



Dear Colleague:

Happy Holidays! We've got gifts for you if you haven't collected them from our website, plus we'll have free shipping from now to December 31. Surprise someone with one of Elizabeth's books, or a subscription to *Easy English NEWS*.

Lynn Corigliano

Bullying (page1)

Objectives: Students will be able to give examples of bullying and to tell what to do if they are bullied, or if they see bullying taking place.

Procedure: Have students look at the picture and describe the girls. What feelings do they seem to have? Then read the caption to learn that the girls are charged with bullying which caused another girl to commit suicide. Read the article and ask questions such as: *Has anyone ever bullied you in this school? In your neighborhood? In your home country? What did you do? Did anyone help you? What advice would you give to a person who is being bullied? What would you say to a bully?* Have students write a piece of advice about bullying for a student who has just arrived from another country. Compile the best advice and create a handout for the class and for new students. Have students write their advice in their home language as well as English. Have a guidance counselor come to the class to talk about the school's policies about bullying. Enlist volunteers who will report any bullying that goes on to you or to their classroom teacher or the principal.

The police and the law (pages 1, 9, 10, 11)

Objectives: Students will be able to tell 12 duties of a police officer. They will find out their local non-emergency number to call for police. They will be able to state when it is appropriate to call 911. They will describe some qualifications for becoming a police officer.

Procedures: Have students look at the photo of the officer ticketing a driver. Ask questions such as: *What is the police officer doing? Why do you think the driver is getting a ticket? What things can a*

driver get a ticket for? What should the driver do? What do you think will happen next? Have you ever gotten a ticket?

Read the article and discuss. Ask a policeman from the community or SRO (special resource officer) to come in to talk to students about the job of a police officer. Have students prepare a list of questions to ask the officer and rehearse them beforehand. Be sure to prepare the officer for speaking with English learners: short sentences, repeat slowly, bring in visuals and hands-on materials, draw on the board, etc.

Events in December (pages 2 and 3)

Elicit from students the important school events and other events in their lives that occur in December: birthdays, anniversaries, tests. Ask what special days they celebrate in their countries during December. Have students enter the events on the calendar on page 2. Include the events from pages 2 and 3.

Hanukkah Bring symbols of Hanukkah: Star of David, menorah, dreidels, and Hanukkah gelt (chocolate coins wrapped in gold foil). Ask a Jewish student or community member to tell the story of the miracle of the lights, and tell how their families celebrate this holiday. Bring in or make a simple menorah out of small candles placed in an upside down egg carton. Demonstrate how to use the master, or shamus candle, to light the first candle on day one, two candles on day two and so forth. Practice ordinal numbers. Use the pattern: On the first day, Jews (they/we) light one candle. On the second day, they light two candles, and so forth.)

World Aids Day The purpose of this day is to learn about AIDS prevention and to dismantle AIDS prejudice. Decide whether you will use this article in class or as a "read at home" option, depending on the age of your students. Accurate information is essential if society is going to slow down the spread of AIDS. Ask the school nurse to come in to speak with students about the HIV virus and AIDS. Request AIDS information in the native languages of your students. People most at risk of the HIV virus and AIDS are intravenous drug users and those who have relations with them. However, any

person may get the HIV virus by having unprotected sex with someone who has HIV. There are no symptoms until HIV becomes AIDS, which can be years later. A person increases their risk if they have unprotected sexual relations with many sexual partners.

Pearl Harbor Remembrance Day

December 7, 1941 was one of the most dreadful days of American History. The events of 9/11 are often compared to the Japanese attack on the U.S. at Pearl Harbor that got the U.S into World War II. The United States defeated Japan, occupied it, changed their government to a democracy, became Japan's protector, and later an equal ally.

Wright Brothers Day Have students tell how about a recent plane trip. Ask about the name of the airline, the size, services, comforts or discomforts, security and safety measures of the plane. Have students talk about any fear they may have felt. Then have students read the story of the invention of the airplane. How have planes changed since Orville Wright flew the Wright Flyer in 1903? Have students tell how planes affect their lives today.

Winter begins If appropriate, teach a science lesson about the causes of the seasons. **Making a snowperson** is a matter of experience and opportunity. Japanese make two large body parts; Americans make three. Kids from the Middle East or tropical countries may have no idea how to make a snow person. Read the article and if your area gets snow, suggest that students make a snow person, take its picture or draw it and bring it to class.

Christmas Point out Christmas has both religious and non-religious activities. While Christians celebrate the birth of Jesus on Christmas, you don't have to be Christian to decorate an evergreen tree, send cards, bake cookies, sing winter songs and carols, or give gifts. Families of "mixed marriages" may use parts of each person's holiday traditions. Have Christian students tell about their own holiday customs. *Who brings gifts on Christmas? Which day?* Have non-Christian students tell how, or if, any part of the holiday (example: Santa Claus) exists in their home country. Point out that businesses often need extra help from November to

the New Year, so it can be a good time to get a temporary job. Also point out the pressures of the season to spend more money than they have. Caution them about the use of credit cards. Talk about grab bag traditions, where students put their names into a bag, and buy and wrap a small gift for the person whose name they pick. If students want to do this, find out your school's guidelines. Plan a winter holiday party in class. Decorate with non-religious winter symbols. Teach holiday greetings: *Have a nice holiday! Happy Hanukkah! Merry Christmas! Happy New Year!* Teach *Jingle Bells* or *Rudolph the Red-Nosed Reindeer* in English. Have students also sing it in their native languages. Have students write holiday greetings in their native language and post them on the door or walls.

Kwanzaa Explain that Kwanzaa is an invented holiday, a way to make African-American children aware of their heritage. After reading and discussing Kwanzaa, have students talk to their own families about their heritage, customs, art, music etc. Have students work in groups to "invent a new holiday." Have them choose the date, invent traditions, decide on foods, things to wear, and other customs. Have students explain their holiday to the class. If any of the holidays appeal to the class, plan to celebrate it in class.

New Year's Eve Compare New Year's Eve celebrations in the U.S. with those in students' native countries. Ask how they plan to spend the holiday and if they have any plans for the coming year. Point out the dangers of drinking and driving and the practice of police stopping cars on this night testing drivers for alcohol.

This is your page (page 4)

Read the poem *Refugee* out loud to the students, several times, to demonstrate the power of images, meter and rhyme to express strong feelings. Have students read it aloud and notice some aspects of poetry such as meter, rhyme, images, metaphors.

Have students read the other stories and relate them to their own experiences. Ask questions such as: *How did you feel the first time you went on an escalator? Have you ever made a good deal? Tell about it. Were you ever rewarded for doing something that everyone else thought was impossible?*

Ask Elizabeth about grammar (page 5)

Objectives: Students will be able to identify articles or noun markers, *a*, *an* and *the*, and tell the difference between the

definite and indefinite article.

Procedures: Point out the two meanings of "article" (a story in a newspaper, and a little word that is a noun-marker). Point out that articles are sometimes difficult to hear. Give each student three index cards and have them write "a" "an" and "the" on each one. Slowly, and with natural intonation, read one sentence at a time from a selection from any of the articles in *Easy English NEWS*. Tell students to hold up the appropriate card each time they hear you say an article. Choose a story in the paper for students to read and circle every instance of articles. If your advanced students are in need of more article work, try *Three Little Words* by Elizabeth Claire which teaches 27 rules for article use in ten steps, with self-correcting exercises.

Your Health: Type 2 diabetes (page 5)

Objectives: Students will be able to tell what causes Type 2 diabetes, be able to tell complications and dangers of diabetes, and explain two ways to prevent or delay it. **Procedures:** Have the school nurse come in and talk about diet and diabetes and bring in any visuals such as, monitors that test blood sugar levels. Read nutrition labels on assorted junk foods to see how much sugar is in them. A soft drink with 28 grams of sugar = 7 teaspoons of sugar. Explain that there are many words for sugar, (dextrose, HFCS High fructose corn syrup, rice syrup).

Are you ready for ice and snow? (page 6)

Objectives: Students will be able to tell clothing needed in cold weather and how to prevent dangers of frostbite, hypothermia, kerosene heaters, and carbon monoxide poisoning.

Procedures: Have students look at the photos and ask questions such as *What is/are she/he/they doing?* to practice the present continuous tense. (*She is skating, They are sledding, He is shoveling*). Talk about winter in your part of the country, especially if the students have not spent a winter here yet. It can be very expensive to outfit several children with new coats, boots, gloves etc. Check out community coat drives or suggest a drive in the school for students to bring in outgrown winter apparel and make it available to other students.

Winter driving safety (page 6)

Objectives: Students will be able to name at least six things to have in a car.

They will be able to tell about various dangers of driving in ice and snow and how to avoid them

Procedures: After reading the article ask students to talk about any accidents they have been involved in. Have students write down ten items that are useful in the car in winter. Have students to bring the list home to share with parents.

The Bill of Rights (page 7)

Objectives: Students will be able to list 15 rights guaranteed by the Bill of Rights, and be able to tell responsibilities that go with these rights. **Procedures:** Ask questions such as: What are rights? What rights do you have in this classroom? What rights do you have in the U.S.? Read the article and have students discuss the rights, and the responsibilities that go with having rights. Compare with rights protected in their native countries. Do you think the following rights are protected in the Constitution: the right to have a job" "a right to die" "a right to marry anyone you choose" "a right to have an education?" On the board, make two columns. List rights in column one, and have students come up with responsibilities that go with the right in column 2. Example: Column One: May own a gun; Column 2: must register the gun; must know gun safety.

ANSWERS

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|-------------------|------------------------|
| 1. d | 16.F (carbon monoxide) |
| 2. c | 17.F (Constitution) |
| 3. a | 18.T |
| 4. b | 19.T |
| 5. a | 20.F (the people) |
| 6. d | 21.F (furnace) |
| 7. d | 22.D (accelerates) |
| 8. c | 23.B (mention) |
| 9. c | 24.A (articles) |
| 10. a | 25.J (reflector) |
| 11.F (Hanukkah) | 26.C (hypothermia) |
| 12.F (airplane) | 27.I (gland) |
| 13.T | 28.E (pedestrian) |
| 14.F (New Year's) | 29.G (escalator) |
| 15.F (Old) | 30. H (insulin) |

December 2010 Quiz I

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

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|---|--|
| <p>_____ 1. A bully is a person who</p> <ul style="list-style-type: none"> a) is a newcomer to the U.S. b) protects a young kid from an older kid. c) feels bad when he or she makes others feel good. d) hurts or threatens a weaker person. <p>_____ 2. Cyber bullying is</p> <ul style="list-style-type: none"> a) bullying a much younger person. b) bullying in a gang. c) using the Internet for bullying. d) a program to teach people not to bully. <p>_____ 3. Thoughtless kids use the Internet for bullying because they</p> <ul style="list-style-type: none"> a) don't have to be older or stronger. b) can sign their name on their Facebook. c) can commit suicide that way. d) are part of a gang. <p>_____ 4. Schools have programs now to teach all students to</p> <ul style="list-style-type: none"> a) bully others b) respect others. c) be the target of bullies. d) send insulting emails to others. <p>_____ 5. Advice to all people: Treat others</p> <ul style="list-style-type: none"> a) the way you would like to be treated. b) like a bully. c) the way people treat you. d) the way stronger people treat weaker people. | <p>_____ 6. Call 911 when</p> <ul style="list-style-type: none"> a) you need to know if schools are closed. b) you need directions to get to the police station. c) there is no emergency. d) your house is on fire. <p>_____ 7. In the U.S., most parents teach their children</p> <ul style="list-style-type: none"> a) to run away from the police. b) to bribe police officers c) to disturb the peace. d) to respect the police. <p>_____ 8. In most states, the driver of a car and the front seat passenger must</p> <ul style="list-style-type: none"> a) take a written test. b) be under the influence of alcohol. c) wear seat belts. d) use hand-held cell phones. <p>_____ 9. In order to get a driver's license you must</p> <ul style="list-style-type: none"> a) follow the speed limit. b) get an emissions test. c) pass a road test. d) know how to change a tire. <p>_____ 10. When a school bus is stopped with lights flashing,</p> <ul style="list-style-type: none"> a) cars may not pass it in either direction. b) cars must slow down. c) cars may not go too slowly. d) drivers may not leave the scene. |
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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 words to replace the underlined words.

- _____ 11. A Jewish holiday that lasts 8 days is Kwanzaa. _____
- _____ 12. Wilbur and Orville Wright invented the first motorcycle. _____
- _____ 13. Santa Claus has a sleigh full of toys. _____
- _____ 14. On Christmas Eve thousands of people go to Times Square in New York City. _____
- _____ 15. New batteries will not start cars up on a cold winter morning. _____
- _____ 16. The engine of a car produces a dangerous gas called oxygen. _____
- _____ 17. The Bill of Rights are part of the Declaration of Independence. _____
- _____ 18. The Bill of Rights says that people have the right to own guns. _____
- _____ 19. The police may not search a person’s home without a warrant. _____
- _____ 20. Any rights that the Constitution does not give to the national government belong to the states or to the Congress. _____

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. articles | F. furnace |
| B. mention | G. escalator |
| C. hypothermia | H. insulin |
| D. accelerates | I. gland |
| E. pedestrian | J. reflector |

- _____ 21. In winter, you need to turn on the _____ to heat your home.
- _____ 22. When you step on the gas pedal, your car _____.
- _____ 23. When we _____ a person’s name, we say the name.
- _____ 24. The little words *a*, *an*, and *the* are called noun markers or _____.
- _____ 25. An object that returns light that is shined on it is a _____.
- _____ 26. _____ is a dangerous condition in which a person’s body temperature is very low.
- _____ 27. A _____ is an organ of the body that produces hormones, saliva, digestive juices, etc.
- _____ 28. A person who is walking is a _____.
- _____ 29. An _____ is a moving stairway.
- _____ 30. _____ is a hormone produced in the pancreas. It manages the level of sugar in a person’s blood.