



Dear Colleague:

Hopefully by now your year is off to a productive start. Fall is my favorite time of year. The beginning of school, apples, pumpkins, the anticipation of cooler weather and fall activities. We're glad you're spending your fall with us.

This month's issue is filled with information. Our lead story is one that is not getting a lot of press coverage in the general news reports. However, these new laws that states are debating and some states are starting to pass may affect your students or your students' friends and family.

We love to hear from you! What about *Easy English NEWS* do you love? What would you like to see in future issues? Email us at [info@easyenglishnews.com](mailto:info@easyenglishnews.com). Have a great month!

*Carol Brigham*

### New laws for buying U.S. farmland (pages 1 and 9)

**Objectives:** Students will be able to tell why the U.S. government works with governments from other countries. They will be able to tell why the U.S. government and Americans are worried about China. They will be able to tell why lawmakers are making new laws about who can buy U.S. farmland.

**Preparation:** Read the article beforehand. If you are in one of the states that have had these laws for a while or that have recently added them, look up the regulations in your state so you can include them in class discussion.

**Procedures:** Find out if students have purchased property or if they are renting their homes. Find out if they had problems renting or buying. Ask questions such as: *Do you rent your home or did you buy it? Do you own a business? Do you rent or did you buy your business space? Did you have any trouble renting or buying your home? Did you have any trouble renting or buying your business space?*

Read the article a paragraph at a time; address any comprehension issues and vocabulary meanings as you go. After students read the article, ask them questions such as: *How do these new*

*laws make you feel? Do you think state governments and the federal government have the right to tell people who they can sell their property to? Do you think these new laws will cause discrimination in the Asian American population? Most of the laws also include Russia, North Korea, and Iran, but the main focus of most lawmakers that are talking about the laws is China and the Chinese Communist Party.*

As an extension activity for higher level classes, have students research the Chinese Exclusion Act of 1882 and Japanese camps during World War II. This history, along with the increased violence that Asian Americans are facing since the start of the pandemic, is what is making Asian Americans most concerned about these new laws. Have students compare and contrast those events with the new laws.

### The U.S. Mail (pages 1 and 5)

**Preparation:** Bring in various items from the Postal Service (stamps, Priority Mail envelopes and boxes, change of address cards) and blank envelopes.

**Objectives:** Students will know general facts about the U.S. Postal Service and the procedures and costs of sending various kinds of letters. Students will know where their local post office is located, as well as the location of a blue mailbox near them. They will be able to tell where they can mail letters, the cost of First-Class postage, as well as the cost of a stamp to their home country. They will be able to explain the Forever Stamp and explain why a package over 13 ounces must be taken to the post office to be mailed. (Or explain how to register at [usps.com](https://usps.com) so they can use a computer to print out trackable mailing labels with postage that can be dropped off in a blue mailbox or picked up by their letter carrier at their home or business.) They will know the standard abbreviation for their own state. They will distinguish USPS from UPS (United Parcel Service.) They will be able to address an envelope.

**Procedures:** Ask questions such as: *Who sends letters or pays bills by mail? What kind of mail do you get? What do you need on a letter before you can mail it? How much does a First-Class stamp cost in the U.S.? How much does it cost to mail a letter to your home country? How long does it usually take to get there?*

Distribute blank envelopes. Call students' attention to the envelope with address on page 5. Have students notice each of the details listed: *first and last name, street address, apartment number, city, state, ZIP Code, return address.* Have students address an envelope to you (in care of the school so you don't give out your home address.)

Point out that the post office machines can read capital letters easier, and need the ZIP Code. The additional 4 digits are welcome, but not yet necessary. Leave space at the bottom of the envelope for a machine bar code which will speed up the delivery. Then have students practice addressing a letter to themselves.

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

Elicit special days this month from your students and from school activities: tests, field trips, assemblies, birthdays, anniversaries, etc. Have students write these special events on a blank calendar.

**Hispanic Heritage month:** Remind students that it is still Hispanic Heritage month. Half of September and half of October were chosen as this time period includes the dates of many of the South American independence days. (See *September Easy English NEWS.*)

Three ethnic groups celebrate their heritage in October: Italians, Polish, and Germans. Italians celebrate Columbus Day with parades and pride. Germans have their Oktoberfest, Polish the Pulaski Day Parade. Point out that some of Americans' favorite foods came from these countries: spaghetti, pizza, lasagna, manicotti, spumoni, tortellini, hamburgers, frankfurters (hot dogs), sandwiches, Polish sausage, *weinerschnitzel*, and beer.

**Columbus Day:** Talk about discovery; ask students questions about their own "discovery" of America. Such as: *Was your trip to America dangerous? What adventures did you have on the way? What surprises did you find? Did you want to turn back? How did you meet your first Americans? What did you think of them?*

Have students find places on the map named for Columbus, such as Columbus, Ohio; Columbia, South Carolina; and the District of Columbia. Have students tell the story of Columbus as they learned it

in their native country. Find out if there will be a Columbus Day parade in your community and encourage students to attend. Some states celebrate an alternative holiday, Indigenous Peoples' Day.

**Indigenous Peoples' Day:** 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.

**Fire Prevention Week:** Fire Prevention Week happens in October. Have a member of the fire department come in to talk to the students about fire safety. See the official Fire Prevention Week website at [nfpa.org](http://nfpa.org) for ideas for your classroom.

**United Nations Day:** Talk about the purposes of the United Nations and the six languages of the UN. Raise questions as appropriate to your students' ages and sophistication about the causes of war around the world (need for land, resources, [oil, water, access to the sea] domination, spread religion, revenge, taking back what was once theirs, injustice, unite people of a single ethnic group, territory dispute, invasion, shortages,) and brainstorm ways to peacefully resolve them.

**Halloween:** Have students who were in the U.S. in previous years tell what they saw and did on Halloween. Brainstorm types of characters that a person might be for Halloween. Stress that a person doesn't have to spend money on a costume. They can use imagination, face paint, old clothes, etc. to make a costume. It is a time of fun for children, but many adults also choose to wear costumes. Act out "Trick or Treat." Bring in some small treats such as sticks of gum, small candies, pencils, pennies, etc. Have some students be "neighbors" who open the door for other students who are "trick-or-treaters" who knock and say "Trick or Treat." The neighbors give out the treats. The visitors say "Thank you." The neighbor says "You're welcome." Explain to students that some ways people celebrate Halloween can be gross, morbid, or scary. Some people also do not like to celebrate Halloween because of religious beliefs or personal preferences. In some schools, they have fall festivals instead of Halloween celebrations.

### This is your page (page 4)

After reading the stories, ask students

for their own personal experiences similar to the stories. Ask questions such as: *What decorations do you put up for fall? How do you use your school or local library? What are your favorite hobbies? What are some things on your bucket list? What words did you do you have trouble pronouncing?*

### Heroes and History: The Boston Tea Party (Page 6)

This year is the 250th anniversary of the Boston Tea Party. Even though the actual event wasn't until December, the people of Boston, Massachusetts are celebrating all year. They have a list of events happening at [www.december16.org/](http://www.december16.org/). We're covering this in October to give you plenty of time to discuss it before the actual anniversary in December.

**Objectives:** Students will be able to tell the events of the original Boston Tea Party. They will know the roles of Samuel Adams and the punishment given to all of Massachusetts by King George. They will be able to tell how that led to the American War for Independence.

**Procedures:** Elicit what students already know about the American War for Independence: *When did the United States begin as a country? What were the states called before they became independent? What country owned the colonies? What day is U.S. Independence Day? What year did the colonies declare independence? Why did they want to be independent? Do you drink tea? What do you think a tea party is?*

Fill in the background information needed as students read the article one paragraph at a time. Great Britain taxed the colonies but didn't allow them the right to have representatives in Parliament to vote for the taxes. The punishment for the city of Boston was very harsh, practically starving the city of Boston by not allowing ships to enter or leave its harbor. The harsh punishments for Boston and Massachusetts made all of the colonies talk about working together. They needed to join together to be able to defeat the British. Read the article using any reading technique suitable for your class's English level.

### Dr. Ali: Your immune system (page 7)

**Objectives:** Students will be able to tell some ways that our immune system helps people stay well and recover from illness or injury. They will be able to tell health practices that help the immune system and some foods that create an alkaline environment that is good for the immune system.

**Procedures:** Point to any scars you may

have on your hands or arms and tell students that the scar is the work of the immune system. When we have a cut, the immune system stops our bleeding. When there is white pus on a wound or a pimple, it is made up from white blood corpuscles that come to a wound to destroy the bacteria in it. They destroy bacteria by surrounding them and digesting them. (Word help for this article is provided next to it for easier access to the challenging words.)

### Ask a Speech Coach (page 7)

**Objectives:** Students will be able to link words and pronounce final consonants.

**Procedures:** Read the introduction to the exercises. Have students listen to a native speaker and then practice the words five minutes each day for a week until students are more aware of the final consonants in words. Add additional common phrases: *laugh and cry; vice president; strange people; five cents; ten dollars; six dimes;* and so forth. For more practice, use the letters in *This Is Your Page*. Student One reads the article while the others monitor the correct pronunciation of the ending consonants and the linking. Student Two reads the next letter and so forth.

### Who Discovered America? (page 10)

**Objectives:** Students will be able to list the people that came to North America before Columbus.

**Procedures:** Ask students to list who they think came to North America first. Read the article. Talk about indigenous people and how they came to North America. Then talk about other explorers and how they traveled here.

### ANSWERS

- |                 |                     |
|-----------------|---------------------|
| 1. b            | 16. T               |
| 2. d            | 17. F (English)     |
| 3. b            | 18. F (tea)         |
| 4. a            | 19. T               |
| 5. d            | 20. F (Lexington)   |
| 6. c            | 21. G (billionaire) |
| 7. d            | 22. H (track)       |
| 8. b            | 23. C (ZIP Code)    |
| 9. c            | 24. I (virus)       |
| 10. a           | 25. A (carve)       |
| 11. T           | 26. B (mum)         |
| 12. F (west)    | 27. E (deliver)     |
| 13. F (1492)    | 28. F (haunted)     |
| 14. F (Indians) | 29. D (identical)   |
| 15. T           | 30. J (eclipse)     |

## October 2023 Quiz I

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

- |   |   |
|---|---|
| <p>_____ 1. When did a Chinese billionaire want to build a wind farm in Texas?</p> <p>a) 2021<br/>b) 2019<br/>c) 1773<br/>d) 2022</p> <p>_____ 2. What did Chinese businesspeople want to build in North Dakota?</p> <p>a) a weather balloon<br/>b) a wind turbine<br/>c) a mailbox<br/>d) a corn mill</p> <p>_____ 3. What is the political party that controls China now?</p> <p>a) the Democratic Party<br/>b) the Chinese Communist Party<br/>c) the Republican Party<br/>d) the Sons of Liberty</p> <p>_____ 4. How many states had laws keeping people from other countries from buying U.S. farmland before 2023?</p> <p>a) 14<br/>b) 7<br/>c) 33<br/>d) 81</p> <p>_____ 5. Which state's law is one of the harshest so far?</p> <p>a) Virginia<br/>b) Idaho<br/>c) Tennessee<br/>d) Florida</p> | <p>_____ 6. Who delivers First-Class mail to your house?</p> <p>a) FedEx<br/>b) United Parcel Services (UPS)<br/>c) United States Postal Service (USPS)<br/>d) DHL</p> <p>_____ 7. A stamp for a First-Class letter costs</p> <p>a) 40 cents.<br/>b) 50 cents.<br/>c) 35 cents.<br/>d) 66 cents.</p> <p>_____ 8. A <i>Forever Stamp</i></p> <p>a) can be used many times.<br/>b) can be used even when the price of First-Class mail goes up.<br/>c) is good for letters of any size.<br/>d) is for packages only.</p> <p>_____ 9. For security reasons, the government needs to track</p> <p>a) all First-Class letters.<br/>b) letters with Forever Stamps.<br/>c) packages over 13 ounces.<br/>d) letters picked up by your letter carrier.</p> <p>_____ 10. When you address an envelope, write the person's _____ on the top line.</p> <p>a) first name and last name<br/>b) ZIP Code<br/>c) city and state<br/>d) house number and street</p> |
|---|---|

## 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. Columbus got money from the Queen of Spain to get ships and men.  
\_\_\_\_\_
- \_\_\_\_\_ 12. Columbus sailed north, and hoped to get to China, Japan, and the Indies.  
\_\_\_\_\_
- \_\_\_\_\_ 13. Columbus discovered an island in Central America on October 12, 1592.  
\_\_\_\_\_
- \_\_\_\_\_ 14. Columbus named the people he met Americans.  
\_\_\_\_\_
- \_\_\_\_\_ 15. Children go trick-or-treating on Halloween.  
\_\_\_\_\_
- \_\_\_\_\_ 16. The Secretary-General is the leader of the United Nations.  
\_\_\_\_\_
- \_\_\_\_\_ 17. There are six official languages of the UN: Spanish, French, Chinese, Arabic, Russian, and Korean.  
\_\_\_\_\_
- \_\_\_\_\_ 18. American colonists dumped coffee into the Boston Harbor.  
\_\_\_\_\_
- \_\_\_\_\_ 19. They didn't want to pay tax unless they had representatives that voted for it.  
\_\_\_\_\_
- \_\_\_\_\_ 20. The first shot of the American Revolution was in Philadelphia.  
\_\_\_\_\_

## 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. carve     | F. haunted     |
| B. mum       | G. billionaire |
| C. ZIP Code  | H. track       |
| D. identical | I. virus       |
| E. deliver   | J. eclipse     |
- \_\_\_\_\_ 21. The \_\_\_\_\_ bought a large home, three cars, and a boat.
- \_\_\_\_\_ 22. It's easy to \_\_\_\_\_ a package that is over 13 ounces on the computer.
- \_\_\_\_\_ 23. The \_\_\_\_\_ is one of the most important pieces of information in an address.
- \_\_\_\_\_ 24. The boy got a \_\_\_\_\_ so he stayed home from school sick.
- \_\_\_\_\_ 25. Families \_\_\_\_\_ pumpkins into jack-o'-lanterns before Halloween.
- \_\_\_\_\_ 26. A \_\_\_\_\_ is a beautiful fall flower.
- \_\_\_\_\_ 27. The Amazon driver will \_\_\_\_\_ our package later tonight.
- \_\_\_\_\_ 28. The Browns thought their house was \_\_\_\_\_ because they heard strange noises at night.
- \_\_\_\_\_ 29. The twin boys were \_\_\_\_\_. They looked exactly alike.
- \_\_\_\_\_ 30. Do not look directly at an annular solar \_\_\_\_\_.