



Dear Colleague:

Thanks to you, we are in our *fifteenth* year and growing faster than ever. I think it's the economy—teachers are ordering more and more copies . . . the bargain pulls them in. Student enthusiasm and teacher aids hook them. Are you hooked too? I'm hooked on this great job of researching, learning, writing, getting heavy concepts into easy English and being able to share that.

Mid-term elections (pages 1 and 7)

Elections are in the news, which makes it a good time to talk about how a republic works: the people elect representatives to make laws for them. Students will need to know what is at stake in the election: immigration reform, taxes, jobs, the economy, educational spending, security, and much much more. **Objectives:** Students will be able to tell the purpose of Congress, tell the numbers in the House of Representatives and the Senate, and give the names of the two main political parties. They will be able to tell when Election Day is, who their current representative is, and who is running for office in their district, plus any candidates running for the Senate in your state. They will be able to tell what the Tea Party is, and some of their points of view.

Procedure: Before distributing *Easy English NEWS* to your students, find out what they already know about U.S. government. Ask questions such as: *Who is the president or prime minister of your home country? Who makes the laws in your home country? How did they get those jobs? Who can vote in elections in your home country? Who is president of the United States? What city is the capital of the United States? Who is the governor of this state? Who is the mayor of this city? Who makes the laws for the United States? Who are the senators from this state? Who is the representative from this district? (Or, from your district?) How did those people get their jobs?*

Bring up any state or local issues that might be important to your students that will depend on who is elected. Use a large wall map of the United States to locate your state and name the states around it.

Ask questions such as *How many states are there? Are all the states the same size? Do you think they all have the same number of people? In which states do you think the most people live?* (California, Texas, New York, Florida, Illinois, Pennsylvania.) *In which states do you think the fewest people live?* (Maine, Vermont, Rhode Island, Delaware, Montana, Idaho, Wyoming, North and South Dakota, Alaska.)

Point out that in the Senate, all the states are equal. Each state sends two senators to Congress. In the House of Representatives, the states with many people send more representatives to the House of Representatives. Bring these things to class: props such as mailings from candidates and parties, brochures, photos, and candidates ads cut from newspapers. Ask who students tell about any campaign commercials they have heard on the radio or seen on TV, in ads in a newspaper or signs on the street.

Distribute the newspapers and direct students' attention to the photo on the front page. *What do you think is happening? Do you remember who John McCain is?* (losing candidate for president, but still senator from Arizona who wants to be reelected.) Explain that a candidate must try to get people to believe in his ideas and get out to vote on Election Day. They go to community meetings in many different towns in their state or district. Find out when a candidate will be speaking in your area, and encourage students to go . . . not that they will understand necessarily, but to be witness to the process of a campaign.

Referring to the chart and the map on page 6, ask questions such as: *How many representatives does our state have in Congress? How many representatives do our neighboring states have? Which states in the U.S. have the most representatives?*

Register to vote Explain where in your community a citizen can register to vote. Print out a registration form for your state to practice registering. Stress that they may not register if they are not citizens. Strongly urge those who are citizens to register and to learn the issues and candidates. Visit a nearby voting site on Election Day. Hold an election for "class president for autumn" in your class. Have students nominate candidates, form parties

to support their candidate, and campaign on issues important in the classroom. Use a secret ballot on "Election Day."

The U.S. legal system (pages 1, 10, and 11)

This article ties in with the election article: who makes the laws. Students may come from societies that have very different concepts of law, different ways of making laws, and different kinds of punishments for breaking laws. In some countries, the law is not the highest value; a person's social position is. So there are laws there that do not affect the leaders or the wealthy. The U.S. is a nation where people indirectly make the laws. In Islamic nations, many laws are not made by lawmakers, but are based on the teachings of Mohammed. In some countries, bribery is customary, so for a price, a person can break a law without punishment. (Point out that offering a bribe in the U.S. is a serious crime. It does happen, but if a person is caught giving or taking a bribe there are serious consequences.)

Objectives: Students will be able to tell different levels of government (federal, state, county, and town/city, and at least ten laws that affect their own lives. They will be able to tell some consequences of breaking a law. They will be able to tell several rights that are protected by law, several laws that protect disabled people, and several laws that provide for equal treatment. Point out that laws that protect freedoms have a limit. "You have the right to swing your fist, but your right to swing your fist stops at my nose."

Examples: 1. A business may not sell things that are a danger to a person or to the environment. 2. A newspaper may write anything, but if the writing hurts a person, embarrasses them publicly or causes them to lose money, they can sue the newspaper for libel or slander. 3. A person may freely practice his or her religion, but they may not break any laws doing it. For example, they may not marry more than one wife, or sacrifice dogs or cats to their god. A religion may not endanger a person's life or liberty.

Sharia, the religious law of Islam may require a parent to kill a daughter who brings dishonor to her family. This act is not allowed in the U.S. and will be

punished in a U.S. court.

Procedure: Pre-teach vocabulary, and have students read the article. Then divide the class into various sized groups, ranging from one to eight. Give these instructions: you are going to start a new country on an island. You are the leaders who will set up laws for the people in your country to follow. Think of laws that will help make a good society. Vote on the laws and make a list of the laws that the group agrees on. Decide on consequences or punishments for each law if someone broke it. Have students read their laws to the class. Ask, *Where did you get your ideas for your laws? Did everyone in your group vote for the law? How long did it take you to get laws everyone agreed on? Did the group with only one or two people finish sooner? Which groups had better laws?* Have students notice that democracy requires a lot of patience.

Events in October (pages 2 and 3)

Have students find the dates for each of the events in October and write those in the calendar on page 2. Elicit any school events, and personal events such as birthdays and anniversaries, and have them enter those as well. Note any October holidays students celebrate in their home countries.

Columbus Day Find out what students already know about Christopher Columbus. Ask questions such as *Why is Columbus famous? What was he looking for? Why? Why had no one gone east by sailing west before?* (Point out that other people (Irish, Vikings, etc.) had discovered America too, but had not started masses of people moving here. *What were the results of Columbus's discoveries?*

Use a world map to show Columbus's route from Spain south to the Canary Islands to catch the winds blowing from the east, and finally after 33 days, reaching an island in the Bahamas. Then sailing north to catch winds blowing from the west to get back to Spain. Ask questions such as *How was Columbus's voyage different from your travel to the United States?* Have students research the technology available in 1492 for lighting, cooking, making and cleaning clothing, bathing, and charting distances on the ocean. The U.S. was a "New World" to you when you came. *What did you discover here? What things did you send home to your home country?*

Also this month: The last half of Hispanic Heritage Month. (I included it for the many schools who start their program in October, even though we had

an article on it in September). October is an important month for other European nationalities as well: It's German Heritage Month and Polish Heritage Month. Have a "heritage month" in your class, with members of each nationality explaining something about their home country, music, art, government, food, language, and traditions.

This is your page (page 4)

Read the stories and discuss any similar events in their own lives.

Use the snapping turtle story to go off on any tangent appropriate for the class: animals in the U.S. that surprised them; dangerous animals; benefits of riding a bike to work. Discuss tipping at an airport or other place where people perform services, and how to avoid people illegally charging or overcharging for a service.

The article about animal protection can bring up discussions of the role of pets and animals in home countries versus what they have found here in the U.S. Discuss responsible pet ownership: keeping animal on a leash, or in the house; license requirements for dogs and possibly cats; the requirement to have a dog vaccinated against rabies. Owners are required to "scoop the poop" from their dogs, and are urged to have dogs and cats neutered. Millions of homeless dogs and cats are put down (teach euphemism for *killed*) at shelters each year. Abandoned cats have many kittens and are a danger to the bird population. Have students compose their own stories for a class newspaper. Send the best to us. See the writers' guidelines at www.elizabethclaire.com

Ask Elizabeth about grammar (page 5)

Objectives: Students will be able to tell the names of the parts of speech, the forms of pronouns, the tense of verbs. They will be able to state a rule for correcting several types of grammatical errors.

Procedure: Ask such questions as: *What is grammar? (a set of rules for a language). How do babies and small children learn the grammar of their own language?* (They copy people; sometimes people correct them.) Older people learning a new language can learn that way, but they might learn faster if they learn some rules of grammar. Read the first few paragraphs together, and then have students propose corrections for the three sentences. Have them try to give a rule that explains why their correction works. Then read the rest of the explanation and assign the task of correcting sentences 1-9 and writing or telling the rules behind their corrections.

Dr. Ali's breakfast (page 5)

Objectives: Students will be introduced to the concept of optimum health, and a good breakfast. Before reading the article, elicit their own breakfast choices. Ask how do you feel at 11 o'clock in the morning after that breakfast? (Or no breakfast). What is your energy like during the day? What is your appetite like in the evening? You might want to do a class taste test with the substitution of organic fruit juice for the vegetable juice... Prepare the "breakfast" (depending on how many students, and allowing 4 ounces per student. Bring in gallon or half-gallon containers, paper cups, measuring spoons, high quality protein powder, lecithin, and ground flax seed. Measure the amounts and shake it well in a half gallon container. The recipe will serve 7 students 4 ounces each. Multiply as needed for a larger number of students.

Arches National Park (page 6)

Objectives: Students will be able tell three facts about Arches National Park and the names of four kinds of rock formations there (*fins, arches, balanced rocks, towers, spires*) Bring in additional photos of Arches National Park, or desert environments. Have students locate Utah on a U.S. map. The formation of the fins and arches is much more complex than our brief explanation. Part of the uniqueness of the area is the salt domes that rose up underneath the sandstone. Salt had been laid down many millions of years ago from the drying of an inland sea.

ANSWERS

- | | |
|-------------------|----------------------|
| 1. d | 16. F (Democrats) |
| 2. c | 17. F (breakfast) |
| 3. a | 18. T |
| 4. d | 19. F (Employers) |
| 5. a | 20. F (Utah) |
| 6. a | 21. H (criticize) |
| 7. b | 22. G (grassroots) |
| 8. a | 23. E (dehydrated) |
| 9. b | 24. A (deport) |
| 10. d | 25. C (treason) |
| 11. T | 26. B (expert) |
| 12. F (west) | 27. F (felony) |
| 13. T | 28. D (organic) |
| 14. F (Halloween) | 29. J (duty) |
| 15. T | 30. I (discriminate) |

October 2010 Quiz I

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

- _____ 1. In the United States, laws are made by
- a) a king or queen.
 - b) candidates for office.
 - c) the president.
 - d) representatives of the people.
- _____ 2. The House of Representatives is part of
- a) the Senate.
 - b) the White House.
 - c) Congress.
 - d) a state.
- _____ 3. One job of Congress is to
- a) make laws.
 - b) elect the president.
 - c) choose state governors.
 - d) run for election.
- _____ 4. States with a small population
- a) have the most representatives.
 - b) have no representatives.
 - c) have at least two representatives.
 - d) have at least one representative.
- _____ 5. There are _____ senators in the Senate, _____ from each state.
- a) 100, 2
 - b) 435, 1
 - c) 2, 100
 - d) 50, 1
- _____ 6. A “nation of laws” means that
- a) no one is above the law.
 - b) everyone can break laws.
 - c) there are too many laws.
 - d) there are only national laws.
- _____ 7. A jail sentence and a fine are
- a) ways to break a law.
 - b) punishments for breaking a law.
 - c) rewards for breaking a law.
 - d) excuses for breaking a law.
- _____ 8. Many laws in the United States are based on
- a) Judeo-Christian principles.
 - b) Muslim principles.
 - c) Italian principles.
 - d) United Nations principles.
- _____ 9. In the U.S., a person may
- a) have only one occupation.
 - b) have any religion or no religion.
 - c) not criticize the government.
 - d) have more than one wife or one husband at the same time.
- _____ 10. Police may not search a person’s house
- a) unless the person has broken a law.
 - b) unless they pay a bribe.
 - c) unless they have an attorney.
 - d) unless they have a warrant from a judge.

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. Columbus reached America on October 12, 1492.

- _____ 12. *Columbus was looking for a way to get to the East by sailing south.*

- _____ 13. North and South America are continents.

- _____ 14. Children go trick or treating on the United Nations’ Birthday.

- _____ 15. Before you can vote, you must register.

- _____ 16. The two major political parties in the United States are the Republicans and the Tea Party.

- _____ 17. A good source of energy for the day is Dr. Ali’s supper.

- _____ 18. People may not be kept in jail without a hearing before a judge.

- _____ 19. Landlords must withhold taxes, social security and other taxes from an employees paycheck.

- _____ 20. Arches National Park is in eastern Texas.

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. deport | F. felony |
| B. expert | G. grassroots |
| C. treason | H. criticize |
| D. organic | I. discriminate |
| E. dehydrated | J. duty |

- _____ 21. To _____ is to tell the things you don’t like about a person or government or thing.
- _____ 22. The Tea Party is a _____ organization.
- _____ 23. If you don’t drink enough water, you can become _____.
- _____ 24. The government may _____ an immigrant who breaks the law.
- _____ 25. If a person helps an enemy country, it is a crime called _____.
- _____ 26. A person who knows a lot about a subject is an _____.
- _____ 27. A person who commits a _____ may lose the right to vote.
- _____ 28. _____ food is food that was grown with no artificial chemicals or pesticides.
- _____ 29. Something you really must do because of your position or job is your _____.
- _____ 30. It is against the law for an employer to _____ against a person because of his race, gender, or religion.