



Dear Colleague:

April is Earth Month. We at *Easy English NEWS* celebrate this each year. We have chosen articles that highlight Earth's beauty and call attention to ways that people can help it. We hope this leads to rich conversations in your classroom.

We hope you all enjoyed reading about the eclipse last month and that you are prepared for viewing this month. We are not in the path of totality here in Virginia, but we are still excited to see the parts of the eclipse we can see. Have a great month!

Carol Brigham

Ocean life in danger (pages 1 and 9)

Objectives: Students will be able to tell why the ocean is important. They will be able to tell what a coral reef is and how it is formed. They will be able to tell why coral reefs are important to the ocean and to people who live near them. They will be able to list three threats to coral reefs and five things people can do every day to try and help save them.

Preparation: Find a YouTube clip or a section of Finding Nemo to show in class. Videos of coral reefs are a great way to show students what they are and the variety of animals that live in them.

Procedures: Find out what students know about oceans already. Ask questions such as: *Have you ever visited the ocean? Have you ever gone swimming in the ocean? Have you ever been on a boat in the ocean?*

Read the beginning of the story together as a class. Start by emphasizing the importance of oceans. There cannot be coral reefs without the oceans.

Then have students read the rest of the story in the way most appropriate for your group, (in pairs, out loud together, round robin, etc.) Ask questions such as: *How are coral reefs formed? Why does it take so long for them to grow? Why do so many animals live in and around coral reefs?*

Why are coral reefs in trouble? What is happening to make coral reefs die?

Have students brainstorm ways that coral reefs can help people who live near them. Have them read the list of ways that people can help save coral reefs and identify which of the actions they can do in their own lives.

How to keep your job (pages 1 and 5)

Objectives: Students will be able to give 10 "Do's" and eight "Don'ts" to help a person keep a job. They will be able to tell one thing to do and one not to do if they don't like their job.

Procedure: Elicit from students who have or had jobs how long they have (had) been there and what they do (did) to keep their job. Have them tell about people who have lost their jobs and why. Read the article and discuss, bringing in new ideas from those who are working.

Discuss the needs of a business owner and how employees help fill those needs. Then read the article, point by point, and clarify the meanings. Point out that in unionized jobs, it is harder for an employer to fire a worker without a good reason. But without a union, an employer does not need a reason to let an employee go.

Events in April (pages 2 and 3)

Calendar: Elicit from your students any special days celebrated in their countries in April. Also, ask who has a birthday, anniversary, or other celebration in April. What school events will take place in April? Have students write these on a blank calendar.

April Fools' Day: Arrange a gentle trick to play on your class on April 1. The trick can have some good language practice built in. (Hang pictures in the class upside down; announce a surprise test; wear non-matching earrings, shoes, etc; wear a winter coat to class; use a practical joke prop such as a sponge stone, squirting ring, etc.) Then read the article, pointing out that the lies or tricks are supposed to be fun for both people and should not be cruel, sad, embarrassing, or dangerous.

Walk to work day: Walk to work day is a way to get people up and out of their chairs. A lot of people have become very sedentary in daily life. This is a chance to improve their health and clear their minds to do better at work and in life. It also helps the environment. Have students discuss how they get to work or class. Do they drive, walk, or take the bus? If they can't walk to work, have them brainstorm where they could add a walk in their day.

A solar eclipse: Talk about the students' plans to view the solar eclipse on April 8. Will they view it? Will they be able to see the eclipse in totality? Make sure they know how to safely view the eclipse.

Eid al-Fitr: Have any Muslim students explain their traditions for celebrating Eid al-Fitr. Do they get together with family? Do they have traditional foods they eat or activities that they do?

Income-tax deadline: Remind students that the deadline for filing their federal income taxes is April 15 this year. See March's *Easy English NEWS* for more information about income taxes.

Passover: Have any Jewish students tell how their family celebrates Passover or invite a guest in to talk about Passover. Summarize the Ten Commandments in simple English if appropriate for your students: *1. Believe in only one God. 2. Don't make any idols. 3. Don't use God's name for a bad purpose. 4. Keep the sabbath holy. (Saturday for Jewish people, Sunday for Christians) 5. Honor your mother and father. 6. Do not murder. 7. Do not commit adultery. 8. Do not steal. 9. Do not tell lies about other people. 10. Do not wish for things that belong to someone else.*

National Park Week: We are lucky to have national parks in the U.S. They let us see the beauty around us. Have students visited any national parks? Do you have any national parks near you? Have students talk about why national parks are important. For more information about all the national parks, visit [nps.gov](https://www.nps.gov).

National Volunteer Week: Volunteers are very important to a lot of organizations

across the world. If you are a volunteer teaching students, thank you for all that you do! Ask students if they know of any volunteers in the community. Brainstorm ways that they can volunteer to help causes that mean something to them.

Earth Day: Check to see if there are activities, fairs, festivals, clean ups etc. in your area. Brainstorm simple things the class can do for the school or the neighborhood or their own home on Earth Day.

Administrative Professionals Day: Invite one of the support workers in your school to come to your class to explain his or her job and to answer questions about it. Help students appreciate that most endeavors, like schools, businesses, etc. do not depend on one person but on many people on a team. Have students each choose a secretary or administrative professional at school to write a thank-you letter to. Brainstorm what the letter might say.

This is your page (page 4)

Read and enjoy the stories from readers. Have students tell of any incidents in their own lives that are similar. Ask questions such as: *Have you ever been in love? How did your love story begin? What clubs or organizations have you joined in the U.S.? What do you do there? What types of exercise do you like? How did you learn these exercises? What job did you have in your home country? Can you do the same job here in the U.S.? How is that job the same or different? Have you ever gone camping?*

Arbor Day (page 5)

Objectives: Students will be able to tell the steps in planting a tree; what is needed, how to choose a location, and how to protect a young tree. They will be able to tell why different states celebrate Arbor Day on different days.

Procedure: Read the article. Have students research to find out when Arbor Day is celebrated in your state and community. Have them find out if there are any community tree planting projects and how they could get involved.

America the Beautiful: Crater Lake (page 6)

Objectives: Students will be able to tell where Crater Lake is. They will be able to tell why people visit Crater Lake. They will be able to tell how people use Crater Lake and Crater Lake National Park.

Procedures: Locate Oregon on a map. Then have students look to find Crater Lake on the map. Talk about the way Crater Lake was formed. Explain that it is unusual to have a lake that is not connected to any rivers. Explain that the water in Crater Lake is very clear and not contaminated because it is from glaciers and does not pick up minerals and contaminates as it flows into the lake.

Have students plan a trip to Crater Lake. What would they like to see and do there? How would they travel there? How long would it take them to get there? Would they like to try camping in the snow?

Poetry Month (page 7)

Objectives: Students will be able to tell the difference between a poem and regular prose and tell three poetic devices that poets use.

Procedure: Start with an explanation of the purpose of National Poetry Month and elicit: *What is a poem? How is it different from reading a paragraph in a text book or a story? What poems do you know by heart in English or in your native language?* Ask students to recite them. Ask if students have heard the stories of *Treasure Island* or *Strange Case of Dr. Jekyll and Mr. Hyde*. Mention that the poem they are going to read is by the same author, Robert Louis Stevenson. *Bed in Summer* gives you an opportunity to teach the concepts of rhyme, rhythm and meter, stressed and unstressed syllables, and more.

Read *Bed in Summer* out loud to the class. Pronounce the words clearly so they can hear the rhymes and the music of the words. Explain the meaning of night, dress, and day as they are used in the poem. Read the poem a second time. Then let students take turns in groups reading the poem. Ask: *How does the poem make you feel? Why do you feel this way? How do you think the speaker in the poem feels? Why do you feel this way?* Ask: *Which words rhyme? How many stressed beats are in each line? What is the rhyme scheme? (AABB, CCDD, EEFF)* Poets choose their words very carefully. *Why do you think the poet chose to write about going to bed in the summer? Do you feel this way when it stays light later in the summer?*

Bring other poems that would be of interest to your students to read, understand, and notice the various poetic devices. Have students write a short poem themselves. A haiku is a good poetic form for ESL students to start with. It doesn't need to rhyme and is only three lines long

(five syllables in the first line, seven in the second line, and five in the third line.) Traditional haiku are about nature, which ties in well with Earth Month and Arbor Day.

The first Earth Day (page 10)

Objectives: Students will be able to tell six conditions that were harming the Earth (or that still harm the Earth) before the first Earth Day. They will be able to tell what made Senator Nelson decide he had to do something about the damage to the earth and how he accomplished that.

Procedure: Bring in any news items about the activities your town or your school are going to do for Earth Day. Brainstorm with your students what they can do to lower their use of electricity, fossil fuels, and to keep rivers, streams, and streets clean. Read the article and discuss: *How did one person make a great difference? What are the laws that were passed, and how did they change things?* Have students research: *Does gas have lead in it today? How many miles to the gallon does the average car get today? What changes did the Clean Air Act and the Clean Waters Act bring?*

ANSWERS

- | | |
|-------------------|---------------------|
| 1. a | 16. F (15) |
| 2. c | 17. T |
| 3. a | 18. F (more) |
| 4. b | 19. T |
| 5. b | 20. F (are not) |
| 6. a | 21. C (permit) |
| 7. d | 22. B (erupted) |
| 8. c | 23. G (smog) |
| 9. d | 24. H (species) |
| 10. b | 25. D (incinerator) |
| 11. F (April) | 26. J (local) |
| 12. F (first) | 27. F (foolish) |
| 13. F (Arbor Day) | 28. E (shallow) |
| 14. F (ten) | 29. A (rhyme) |
| 15. T | 30. I (volunteer) |

April 2024 Quiz I

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

- _____ 1. How much of Earth is covered by oceans?
- a) 71%
 - b) 65%
 - c) 50%
 - d) 87%
- _____ 2. What creates half the oxygen on Earth that the people and animals need to breathe?
- a) the ocean
 - b) coral
 - c) plankton
 - d) algae
- _____ 3. How many species of plants and animals do scientists think live in the ocean?
- a) 2.2 million
 - b) 150 thousand
 - c) 1 million
 - d) 750 thousand
- _____ 4. How fast does coral grow?
- a) 5 to 6 inches a year
 - b) less than 1 inch to 4 inches a year
 - c) 2 feet a year
 - d) 100 feet a year
- _____ 5. Coral reefs grow in
- a) hot, cloudy water.
 - b) warm, clear, shallow water.
 - c) cold, deep, clear water.
 - d) warm, deep, cloudy water.
- _____ 6. How was Crater Lake formed?
- a) A volcano erupted.
 - b) A glacier dug the hole.
 - c) A river eroded the lake.
 - d) An earthquake made the lake.
- _____ 7. What do people do in Crater Lake National Park in the summer?
- a) ski
 - b) snowshoe
 - c) sled
 - d) take a trolley tour
- _____ 8. What is a person who writes poems called?
- a) a writer
 - b) an artist
 - c) a poet
 - d) a teacher
- _____ 9. What is it called when two or more words have the same ending sounds?
- a) rhythm
 - b) meter
 - c) stanza
 - d) rhyme
- _____ 10. When was the first Earth Day?
- a) 1969
 - b) 1970
 - c) 1974
 - d) 2000

II. Events in April

True or False? Write “T” for true, and “F” for false. If the sentence is *false*, write a word to replace the underlined word to make the sentence true.

- ____ 11. Earth Day is in the month of June.

- ____ 12. People play tricks and fool others on April second.

- ____ 13. Passover is a day to plant trees.

- ____ 14. Jewish people tell the story of Moses and the Twelve Commandments.

- ____ 15. April is National Poetry Month.

- ____ 16. April 18 is this year’s deadline for sending in an income tax return to the government. _____
- ____ 17. April showers bring May flowers.

- ____ 18. There are less than 400 national parks in the U.S. _____
- ____ 19. Gaylord Nelson started the first Earth Day. _____
- ____ 20. Volunteers are paid for the work they do. _____

III. Building Vocabulary

Write the letter of the best word for each sentence.

Word List

- | | |
|----------------|--------------|
| A. rhyme | F. foolish |
| B. erupted | G. smog |
| C. permit | H. species |
| D. incinerator | I. volunteer |
| E. shallow | J. local |

- ____ 21. People who camp in Crater Lake National Park need to get a _____ from the ranger station.
- ____ 22. The volcano _____ forming a crater.
- ____ 23. It’s hard to breathe when there is _____ in the city.
- ____ 24. There are over 2,141,700 _____ of animals on the Earth.
- ____ 25. We can burn trash in an _____.
- ____ 26. It is good to buy _____ fruits and vegetables when they are in season.
- ____ 27. You might feel _____ if you believe a lie that someone tells you on April first.
- ____ 28. Children usually swim in _____ water.
- ____ 29. *See* and *tree* are two words that _____.
- ____ 30. The _____ worked at the animal shelter every Tuesday.