



Dear Colleagues:

Ah, June at last! Have a great productive satisfying month, and hopefully begin to enjoy less pressure in the summer... But if you are like me, you have other things lined up to do for a change of pace. (I'll be finishing *American Manners and Customs Book Three*). It's been fun this year, creating articles and imagining them being read and discussed in a few thousand classes across the country. I thank all of you for your feedback and support. That keeps us going.

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. They might also want to purchase *American Manners and Customs One and Two*, or *Kristina, 1904, the Greenhorn Girl*.

Back to the Moon! Then to Mars? (pages 1 and 5)

Objectives: This article is dense with information and ideas. Students will be able to tell five facts about the original missions to the Moon (1969-1972) and reasons why they were hazardous and expensive. They will be able to tell five steps NASA has planned for missions to the Moon in the future. They will be able to give six facts about the Moon, and eight facts about Mars. They will be able to explain why Mars is sometimes 34.8 million miles away from Earth and sometimes 250 million miles away.

Preparation: Go to NASA.com and read about Moon2Mars to get a background for the article to be able to answer students' questions. Watch the videos suggested for the students in advance. Let students know how to find out the upcoming dates for launches of various missions.

Procedures: Students of any age are fascinated with space. Find out what students already know about the earlier landings on the Moon. Build vocabulary such as *astronaut, space craft, orbit, gravity, rocket, launch*. Ask questions such as: *Do you think the U.S. should go back to the Moon? Why or why not? What would the U.S. get from going to the Moon? Why would other countries want to go to the*

Moon? What do you think the dangers are going to the Moon? What is Mars? Where is it? Do you think people should ever go to Mars? Read the article section by section and discuss each to be sure of comprehension.

Some Americans do not want the U.S. to send astronauts to the Moon. They say it would be cheaper to send robots to do the exploring...Robots don't need to bring food, oxygen, and facilities to process their waste. *Why would President Trump want to have astronauts on the moon four years earlier than NASA had planned?* So far, many of NASA's projections for launch dates have been delayed by years. Would hurrying create extra dangers? Create a time line on a board with Today on the left and 2030 and beyond on the right. Help students locate steps in NASA's commitment to going to the Moon and to Mars. Assign research topics for advanced students to report to the class: *What is Helium-3 and why do countries want it?*

Summer Safety (pages 1, 9, 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 possible 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 10 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 what gear to wear for various sports such as boating, biking, football, soccer, and skateboarding. 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. Play a guessing game: Tell a safety rule, and have students tell what event or activity it is for: Examples: *Wear a helmet.* (Biking, skateboarding, football). *Get out of the pool.* (Lightning, thunderstorm) *Wear long sleeves and tuck your pants legs into your socks.* (Hiking, prevent tick bites, prevent poison ivy) *Wash with strong soap.* (Prevent poison ivy) Others: *Don't swim in the ocean in the evening. Wear light-colored clothing. Cool with wet towels and get medical attention. Drink a lot of water and other fluids. Wear sunscreen. Swim with a buddy. Wear a life jacket* and so forth.

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 in their page 2 and 3 calendars on the appropriate dates. Ask about any holidays that people celebrate in their home countries in June and July.

Flag Day Objectives: Students will be aware that many Americans have strong feelings about the flag and patriotism. They will learn 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. Have students draw and color the flag, and the flags of their home countries. *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.

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 mast 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 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. Point out the financial value of a high school diploma and further training or education. Explain opportunities to get a GED. Discuss graduation procedures and ceremonies at your school. Act out a graduation ceremony, with different students taking different roles: Master of ceremonies, valedictorian, salutatorian, guest speaker, awards presenter of diplomas, graduates.

Ramadan Have any Muslim students explain their feelings and customs for Ramadan. If non-Muslim students choose to test their own self-control by not eating during daylight hours (This is hardest in June, the month with the most daylight hours!), recommend a high-protein (eggs, meat) breakfast with plenty of fluids before dawn. What are their experiences? Point out that Muslims pray five times a day. How does this keep people faithful to a religion? The Qur'an says that Muslims should kill a person who leaves the faith.

What are today's Muslims' opinions on that?

Summer begins Ask students about summer plans, work, summer school, vacation or travel. *Is there a summer break in your native countries? 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 of the modern world, the U.S. was the first to have democracy. 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?

America the Beautiful: Mount Rainier (page 6)

Objectives: Students will be able to tell five reasons people visit Mount Rainier. They will be able to tell why Mt. Rainier is considered a danger.

Procedures: Ask about any popular mountains in their home country. Locate the state of Washington on a wall map, then Seattle, Tacoma, and Mount Rainier. 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. Mention the recent eruption of Hawaii's Mount Kilauea. Assign students to see the eruption of Mount St. Helens in 1980 on **Youtube.com**. Mount St. Helens is in the same chain of mountains as Mt. Rainier. Explain that if Mount Rainier erupts, the biggest danger would be from *lahars* (mud and ice slides caused by the sudden melting of the glaciers on top of

the volcano.) Thousands of years ago such lahars from an eruption of Rainier reached all the way to where the city of Seattle is now.

Heroes and History: Johnny Appleseed (page 7)

Objectives: Students will be able to tell why John Chapman earned the name Johnny Appleseed. They will be able to tell several reasons he was unusual, and the main reason he was important to the pioneers. They will be able to tell something of his personal philosophy.

Procedures: Bring in some apples, cut them in slices and serve to the class. Bring in small cups and some containers of apple juice and apple cider for a taste test. *How are they different? Why are apples good for us? How can you plant an apple tree? How many different kinds of apples are there? What state do the apples in your supermarket come from?*

Read the article one paragraph at a time, clarify understanding and discuss. *Why were pioneers glad to have John Chapman stay at their house? Why were Indians also glad to have him visit? Why do you think Chapman walked barefoot and wore coffee sacks for clothing? What would people think of him if he came to this school?* Watch, or assign students to watch the Disney short feature **Johnny Appleseed** on **YouTube.com**.

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 (hazards) |
| 8. c | 23. H (erupt) |
| 9. b | 24. D (helmet) |
| 10. d | 25. J (polluted) |
| 11. F (June 14) | 26. E (glacier) |
| 12. F (13 stripes and 50 stars) | 27. A (indivisible) |
| 13. F (liberty) | 28. G (pioneer) |
| 14. F (stand) | 29. F (commencement) |
| 15. T | 30. I (rash) |

June 2019 Quiz I

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

- | | |
|--|---|
| <p>_____ 1. The U.S. astronaut Neil Armstrong</p> <ul style="list-style-type: none"> a) will go to Mars in 2030. b) was the first man to walk on the Moon. c) created a rocket ship to go to the Moon. d) watched the Moon landing on TV. <p>_____ 2. The Moon</p> <ul style="list-style-type: none"> a) is one fourth the size of the Earth. b) has a thin atmosphere. c) is cold in the day and warm at night. d) orbits the Earth in 365 days. <p>_____ 3. Who signed Space Policy Directive-1?</p> <ul style="list-style-type: none"> a) President John F. Kennedy b) President George W. Bush c) President Barack Obama d) President Donald J. Trump <p>_____ 4. NASA is working on a new space capsule that will hold four astronauts. It's called</p> <ul style="list-style-type: none"> a) Space Launch System. b) Orion. c) Gateway. d) Apollo 20. <p>_____ 5. Helium-3 is</p> <ul style="list-style-type: none"> a) a space mission to Mars. b) a mission to explore the Moon. c) a gas that can be used for nuclear fusion. d) a gas that can be used to fuel cars. | <p>_____ 6. Our bodies perspire in the heat, so it is important to</p> <ul style="list-style-type: none"> a) drink water frequently. b) drink coffee or soda frequently. c) swim in chlorinated swimming pools. d) avoid polluted water. <p>_____ 7. To prevent sunburn:</p> <ul style="list-style-type: none"> 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. <p>_____ 8. The most important safety rule around water is:</p> <ul style="list-style-type: none"> a) swallow sea water. b) choose a polluted beach. c) learn to swim. d) only swim in the ocean in the evening. <p>_____ 9. A person might get Lyme disease from</p> <ul style="list-style-type: none"> a) poison ivy. b) a deer tick. c) sun stroke. d) swimming in polluted water. <p>_____ 10. When there is a thunderstorm,</p> <ul style="list-style-type: none"> 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. John Chapman planted apple trees all over the Midwest.

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. pioneer |
| C. hazards | H. erupt |
| D. helmet | I. rash |
| E. glacier | J. polluted |

- _____ 21. A _____ is a strong promise to do something.
- _____ 22. One of the _____ in space is radiation.
- _____ 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 slow moving river of frozen ice and snow is a _____.
- _____ 27. Something that cannot be separated into smaller parts is _____.
- _____ 28. A person who is among the first to live in a new place is a _____.
- _____ 29. Another word for graduation is _____.
- _____ 30. A bull's eye _____ on the skin is a sign of Lyme disease.