ask questions such as: *How do you learn English outside of class? Have you ever had trouble understanding someone? Tell about it. What is your favorite flavor of milkshake? What are some things you do to make your house safer? What words are the same in your language and English?*

Your Health: Water (page 5)

Objectives: Students will be able to tell six reasons why water is important for our bodies. Students will be able to explain what dehydration is and why many Americans today are often dehydrated. They will be able to tell four sources of water and four drinks that do not count towards optimal hydration.

Procedures: It can be very difficult for students to stay hydrated at school. Encourage students to drink water when they get the chance. Have students keep track of how many glasses of water they drink per day.

America the Beautiful: Hawai'i Volcanoes National Park (page 6)

Objectives: Students will be able to tell why people visit Hawai'i Volcanoes National Park. They will be able to tell what Hawaiian tradition says about Pele and why she is important.

Procedures: Locate the state of Hawaii on a wall map. Explain that a national park is a place that is protected from development, homes, buildings, business, etc. and is reserved for people's enjoyment and preservation of nature.

Elicit students' knowledge of volcanos. Talk about the eruptions of Mauna Loa and Kilauea. Have students watch the eruptions on **Youtube.com**. Have students plan a trip to Hawaii. What would they like to see and do there? Hawaii is a group of islands; how would they travel there? How long

would it take them to get there?

Summer Safety (pages 7 and 10)

Objectives: Students will be able to list safety rules for avoiding dehydration and overheating. They will be able to tell the signs of heat exhaustion and heat stroke. They will be able to tell first aid measures and the importance of getting a person medical attention for heat exhaustion or stroke. Students will be able to list three rules for sunburn safety, and eight for water safety. They will tell how to recognize poison ivy and tell how to prevent a rash. They'll be able to tell how to prevent ticks from biting them, and how a person might know if they have Lyme disease. They will be able to tell safety rules during a thunderstorm, and the proper treatment of perishable food outdoors.

Procedures: Ask students what their summer plans are, and what kinds of activities they enjoy in the summer. Ask what dangers there are in the summer in their home countries, and how they avoid or prevent them. *Are your home countries hotter or cooler than here? Are there any insects that cause disease that you had to watch for? Are there plants that can cause itching? Are there sharks in the water?*

Read the article and have students add any of their own experiences to the list. Have students create a summer bucket list of new things they want to do or try this summer. Have them choose some things that they can do locally and have them include a few things that would be dream summer activities.

ANSWERS

- | | |
|---------------------------------|--------------------------|
| 1. b | 16. F (bride) |
| 2. a | 17. F (June 21) |
| 3. d | 18. F (England) |
| 4. b | 19. F (Thomas Jefferson) |
| 5. c | 20. T |
| 6. a | 21. B (vow) |
| 7. a | 22. C (income) |
| 8. c | 23. H (erupt) |
| 9. b | 24. D (helmet) |
| 10. d | 25. J (polluted) |
| 11. F (June 14) | 26. E (application) |
| 12. F (13 stripes and 50 stars) | 27. A (indivisible) |
| 13. F (liberty) | 28. G (labs) |
| 14. F (stand) | 29. F (commencement) |
| 15. T | 30. I (rash) |

June 2023 Quiz I

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

- _____ 1. On May 5, what organization said that COVID-19 is not a global health emergency anymore?
- a) the U.S. Department of Health and Human Services
 - b) the World Health Organization
 - c) the Centers for Disease Control and Prevention
 - d) The Food and Drug Administration
- _____ 2. When did the COVID-19 public health emergency end in the U.S.?
- a) May 11, 2023
 - b) May 5, 2023
 - c) January 31, 2020
 - d) April 1, 2023
- _____ 3. What is a treatment for COVID-19?
- a) Medicaid
 - b) vaccines
 - c) hand washing
 - d) paxlovid
- _____ 4. What might people with respiratory illnesses still have to do at the doctor's office?
- a) sign up for Medicaid
 - b) wear masks
 - c) get a COVID vaccine
 - d) wear gloves
- _____ 5. Who is more likely to get sick from COVID-19?
- a) a 6-month-old baby
 - b) a 13-year-old girl
 - c) a 68-year-old man
 - d) a 25-year-old man
- _____ 6. Our bodies sweat in the heat, so it is important to
- a) drink water frequently.
 - b) drink coffee or soda frequently.
 - c) swim in chlorinated swimming pools.
 - d) avoid polluted water.
- _____ 7. To prevent sunburn:
- a) use sunscreen, wear a hat, and sunglasses.
 - b) avoid the sun between 4 p.m. and 8 p.m.
 - c) stay outside in the sun as much as possible.
 - d) wear dark clothing.
- _____ 8. The most important safety rule around water is:
- a) swallow sea water.
 - b) choose a polluted beach.
 - c) learn to swim.
 - d) only swim in the ocean in the evening.
- _____ 9. A person might get Lyme disease from
- a) poison ivy.
 - b) a deer tick.
 - c) sun stroke.
 - d) swimming in polluted water.
- _____ 10. When there is a thunderstorm,
- a) stay in the swimming pool.
 - b) stay under a tree.
 - c) talk on the telephone.
 - d) stay in a house or other building.

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 always the third Sunday in June.

- _____ 12. There are 13 stars and 50 stripes on the American flag.

- _____ 13. “...*one nation, under God, indivisible, 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. The maid of honor is a woman who is getting married. _____
- _____ 17. Summer begins on July 21.

- _____ 18. In 1776, 13 colonies in North America decided to be free from France.

- _____ 19. George Washington wrote the Declaration of Independence.

- _____ 20. Albert Einstein is a famous Jewish American.

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. indivisible | F. commencement |
| B. vow | G. labs |
| C. income | H. erupt |
| D. helmet | I. rash |
| E. application | J. polluted |
- _____ 21. A _____ is a strong promise to do something.
- _____ 22. Money that someone makes for doing work is called _____.
- _____ 23. A volcano can _____, spilling ashes and lava.
- _____ 24. Wear a _____ to protect your head when you go bike riding.
- _____ 25. Don't swim in _____ water.
- _____ 26. A student must fill out an _____ to get accepted to college.
- _____ 27. Something that cannot be separated into smaller parts is _____.
- _____ 28. Scientists run tests and find answers to questions in _____.
- _____ 29. Another word for graduation is _____.
- _____ 30. A bull's eye _____ on the skin is a sign of Lyme disease.