



Dear Colleague:

May is a great month! The weather is getting warmer. The days are getting longer. Summer is just around the corner. This month we have a great line up of stories for your class to enjoy.

If your program ends in May, we hope you have a great summer! It is never too early to renew your subscription, the current prices will be good through July. We will send out pricing updates for next year through our email list.

If your students are graduating, or leaving your Adult Ed class, encourage them to subscribe to *Easy English NEWS* on their own. They might ask the local library to subscribe to it if it doesn't already have EEN available. Remind them that we do not print in July or August. Have a great month!

Carol Brigham

Changes are Coming: REAL IDs (Page 1 and 9)

Objectives: Students will be able to tell what powers the U.S. Constitution gives to the federal government. They will be able to tell what a driver's license and photo ID are. They will be able to tell what a REAL ID is. They will be able to tell why the federal government made rules for photo IDs. They will be able to tell who may need a REAL ID and who may not need a REAL ID right now. They will be able to tell when people will need to have a REAL ID.

Preparation: Look up the process for getting a license, photo ID, and REAL ID in your state. Research whether people need to make appointments with your DMV or if there are walk-in hours. Look at www.dhs.gov/real-id and www.dhs.gov/real-id/real-id-faqs. There is an interactive map that can help with state by state readiness and the frequently asked questions page answers questions about who may or may not need a REAL ID now. There is a section that specifically talks about people with temporary protected status (TPS) and people who qualified for and were processed through the Deferred Action For

Childhood Arrivals (DACA) program.

Procedures: Elicit from students what they already know about driver's licenses and photo IDs. Ask questions such as: *Do you have a photo ID? How did you get it? Why might people need a photo ID in the U.S.?* Read the article. Have students talk about why photo IDs are important. Have them discuss why the federal government wanted to set rules for photo IDs.

When the REAL ID Act first came out, the states felt like the federal government was trying to take away their power. The federal government wanted to try and reassure them. This is why states will still issue their own photo IDs along with the REAL IDs. The REAL IDs will be required for federal buildings, military bases, nuclear power plants, and flying that is regulated by the federal government. They won't be required for federal buildings that didn't require an ID before, like the Smithsonian museums.

Laws about work (pages 1 and 5)

Objectives: Students will be able to tell 10 laws or regulations about work and tell how those laws apply to them in their lives.

Preparation: Check out the Department of Labor website DOL.gov for more information on labor laws and who is covered.

Procedure: Have students who have, or have had, jobs in the U.S. tell any rules they or their employers had to follow. Have students who had jobs in their home countries tell of any laws about minimum wage, protection against discrimination or harassment, and protection for children. List the types of regulations on the board: *Who may work, licenses, fair labor practices, job safety, minimum wage.* As you/they read the article, have students give examples of each. Discuss what a worker's responsibility would be [asking for the rules, asking for safety instructions, reporting incidents to the agency (last resort) if the employer does not conform to the law].

Events in May (pages 2 and 3)

Have students tell about any holiday in

May in their native countries. Have them talk about any events or holidays in your area and put them all on a blank calendar.

Asian American and Pacific Islander Heritage Month: Discuss the illustrations: *What do you see in the pictures? Where do these traditional activities come from?* If you have any Asian or Pacific Island students, have them prepare a talk or demonstration of an art or a traditional skill, such as calligraphy, kendo, flower arranging, yoga, and so forth. Other students will enjoy explanations of the meanings of Chinese characters and practice writing a few words (*happiness, joy, good luck*, etc.) in Chinese, Japanese, Korean, Thai, or other Asian script.

Kentucky Derby: Have students heard of the Kentucky Derby? Some of the horses that may be running this year are: *Sierra Leone, Fierceness, Catching Freedom, Stronghold, Resilience, Forever Young* (from Japan), *Endlessly, Dornoch, Just a Touch, Track Phantom, West Saratoga, Just Steel, Honor Marie*. Students can see past races of these contenders at YouTube.com. Search for: "Kentucky Derby 2024" (plus the name of the horse they like).

Assign an optional homework assignment to watch the derby on TV. Build horse and racing vocabulary: *filly, colt, jockey, starting gate, favorite, long shot, And they're off!, in the lead, back stretch, finish line, purse, odds, win by a length, win by a nose, etc.*

Cinco de Mayo: If there are students who celebrate this holiday, have them share about it. If they know the story of the defense of Puebla, have them tell it.

How did the victory of Mexicans against the French at Puebla help the U.S. Union Army win the American Civil War? (Americans worried that if France ruled Mexico, the French would help the South in its fight against the north in the U.S. Civil War. The victory at Puebla stopped the French.)

Jewish American Heritage Month: Have any students who are Jewish talk about their heritage. Have them explain their traditions or holidays. If you do not have any Jewish students, invite someone

from the community in to your class. Talk about the famous Jewish Americans in the article. Have students research other famous Jewish Americans and their contributions.

Mother's Day: Have students talk about the person who did the mothering in their life (it can be a grandmother, aunt, step- mother, foster mother, or even a father who does/did the mothering.)

Armed Forces Day: Talk about the various branches of the armed services. Ask questions such as: *Have you or a family member been in the armed forces in your home country? Was it voluntary or required? Was it men only, or men and women? Do you think women should also have to register?*

Talk about the sacrifice that people in the Armed Services make for this country. They join the Armed Forces to follow orders and protect the Constitution of the United States. *Why is it important to remember and honor the people who have made that sacrifice so the rest of us can enjoy democracy? Does anyone in the class have a family member in the U. S. Armed Forces?* Invite a veteran (call the VFW) or National Guard representative to speak to the class about the work of the Armed Forces or the importance of Memorial Day. Answer any questions about registering for Selective Service. Stress that it is also patriotic to work for peace.

Memorial Day: The theme here is that freedom is not free. Many men and women have sacrificed their lives to keep the U.S. free. Have students research any Memorial Day parades, events, or ceremonies in your area. Encourage students to watch any parade planned for your community.

Memorial Day is also the unofficial start of the summer season. Public beaches and pools may open for the summer this weekend. Some restaurants and businesses are seasonal too. Talk about what things might open in your area.

This is your page (page 4)

Have students relate the stories to their own experiences. Ask questions such as: *Have you ever been on a diet? How did it go? What is your favorite restaurant in the U.S.? What words do you have trouble pronouncing in English? What activities do you like to do that help you learn English? Have you ever volunteered anywhere? Tell about it. What do you think about reviews that*

people write? Do you use reviews to decide what products to buy and what places to go? Do you have any pets? Which ones? How did you get your pets?

Your Health: Dr. Ali's Breakfast (page 5)

Dr. Ali's articles are challenging, but give tips that can pay off in better health, energy, and ability to learn. Read the article, build the vocabulary, and discuss how the body will begin to like something that is good for it even if at first you don't like it. Explain that Dr. Ali's column is for information, and they should not take it as medical advice for them. Each person is unique and should consult his or her own medical advisor when ill. Bring in some Very Veggie vegetable juice and some 3-ounce cups to sample the juice. Talk about the value of the minerals in vegetables.

America the Beautiful: Shenandoah National Park (page 6)

Objectives: Students will be able to tell where Shenandoah National Park is and some of the reasons that people go there.

Procedures: On a wall map, find Virginia and then the location for Shenandoah National Park. Have students describe what they see in the photographs. Ask questions such as: *Have you ever been to any mountains? How do forests make you feel? What kind of animals live there?* After reading the article, have students look at the photographs of things to see in Shenandoah again. Ask students which things they would do if they visited Shenandoah National Park.

Have students plan a trip to Shenandoah National Park. *How would they get there? How long would it take them to travel there? When would they choose to go?*

Heroes and History: The first transcontinental railroad (page 7)

Objectives: Students will be able to tell one reason the U.S. needed a transcontinental railroad and the names of the companies that built it. They will be able to tell who worked on the railroad and five difficulties faced by these workers. They will be able to explain why some workers quit and why the Union Pacific Railroad hired Chinese workers.

After reading the article, have students tell some of the changes that the railroad brought to the U.S. Ask students to imagine a bridge or railroad that connected their home country with the United States. *What changes would that bring to each country?*

Discuss U.S. transportation today. How many students have ridden in a train in the U.S.? Tell about it. Compare U.S. trains with trains in your home country. *Which are more comfortable? Less expensive? Safer?* Compare the cost and time to travel from New York to San Francisco by plane and by train.

Here Come the Cicadas (page 10)

Objectives: Students will be able to tell what a cicada is. They will be able to tell the difference between an annual cicada and a periodical cicada. They will be able to explain why there will be so many more cicadas now than in other years.

Procedures: Have students look at the pictures of the cicadas. Ask questions such as: *Have you ever seen a cicada? Have you seen a cicada skin? Where did you see the skin?* Read the article together. Discuss the difference between the annual cicadas and the periodical cicadas: The annual cicadas do not have a set time to come up out of the ground, so some of them come up every year. The periodical cicadas have a set timeframe --13 or 17 years-- to come up from the ground. They have different coloring.

Look on a map to see where the cicadas are expected to emerge. See if you are close to any of these locations. Go online and find a recording of the sounds cicadas make. Play it for the class. Have students describe what they hear. Ask questions such as: *What do the cicadas sound like? Do they sound like any other sounds you have heard before?* Ask students if they have heard sounds like this in your area before.

ANSWERS

- | | |
|----------------------|------------------------------|
| 1. a | 17. F (young men) |
| 2. b | 18. T |
| 3. c | 19. F (Virginia) |
| 4. d | 20. T |
| 5. b | 21. C (yoga) |
| 6. b | 22. H (complaint) |
| 7. a | 23. A (photo identification) |
| 8. c | 24. J (dehydrated) |
| 9. a | 25. I (organic) |
| 10. c | 26. F (hiker) |
| 11. F (May) | 27. D (optimistic) |
| 12. F (Mother's) | 28. B (creatures) |
| 13. F (two) | 29. E (airport security) |
| 14. T | 30. G (evaporates) |
| 15. F (Mexican) | |
| 16. F (Memorial Day) | |

May 2024 Quiz I

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

- _____ 1. Which power does the U.S. Constitution give to the state governments?
- a) give out driver's licenses
 - b) print money
 - c) make treaties
 - d) declare war
- _____ 2. When will people need to start using REAL IDs?
- a) September 11, 2001
 - b) May 7, 2025
 - c) December 5, 2022
 - d) May 11, 2008
- _____ 3. Which piece of information is not needed when applying for a REAL ID?
- a) Social Security Number
 - b) full legal name
 - c) the type of car you drive
 - d) current address
- _____ 4. What mark is on the top corner of the REAL ID to show that it is an official REAL ID?
- a) a flower
 - b) a smiley face
 - c) a heart
 - d) a star
- _____ 5. What did the terrorists use on September 11, 2001 to attack the U.S.?
- a) cars
 - b) airplanes
 - c) trains
 - d) trucks
- _____ 6. Which of these things will people need a REAL ID to do?
- a) drive a car
 - b) go into a federal courthouse
 - c) buy groceries
 - d) ride on a train
- _____ 7. Why did so many people go to California after 1849?
- a) people found gold there
 - b) they wanted to go fishing
 - c) they needed to get a REAL ID
 - d) they wanted to hike the trails
- _____ 8. How much did the railroad companies pay the Chinese workers at first?
- a) \$10.00 a month
 - b) \$15.00 a month
 - c) \$27.00 a month
 - d) \$30.00 a month
- _____ 9. How much track could the railroad workers lay on flat land each day?
- a) six to 10 miles
 - b) three miles
 - c) 18 to 20 miles
 - d) eight miles
- _____ 10. Where did the two parts of the new railroad meet?
- a) Sacramento, California
 - b) Omaha, Nebraska
 - c) Promontory Summit, Utah
 - d) St. Louis, Missouri

II. Events in May

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. March is Asian American and Pacific-Islander Heritage month.

- _____ 12. Father’s Day is the second Sunday in May.

- _____ 13. The Kentucky Derby is the most exciting five minutes in sports.

- _____ 14. Jewish American Heritage Month is in May. _____
- _____ 15. *Cinco de Mayo* reminds us of the day when the American army defeated a French army at Puebla.

- _____ 16. On Mother’s Day, Americans remember the soldiers who died in U.S. wars.

- _____ 17. All young women between 18 and 25 must register with the Selective Services.

- _____ 18. Aly Raisman is a famous Jewish American and an olympic gymnast.

- _____ 19. Shenandoah National Park is in California. _____
- _____ 20. The two halves of the first transcontinental railroad met in Utah.

III. Building Vocabulary

Write the letter of the best word for each sentence.

Word List

- A. photo identification F. hiker
- B. creatures G. evaporates
- C. yoga H. complaint
- D. optimistic I. organic
- E. airport security J. dehydrated

- _____ 21. A form of exercise and meditation from India is _____.
- _____ 22. Sam was upset with his service at the restaurant so he wrote a _____.
- _____ 23. People must show _____ before they can fly on an airplane.
- _____ 24. When a person does not drink enough fluids, he or she may become _____.
- _____ 25. For the best of health, eat _____ food that has no artificial additives or chemicals.
- _____ 26. A person who enjoys walking through the woods, up and down hills is a _____.
- _____ 27. It’s good to be _____ about the future.
- _____ 28. People and animals are all _____.
- _____ 29. After May 7, 2025, people will need REAL IDs to get through _____.
- _____ 30. Water _____ when it is boiled.