



Dear Colleagues:

As the school year comes to a close, some students may no longer be in ESL programs and might like to subscribe to *Easy English NEWS* on their own to maintain their progress. For \$35, students will be getting an "English lesson in their mailbox" every month for 10 months. (We don't publish in July or August.)

The "Grand Opening Specials" are still available at our website: www.elizabethclaire.com. Prices will increase after June 30, 2010. You can get next year's subscription at this year's prices, so save by ordering now. A few people told me they can't order until the next year's budget starts, which is July first. So if you request, we can extend that deadline to July 10 for our current customers.

I hope you have a happy and productive summer. See the website: www.elizabethclaire.com. Sign up for the *E-News* to hear from me in July.

Let's move more! (pages 1 and 11)

ESL teachers more than any other group can see the weight creeping up on our newly-arrived students as they start eating the typical American diet, ride to school by bus, and acquire gadgets that let them play without moving from their chairs. Michelle Obama has gathered many powerful forces to help reverse this trend to overweight and under-active young people, so there should be changes coming to school lunches, vending machines, and recess times. You can do your part by having some more inclass activities...Total physical response activities are a great way to combine English lessons with movement. Try this:

Stand up. Sit down. Stand up. Raise your right hand. Raise your left hand. Put your hands down. Raise your right foot. put your foot down. Raise your left foot. Put your foot down. Hop on one foot. Hop on the other foot. Jump on two feet. Shake your shoulders. Shake your hips. Shake your left foot. Reach for the ceiling. Reach higher. Reach for the floor. Touch your Knees, touch your ankles, touch your toes, touch the floor. (Depending on the number of students in the class and the space you have, continue with: Jump to the door. Jump to the teacher's desk. Jump to the window.)

Talking about weight is a sensitive issue. It can hurt feelings or subject some students to teasing or bullying. We all need to be healthier, so the emphasis should be on what we each can do to live longer and be stronger. Read the article and ask such questions as, *How many hours do you spend in school? How much time do you sleep at night? How many hours do you watch TV? Do homework? Do housework? Work at a job sitting down? Work or play at the computer? Text or call your friends on your cell phone? Play video games?* Have students write their hours down and see how many hours a day they are sitting or sleeping, and how many hours they are walking or working or moving. (Take a class average and compare it with the average mentioned in the article.)

You can also have them keep a food diary for a few days and then use nutrition facts to help them see if they are getting the right amount of calories, protein, etc., or if they are getting too much fat, trans-fat, sodium, or empty calories.

The President's Council on Physical Fitness and Sports has a challenge for people of all ages: Get started in building healthy habits at the website: www.fitness.gov. You can register there with age and weight, and your favorite activities. A person can record their daily activity for six weeks, with the goal of reaching a total point value that rewards you with a Presidential Active Lifestyle Award. I've registered and recorded my activities, and it is a great motivator to increase moving around. It's made me get on my bike more often and enjoy the stairs.

Reading Nutrition Facts (pages 1, 10, and 11)

Depending on the age, abilities, and needs of your class, this article can be developed into a comprehensive unit, just as-is, or it can be skipped.

Objectives: Students will know the names of nutrients and the reasons our bodies need each nutrient: protein, carbohydrates, fats, vitamins and minerals. They will be able to list several food sources for each. They will be able to state the number of calories they need each day, how many grams of protein they need each day, as well be able to tell

the consequences of too many calories, too much fat, and too many simple carbohydrates in the diet. Students will be able to locate the nutrition facts on a food package, and determine the size of the serving, calories per serving, and the nutrients in each serving.

Preparation: Bring in a variety of food packages (empty, or some for taste tests) with nutrition facts on the back. Invite students to bring in empty packages from home, as well.

Check www.MyPyramid.com for interactive activities that make it easy for individuals to key in their age, gender and physical activity level so that they can get a more personalized recommendation for their daily calorie level based on the 2005 *Dietary Guidelines for Americans*.

Procedure: Read the article and work with the sample nutrition facts on page 10. Work in detail with the first food. Ask questions such as: *What is the serving size for this product? How many calories are in that serving? How many grams of fat? What different kinds of fat? How many grams of protein? Is there any calcium in the product? How much? How much of your daily value is that? Then work in general with the five other labels: Which product has the fewest calories? How many? Which product has the most protein? How much? Which product has the most calcium? How much? Which products have a lot of fat? How much do you get if you eat twice or three times the amount of the suggested serving? And so forth. Make the distinction between milligrams and grams (about four grams of sugar to a teaspoon. Milligram = 1/1000th of a gram. Kilogram is 1,000 grams.)*

Events in June and July (pages 2 and 3)

Have students find the dates for each of the events in June and July and write those in the calendars. Also have them write in any school events and personal events such as birthdays and anniversaries. Ask what holidays are celebrated in their home countries in June and July.

Flag Day Not all other countries instill the strong and personal reactions to their flags that Americans do. What are students'

feelings about their home country's flag? Have students learn the *Pledge of Allegiance* and the meaning of the words. Point out that these words 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.

Talk about the purposes for a flag. (A uniting symbol; patriotic feelings; war identification, ID for ships, planes, and ideas.) Listen to/sing the *Star Spangled Banner*; *It's a Grand Old Flag*. Teach flag manners.

Graduation Discuss graduation dates, procedures, and ceremonies at your school. 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 what a GED is and opportunities to get a GED.

Weddings Discuss reasons for June weddings. Ask questions such as: *What is a popular time for weddings in your home country? Tell about your wedding or the kind of wedding you would like. How did you meet your spouse? Where do you think you'll meet someone you'll marry? What traditions about weddings do you think are important? What promises do the bride and groom make to each other? Are there other promises they should make?*

Father's Day Have students talk about their fathers or other men in their lives who have helped them or influenced them. Make a chart on the board of typical household 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, themselves, or nobody. Examples: cooks; shops for food; cleans the house; takes out the garbage; washes clothes; works to support the family; takes care of small children; helps children with homework; fixes things that are broken; carries heavy things; decides how to spend the family's money; makes important decisions for the family; etc. A good percentage of kids will not have dads in the home, so use sensitivity here. On the other hand, they need good role models for what a dad can do, so don't skip the article.

Summer begins Ask students about summer plans, work, summer school, vacation or travel. Is there a summer break in their native countries? How long is it? What do they think of the U.S. custom of 10 week break?

Independence Day There were democracies in the ancient world, but the U.S. was the first to reinstitute democracy

in the modern world. Our revolution and Declaration of Independence formed an example for countries that followed in the desire for independence and a constitution: France, Mexico, countries of South America, etc. Read the famous second paragraph of the Declaration of Independence: *We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.* Use a time-line to help students get a sense of when things happened: 1607-1775: Colonies ruled by Great Britain. 1775: War Begins. 1776: Declaration of Independence. 1781: War ends. 1783: Great Britain signs the Treaty granting independence to the U.S. 1787: U.S. adopts a Constitution. 1789: George Washington becomes the first president. See Declaration in full at: <http://www.ushistory.org/declaration/document/>

This Is Your Page (page 4)

Have students read the stories and talk about related issues in their own experience.

Ask Elizabeth (page 5)

Discuss summer activities for improving English and for continuing education. Have students set goals for themselves of new vocabulary to learn, books to read, or movies to watch in English. See if the guidance office has postings for summer jobs appropriate for your students. If working papers are needed in your state, have the guidance counselor come in to the classroom to explain, or get the information yourself to share with the students.

Dr. Ali: One way to breathe (page 5)

Objectives: Students will be able to identify parts of the respiratory system on a chart, describe how they breathe, and demonstrate the breathing suggestions of Dr. Ali. They will be able to tell the benefits of slow "limbic" breathing as Dr. Ali details.

Acadia National Park (page 6)

Objectives: Students will be able to locate Maine, the Atlantic Ocean, Acadia National Park, Mount Desert Island, and Bar Harbor on a map. They will be able to explain why millionaires built homes there before the days of air conditioning. How did air conditioning change the way people live? (For example, the population of the South has increased greatly, and continues to increase because of air conditioning.) Ask questions such as: *What is your*

favorite way to keep cool? Why would rich people give their land to the country? (Had too much land; couldn't pay the taxes; felt generous; got a tax break; air conditioning made it unnecessary to move to a cool place in the summer.) After reading the article, have students imagine a trip to Acadia National Park. What activities would they choose?

Oil Spill in the Gulf of Mexico (page 7)

Objectives: Students will be able to locate the Gulf of Mexico and name the states that are affected by the oil spill. They will be able to state five or more results of the oil spill and three or more things that were tried to stop it from spilling, and stop it from reaching beaches.

Preparation: Bring in up-to-date stories and pictures of the oil spill and clean up activities, as our story is current only to May 12. Have students think about the many ways the oil spill will affect the lives of people living along the Gulf Coast, and how it will affect their own lives.

- | ANSWERS | |
|-----------------------------|----------------------------|
| 1. d | 16. T |
| 2. c | 17. F (England or Britain) |
| 3. a | 18. T |
| 4. c | 19. F (July) |
| 5. b | 20. T |
| 6. b | 21. H (calories) |
| 7. d | 22. B (protein) |
| 8. a | 23. A (valedictorian) |
| 9. c | 24. F (carbohydrates) |
| 10. a | 25. G (minerals) |
| 11. F (Father's Day) | 26. D (gram) |
| 12. F (50 stars 13 stripes) | 27. C (fumes) |
| 13. F (liberty) | 28. I (groom) |
| 14. F (stand up) | 29. E (wetlands) |
| 15. T | 30. J (gain) |

June 2010 Quiz I

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

- _____ 1. Michelle Obama wants Americans to make better choices about what to ___
a) read. b) study.
c) learn. d) eat.
- _____ 2. The average child spends seven and a half hours a day after school _____
a) outside. b) walking.
c) sitting. d) playing sports.
- _____ 3. Doctors say that one third of all American children will have _____ lives because of obesity.
a) shorter b) longer
c) happier d) healthier
- _____ 4. Experts say that children need at least _____ minutes of play and exercise each day.
a) 20 b) 40
c) 60 d) 120
- _____ 5. Helping children to eat well and get enough activity will decrease the costs of _____
a) food. b) health care.
c) sports. d) school lunches.
- _____ 6. We get proteins from foods such as _____
a) sugar, desserts, and candy.
b) eggs, milk, and meat.
c) fresh green salad.
d) "empty calorie" foods.
- _____ 7. Fat is necessary in our diet for our brains and nervous system, but _____
a) most people don't get enough fat.
b) fat is expensive.
c) children don't like the taste of fatty foods.
d) most people get too much fat.
- _____ 8. A cup of cooked carrots has _____ than a three-ounce hamburger.
a) fewer calories
b) more protein
c) more fat
d) less vitamin A.
- _____ 9. The worst _____ in U.S. history happened in April and May, 2010.
a) hurricane
b) tornado
c) oil spill
d) flood
- _____ 10. This disaster has *not* hurt _____
a) deep sea robots.
b) wildlife.
c) beautiful beaches.
d) the tourist and fishing industries.

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. Flag Day is the third Sunday in June.

- _____ 12. There are 13 stars and 50 stripes on the American flag.

- _____ 13. “...*one nation, under God, 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. A couple may get married by a justice of the peace.

- _____ 17. Spain owned 13 colonies on the east coast of North America.

- _____ 18. The colonies’ leaders said that “taxation without representation” was wrong.

- _____ 19. June 4, 1776 is the birthday of the United States.

- _____ 20. Thomas Jefferson had the job of writing the Declaration of Independence.

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. valedictorian | F. carbohydrates |
| B. protein | G. minerals |
| C. fumes | H. calories |
| D. gram | I. groom |
| E. wetlands | J. gain |
- _____ 21. A person who weighs 150 pounds needs about 2,000 _____ from food each day.
- _____ 22. Eggs, milk, cheese, meat, fish, chicken, beans, nuts, and seeds are sources of _____.
- _____ 23. The person in a graduating class with honors for the highest grades is the _____.
- _____ 24. Bread, vegetables, fruit, and sugar are sources of _____.
- _____ 25. Calcium, magnesium, iron, and sodium are examples of _____.
- _____ 26. A unit to measure the weight of foods and nutrients is a _____.
- _____ 27. Gasoline, oil, and chemicals can give off _____ that make people sick.
- _____ 28. A man who is getting married is called a _____.
- _____ 29. _____ are being harmed by the oil spill in the Gulf of Mexico.
- _____ 30. When you eat more calories than you burn, you will _____ weight.