



Dear Colleagues:

Thank you if you've returned our "report card." They were in UPS and Priority mail packages, but not in the first class mail packages. If you didn't get one, and want a chance to influence the content and teacher's guides of next year's *Easy English NEWS*, you'll find the report card at our website. We tailor this newspaper for you, the teacher, and your English language learners. We structure and design *EEN* with your needs and wishes in mind. But first, we have to what your needs and wishes are. So please take 5 minutes to fill out the questionnaire about what to keep, what to let go, and suggestions for improvement. Then fax it to (201) 791-1901, or mail it in to us at P.O. Box 2596, Fair Lawn, NJ 07420

Get ready for the Census! (pages 1 and 11)

Objectives: Students will recognize the census form when it is mailed to their home and know its importance. They will be able to state the purpose of the census; the types of questions that are on the census form; how to fill out census forms; the importance of mailing it back; and how to avoid scams regarding the census. They will know that the counting is to be done "as of April 1, 2010."

Preparation: Go to the U.S. Census Bureau's website: <http://2010.census.gov/2010census/#1> to get additional background information so you can answer students' questions. There, you can see all of the questions on the census form, and the boxes in which to write the answers. The website has answers to common questions such as: *What if I live in a dorm at college? What if I don't have a permanent address? What if I make a mistake? What if I lose the form?*

Procedure: Ask such questions as *How many people live in the United States?* Have students guess. *Write their guesses on the board. How does the Census Bureau know if its estimates are correct?* (It doesn't. That's why there is an actual count every ten years.) *Which states have the largest populations? How do you know?* (California, Texas, Florida, New York, Illinois, Michigan, Florida, Pennsylvania.) Mention that

states with larger populations send more representatives (and more electoral votes in presidential elections) to Congress than states with smaller populations. When the country's population grows, the number of voting representatives stays the same: 435, but where they come from may change. After the Census, some states may gain one or two representatives and some states may lose one or two representatives.

Stress to students that the census DOES NOT ask whether the people living in the house are immigrants or illegal immigrants. It DOES NOT ask for Social Security numbers. Census information is for the Census Bureau only. They cannot give this information to the IRS, FBI, CIA, police, or Immigration Services. Census workers take an oath to protect all information they get. They can go to jail or be fined up to \$250,000 if they give out information to anyone.

Buying meat (pages 1 and 10)

Objectives: Students will be able to tell the kinds of meat sold in a supermarket, and tell which animals they are from. They will be able to recognize the differences in types of milk, cream, and yogurt.

Activities: Have students go to a supermarket to make a list of the kinds of meat they see there, and bring back the names of items they have found (and the per pound price). Clarify vocabulary for such things on their list as *sausage, spare ribs, loin, smoked, cured, cuts of chicken: whole, drumsticks, breast, boneless breast, thighs wings*. Have students compare prices of different kinds of meat, with and without bones, to report which meats are the most economical. Have them compare the price of a pound of chicken with a pound of a frozen prepared meal, and a pound of potato chips. Have students talk about the meat they like and explain how they prepare a particular kind of meat or eggs. Remind them to check expiration dates when buying and preparing meat.

Events in March (pages 2 and 3)

Discuss the meaning of "March comes in like a lion and goes out like a lamb." Make a chart to record the temperature and wind, snow, rain occurrences during the first week of March. Have students decide

if that weather is "like a lion." Later in the month, remind them to notice how March is going out. Record the temperatures, wind, rain, snow, sunshine, etc. for the last few days of March. Have students decide if that is like a lamb. Have students practice with Fahrenheit temperature readings, to get a "feel" for them, i.e., 70 degrees is pleasant; 40 degrees needs a coat.

Women's History Month Ask students if they celebrate International Women's Day in their country. Ask why they think a month about women's history is important. (Fifty years ago, there were few women in the history books, which were written by men. Girls did not have role models for courage and achievement. Fewer girls graduated high school. Only a few went on to college.) Today, more girls than boys go on to college after high school.

Invite a person over 60 years of age into class to talk about men's roles and women's roles before the 1970s. Have them tell about the Women's Liberation Movement, and how it changed lives. (More married women and mothers work now, and work at many different kinds of jobs. Men also have entered non-traditional jobs, can express feelings more freely, have someone to share the responsibilities of paying the bills for the home; children have less time with mother, more time with father, or baby-sitters and other non-family members.)

Dolley Madison Objectives: Students will be able to tell three ways Dolley Madison helped her husband the country. Read the article. Ask questions such as: *What did Dolley think was important to save when the British were entering Washington? What things would you rescue from your house if you knew some disaster was coming in one hour?* Point out that the companies that used her name, changed the spelling to Dolly.

Read Across America Ask students what books they like to read. Have students "take the pledge" to read a book in the next month, and to read a story to a child. Assure them that the books they read in their own language count, too. Recommend books in English at their level if they prefer to read in English.

Daylight Saving Time Remind students

to turn their clock ahead Saturday night. Teach the adage: “Spring (jump) ahead, Fall back,” to help remember which way to turn the clock.

St. Patrick’s Day Point out that the same abbreviation, St. can be used for street and for saint. Find Ireland on a world map. Talk about the Great Potato Famine in the 1840s in which a million Irish people died of hunger, and another million immigrated to the United States. In some ways, Ireland in the 1840s was in worse condition than Haiti today.

Ask about legends of heroes or saints in their native countries. What are some symbols of Ireland and of St. Patrick’s Day? Do students have symbols of their own countries? (Symbols of the United States are Uncle Sam, the Statue of Liberty, the American Flag, the Liberty Bell, for example.)

Spring begins *What are some of the signs of spring in your area? When do people feel that spring weather has arrived? What seasons do you have in your home country? Tell about them.*

Palm Sunday Explain that Christians have many events and holy days leading up to Easter Sunday. Last month, Lent began Ash Wednesday for 40 days of sacrifice. (*Mardi Gras* for French Catholics precedes the time of sacrifice with a time of total abandon.)

Passover Bring in a box of matzohs for a tasting to show how Jews remind themselves of the hardships of the escape from slavery. Kosher macaroons would be fun, also, to demonstrate how Jews do not use leavening of any kind to make bread or cakes during Passover. Point out the “Kosher for Passover” labels on various foods sold during this time.

This is your page (page 4)

Read the stories and discuss any applications in their own lives. Practice the pronunciation of *I’d like it* and *I like it*. **A bull sitting? Why?** *Have you ever worn a T-shirt but didn’t understand what the words meant on it? Do it yourself* *What are the advantages of pumping your own gas? What are the disadvantages?* **Washington, D.C.** *Have students describe a trip they took on vacation.* **Baking pizza** *What do you think went wrong with Shino Sakihara’s pizza?* Have students choose a simple meal and explain to the class how to make it, step by step. **Big bows** The author decided to pass on a tradition that made her unhappy when she was a child. Would you? Is tradition more important than a child’s feelings? Why or why not? Tell any examples from your own culture. (Painful or humiliating initiations, hazing

of freshmen, puberty rites, male and female circumcision come to my mind)

Ask Elizabeth (page 5)

The article may be unnecessary and too complex for young students not likely to be home owners or earn enough to need to use Schedule A. **Objectives:** To understand that Schedule A can help some people to owe less tax and get a larger refund.

At **IRS.gov**, you can get 1040, 1040EZ, Schedule A, and other income tax forms and print them out for students to examine. Point out that Schedule A is in addition to the 1040 form that taxpayers fill out to calculate their tax. Here is some sample data. Have students work in groups to calculate the person’s tax.

John Doe has an adjusted gross income of \$40,000. He has medical expenses of \$3,600 (only \$600 is deductible). He paid state income taxes: \$400. Real estate tax: \$2500, Mortgage interest paid: \$9,000, job travel: \$300.

Total all his deductions. Compare that with the standard deduction of \$5,700 for a single person. (His deductions total \$12,800, so he will save money if he itemizes his deductions on Schedule A)

Help for Haiti (page 6)

Preparation: This item just skims the surface, of course. Get more info at **wikipedia.org**. Search **Haiti earthquake**.

Procedures: Before reading the article, elicit some fundamental needs of human beings, such as air, water, food, shelter, medical attention, family, protection by parents (if young) safety from harm, education, health, love, etc. Write these on the board. Ask questions such as *How do you and your family meet each of these needs? How does a government help people meet some of these needs? Which of these needs are a problem for many people in Haiti after the earthquake?*

Discuss the photos on page 7. Have students tell ways Haitians are helping themselves and ways that other countries and organizations are helping Haitians. Warn about scams by people who ask for donations for Haiti who will use the money for themselves.

Your family— Write about it! (page 7)

There is meat here for a semester’s (or lifetime) writing project. Take this as far as you like with your class, set them in motion as “family historians”, and ask

from time to time to tell how their projects are going, and to share with the class what they have found out. (Example: I recorded my grandmother’s stories, and 30 years later created the novel for young people, *Kristina, 1904; the Greenhorn Girl*. [see Elizabethhclaire.com].

Show students how to fill in the family tree with the names of their family members. If you are a generation (or two) older than your students, let students interview you with questions about what life was like in the “old days.”

Have students work in pairs interviewing each other. Talk about techniques for recording by computer, digital recorder or video recorder, or longhand. There are websites online to provide help in tracing family trees, but these may be costly, and not effective outside of the United States.

Dr. Ali: Your Health The Diet Myth (page 9)

Objectives: Students will be able to explain why eating less to lose weight causes people to gain weight. Students will be able to state that the more muscle a body has, the higher the metabolic rate. Students will be able to describe some of the products that the “diet industry” offers to people who are trying to lose weight, and some factors that might keep people overweight. Mention the First Lady’s project of reducing childhood obesity.

ANSWERS

- | | |
|---------------------------|--------------------|
| 1. b | 17. T |
| 2. a | 18. F (earthquake) |
| 3. a | 19. T |
| 4. c | 20. F (rainy) |
| 5. b | 21. E (artificial) |
| 6. a | 22. B (convert) |
| 7. b | 23. F (vegetarian) |
| 8. d | 24. C |
| 9. c | (commandment) |
| 10. b | 25. H (legend) |
| 11. T | 26. A (dough) |
| 12. F (wife) | 27. J |
| 13. F (George Washington) | (psychiatrist) |
| 14. F (lion) | 28. G (orphan) |
| 15. F (Ireland) | 29. I (donate) |
| 16. T | 30. D (organic) |

March 2010 Quiz I

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

- _____ 1. The U.S. government has a census
- a) every four years
 - b) every ten years.
 - c) every April 1.
 - d) every March.
- _____ 2. States with more people send _____ representatives to Congress.
- a) more
 - b) fewer
 - c) one
 - d) two
- _____ 3. The agency that is in charge of counting people in the U.S. is
- a) the U.S. Census Bureau.
 - b) the FBI.
 - c) the CIA.
 - d) the House of Representatives.
- _____ 4. The census will ask for the _____ of each person who lives in the home.
- a) Social Security number
 - b) credit card numbers
 - c) age
 - d) place of birth
- _____ 5. If a census worker comes to your home,
- a) invite the person inside.
 - b) ask to see his or her identification.
 - c) you can get into trouble.
 - d) pretend you are not home.
- _____ 6. Americans buy a lot of these kinds of meat:
- a) beef, pork, lamb, and chicken.
 - b) horse, dog, and rabbit.
 - c) mutton, goat, and duck.
 - d) milk, eggs, and cheese.
- _____ 7. Ham, bacon, and pork chops come from
- a) cows.
 - b) pigs.
 - c) sheep.
 - d) poultry.
- _____ 8. Hamburger, T-bone steak, and *filet-mignon* are kinds of _____
- a) veal.
 - b) pork.
 - c) lamb.
 - d) beef.
- _____ 9. People who want milk with no fat can buy
- a) whole milk.
 - b) organic milk.
 - c) skim milk.
 - d) chocolate milk.
- _____ 10. A drumstick is
- a) a leg of lamb.
 - b) a leg of a chicken.
 - c) the wing of a chicken.
 - d) another word for pork chop.

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. March is Women’s History Month.

- _____ 12. Dolley Madison was the daughter of James Madison, fourth president of the U.S.

- _____ 13. Dolley Madison saved the painting of Thomas Jefferson in 1814.

- _____ 14. “March comes in like a horse and goes out like a lamb.”

- _____ 15. Saint Patrick taught the people of England about Christianity.

- _____ 16. Daylight Saving Time begins Sunday morning, March 14 at 2 a.m.

- _____ 17. Passover is a Jewish holiday.

- _____ 18. There was a terrible hurricane in Haiti on January 12, 2010.

- _____ 19. A million people in Haiti lost their homes.

- _____ 20. The dry season that begins in March will bring new troubles or people in Haiti.

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. dough | F. vegetarian |
| B. convert | G. orphan |
| C. commandment | H. legend |
| D. organic | I. donate |
| E. artificial | J. psychiatrist |
- _____ 21. Something that is not natural, but made from chemicals or plastic is _____.
- _____ 22. St. Patrick wanted to _____ Irish people to Christianity.
- _____ 23. A person who does not eat meat is a _____.
- _____ 24. A powerful law that a person must obey is a _____.
- _____ 25. A story from a long time ago about a hero may be true, or it may be a _____.
- _____ 26. Mix flour, water, and yeast to make _____ for bread.
- _____ 27. A doctor who helps people with mental illness is a _____.
- _____ 28. A child with no parents is an _____.
- _____ 29. Many people _____ money to a charity to help others.
- _____ 30. _____ food has no antibiotics, chemicals, or hormones.