



Dear Colleague:

With all the troubles going on in the world, it's a good thing November makes us remember to be thankful for the blessings we usually take for granted and that our students come to this country for. We at *Easy English NEWS* are thankful for ESL teachers who work hard to bring communication skills to hundreds of thousands of newcomers. Thank you for the work you do.

We hope you are using the audio recordings, cloze exercises, and short answer tests for each month's *Easy English NEWS* at our website, easyenglishnews.com. Let us know what you and your students want to read! Send us a message through the contact page on our website or email us at info@easyenglishnews.com. We cannot guarantee we will use every suggestion but we take every suggestion into consideration. Have a great month!

Carol Brigham

Is Blue Light Bad? (pages 1 and 9)

Americans spend an increasing amount of time in front of screens. Scientists and researchers are spending more time looking into how that is affecting us. Some studies are beginning to show the damage screen time is doing to our health.

Objectives: Students will be able to tell what blue light is. Students will be able to tell three reasons why blue light is good and three reasons why blue light is bad.

Procedures: Find out how much your students use devices with screens. Ask questions such as: *Do you have a smartphone? How much do you use it every day? Do you have any other devices with screens? How do you use them? How many hours a day are you on them?*

Read the story together as a class. Have students find words they don't understand and work together to figure out what they mean, look them up in a dictionary, or Word Help if they are bold faced words. Have students come up with ways that they can get good blue light from the sun and limit their exposure to blue light from

devices in their day. Ask questions such as: *Do you get outside every day? How do you like to spend time in the sun? What do you do on your devices? Do you use your phone or devices late at night? Do you use them in your bedroom before bed? How do you sleep at night? Do you fall asleep easily? How could you make your bedroom better for sleeping at night?*

Stress with students that they should talk to their doctors or eye doctors if they think they're having blue light issues.

Photo Identification (pages 1 and 5)

Objectives: Students will be able to name four kinds of photo identification. Students will be able to tell where someone can get each kind of photo ID.

Preparation: Gather examples of photo identification to share with your students.

Procedures: Have students read each section of the article aloud. Stop at the end of each section to discuss the type of photo ID, who is eligible for that type of photo ID, and how those eligible people get those photo IDs. Ask students questions such as: *Do you have a photo ID? What kind of photo IDs do you have and how did you get them? Did you have a driver's license in your home country? What was the process for getting a driver's license in your home country? Do you have a driver's license here? What was the process to get your driver's license here?* Some students will be eligible for more photo ID options than others.

As an extension conversation, have students talk about times where someone has to show a photo ID. Have them discuss whether they think it is appropriate to ask for a photo ID in each of these situations.

Events in November (pages 2 and 3)

Elicit special days this month from your students: tests, field trips, assemblies, birthdays, anniversaries, etc., Have students write these on the appropriate dates on a blank calendar.

National 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. The term *Native American* was

invented by non-Indians, with the intention of reducing prejudice. However, the name *American Indian* is used more often and by the U.S. government. If one knows the name of a person's tribe or Indian nation, that name is the preferred word to use. Each group has its own culture, language, and traditions.

Día 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 need people may have 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, but many Americans do not have a communal way to express this ongoing need for remembering the dead.

Turn Your Clocks Back!: Remind students to change their clocks Saturday night, November 4, before they go to bed or Sunday morning, November 5, after they wake up. Ask students: *How will you use your extra hour?*

Election Day: This is an "off year" election, but important for local offices. Find out who the local candidates are and what the local issues are. Review with the class what they already know about the state and local leaders and find out where the local polling places are. If your students are U.S. citizens, find out if they are registered to vote. If they aren't, help them to fill out voter registration cards. In most places it will be too late for them to vote in this election, but they will be prepared to vote in the next one.

Black Friday and Cyber Monday: The term "Black Friday" refers to a store's way of accounting. Profits are recorded in black ink, losses in red ink. For the first ten months of the year, many stores operate "in the red." Around the end of November, their accounts go "in the black." Having sales at that time helps, too.

Some students may want to shop on Black Friday. TVs and other electronics may be discounted hundreds of dollars for the first few people in the store. Students should be prepared for big crowds, heavy traffic, and disappointments. A lot of people line up long before the stores open.

Some stores now open as early as 5 p.m. on Thanksgiving Day. Other students may prefer to shop online. There are usually good bargains on store websites on Cyber Monday.

Veterans Day: Talk about a country's need for defense. Discuss the differences between a draft and a volunteer army. **IMPORTANT:** Point out that *all* young men, from age 18 to 25, both citizens and non-citizens, must register with the Selective Service System. They can register online at www.sss.gov if they have a Social Security number. This is not a draft, but is a way for the government to know who is available in case of a national emergency. **A permanent resident can lose the right to become a citizen if he has not registered with Selective Service.** Ask questions such as: *What is a veteran? Has your country fought in any wars? Tell about them. Why do Americans honor their veterans on this day? Do people honor veterans in your home country? How?*

Thanksgiving: 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 event? What are you thankful for in your life?* Have students work in groups of four or five. Ask students to each tell something they are thankful for and have them continue around the circle. Repeats are allowed.

National Day of Mourning: While history tells us that the Pilgrims and the Indians had a good working relationship, that ended pretty quickly. The United American Indians of New England started this protest to bring attention to all the atrocities committed against the Indians throughout U.S. history.

This is your page (page 4)

After reading the stories, have students share their own experiences of a similar nature. Ask questions such as: *Are there any words in English that confuse you? Are there any activities you used to do that you have stopped doing? Have you ever used public transportation? What happened? Have you ever had a party that didn't go as planned? What happened? Are you/will you be eligible for citizenship in the U.S.? Do you plan to get U.S. citizenship when you are eligible?*

Your Health: The Human Lifespan (page 5)

Objectives: Students will be able to tell four reasons why people live longer today than in ancient Rome. They will be able to tell three reasons why many Americans

have become obese and explain the dangers of obesity. Students will be able to tell six things they can do to live a healthy life.

Procedures: It's common for newcomers to gain weight while living in the U.S. Have students compare what they ate in their home countries vs. what they eat in the U.S. Have students list the food that they ate in the past 24 hours. *How does this list match what Dr. Ali suggests? What foods can build good health?*

The Gateway Arch (page 6)

Objectives: Students will be able to tell what the Gateway Arch is and where it is located.

Procedures: Find out who has seen or heard of the Gateway Arch. If students have visited it, have them talk about their experience. Have students locate St. Louis on a map. Have them trace the Mississippi River on the map too. Read the article together and discuss what they see in the pictures. Have them plan a trip to St. Louis. Have them list what they would like to see and do there. Have them plan how they will get there and how long it will take them to travel.

Heroes and History: American Indians (page 7)

Objectives: Students will be able to explain how the native people came to be called Indians. They will be able to tell how European diseases affected the Indian population. They will be able to tell ways that Indians helped the first people who came from Europe and six ways that Europeans were unfair to Indians.

Procedures: Bring in artifacts, photos, and pictures of Indian crafts and culture. Search YouTube for videos on Indian tribes. If your students are from Central or South America, ask questions such as: *Are there Indians in your home country? What was the relationship between Europeans and Indians in the past? What is the relationship among the various people today?* Point out that these people, though we call them all Indians, were and are as different from each other as English and Spanish speakers. They had different languages, different cultures, different ways of living, different appearance. On a wall map, point out that the American Indians lived all over North America. The Northeastern Woodlands Indians farmed and lived in semi-permanent homes. Central Plains Indians hunted for food and were nomadic, following the buffalo through the seasons, and had homes (*tipis*) they could set up and take down quickly. Southwestern Indians farmed and built permanent homes of adobe (*pueblos*).

Indians in the Northwest fished and hunted.

The Great American Smokeout (page 5)

The Great American Smokeout is a day to help encourage current smokers to put down the cigarettes and go "smoke free". There has been a lot in the news about vaping over the last few years. It was thought to be a safer alternative to smoking and a good way to help smokers quit. The problem now is that hundreds of young people have died from vaping, possibly from the chemicals added to the e-cigarettes. E-cigarette makers had been marketing to children with delicious flavors. Many teens have already become addicted to nicotine. There is increased risk of harm for people buying these products on the internet or from irreputable sellers.

Procedures: Talk to students about smoking. Ask questions like: *Do you know people who smoke? Is it a popular activity in your culture? Many older people started smoking before they knew all the risks. Why do teens start smoking today? What are some ways that you could help someone stop smoking?*

This can be a personal topic if you have students who smoke. They may be ashamed of their habit. They may like that they smoke and not want to quit. Ask if they will participate in The Great American Smokeout. Why or why not? What plan would they make? What support would they want?

ANSWERS

- | | |
|------------------|-----------------------------|
| 1. b | 16. F (three) |
| 2. a | 17. T |
| 3. d | 18. F (St. Louis, Missouri) |
| 4. c | 19. F (smallest) |
| 5. a | 20. T |
| 6. d | 21. J (architect) |
| 7. c | 22. E (berries) |
| 8. a | 23. G (tram) |
| 9. d | 24. A (lifespan) |
| 10. c | 25. I (vehicle) |
| 11. F (American) | 26. D (exposure) |
| 12. F (Mexican) | 27. B (volunteer) |
| 13. F (veterans) | 28. F (pores) |
| 14. T | 29. H (code) |
| 15. T | 30. C (dessert) |

November 2023 Quiz I

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

- _____ 1. How many hours a day do Americans look at screens?
- a) almost four
 - b) over seven
 - c) around one
 - d) approximately three and a half
- _____ 2. What color light is made up of all the other colors of light?
- a) white light
 - b) blue light
 - c) black light
 - d) brown light
- _____ 3. How much of the light we see is blue light?
- a) one quarter
 - b) two thirds
 - c) one half
 - d) one third
- _____ 4. Which of these things is not an activity that uses a device with a screen?
- a) playing video games
 - b) checking apps on your phone
 - c) reading a book
 - d) working on the computer
- _____ 5. What part of the eye can blue light damage?
- a) the retina
 - b) the lens
 - c) the eyelid
 - d) the eyelashes
- _____ 6. What is the name for the body's natural internal clock that tells a person when to sleep and when to be awake?
- a) a watch
 - b) melatonin
 - c) macular degeneration
 - d) circadian rhythm
- _____ 7. When might someone need to show a photo ID?
- a) shopping for clothes
 - b) going to school
 - c) going through airport security
 - d) studying at the library
- _____ 8. What must a U.S. citizen have to travel outside of the country?
- a) a U.S. passport
 - b) a driver's license
 - c) an Employment Authorization card
 - d) a work ID
- _____ 9. Who issues U.S. Military ID cards?
- a) the U.S. government
 - b) the Department of Motor Vehicles
 - c) USCIS
 - d) the U.S. Armed Services
- _____ 10. Which photo ID gives an immigrant permission to live in the U.S. long-term?
- a) a U.S. passport
 - b) an Employment Authorization card
 - c) a Permanent Resident card
 - d) a work ID

Quiz 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 National Native Asian Heritage month.

- _____ 12. *Día de los Muertos* is a Jewish-American holiday.

- _____ 13. Americans honor the Pilgrims on Veterans Day.

- _____ 14. Turkey is a traditional food for Thanksgiving.

- _____ 15. Samoset and Squanto taught the Pilgrims how to plant corn, beans, and squash.

- _____ 16. The first Thanksgiving in Plymouth lasted six days.

- _____ 17. Diseases such as smallpox killed 90% of the Indians in the Americas.

- _____ 18. The Gateway Arch is in Washington, D.C.

- _____ 19. Gateway Arch National Park is the largest national park.

- _____ 20. The U.S. government recognizes 574 American Indian tribes and nations.

Quiz 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. lifespan | F. pores |
| B. volunteer | G. tram |
| C. dessert | H. code |
| D. exposure | I. vehicle |
| E. berries | J. architect |

- _____ 21. The _____ designed the building.
- _____ 22. _____ are very healthy fruit because they don’t have a lot of sugar in them.
- _____ 23. The _____ takes people from their cars to the airport terminal.
- _____ 24. The average human _____ in the U.S. is 76.4 years.
- _____ 25. A truck is one kind of _____.
- _____ 26. People should avoid sun _____ during the middle of the day.
- _____ 27. A _____ is someone who gladly does a job for no payment.
- _____ 28. When it is very hot, sweat comes out of your _____ in your skin.
- _____ 29. Navajo Indians used their language as a secret _____ in World War II.
- _____ 30. A sweet treat at the end of the meal is called _____.