



Dear Colleagues:

We are gradually adjusting to our new office in Virginia Beach, and new staff and some new procedures. While customer service will be in Virginia, the printing and packing will still be done by in New Jersey.

People often ask me, "How do you know what to write?" And I say, "It's simple: I ask what readers want to read." Thank you if you have sent in your suggestions for next year. Don't forget to check our website for cloze exercises and additional quizzes for June, posted by or about the 5th of the month.

Are We Safer Now? (page 1)

It was very difficult to decide what to write for the front page article this month. I put off the decision until two days before going to press...Would it be the terrible floods threatening New Orleans? the death of Osama bin Laden? The last mission of the space shuttle Endeavor to the International Space Station? The start up of presidential campaign? The bill in Congress for English to be our official language? Something else? After March, April, and May's stories on revolutions in the Middle East, tsunami in Japan, and preparation for disasters in the U.S., I would have preferred a gentler topic for June. I think talking about disaster, death, and violence generates anxiety and inhibits language learning joy. Finally, I decided that the end of Osama bin Laden was the article to go with, even if most teachers may have already discussed it in class the beginning of May. Then the next challenge for me was to soften it from the harshness of the mission and the assassination and the events 10 years ago? I left it deliberately short...I searched a long time for an appropriate photo that speaks of healing, not of anxiety. I left out details.

Objectives: Students will have some vocabulary needed to discuss the recent death of Osama bin Laden, and have an opportunity to share their feelings.

Procedures. Skip this article if inappropriate for your students. For high school and adult students, if appropriate, elicit what students remember about the

attacks on the U.S. on September 11, 2001 that killed 3,000 civilians, and turned the country into a security frenzy costing great inconvenience and many billions of dollars. Bin Laden's stated purpose was to get the western countries to leave the holy lands of Saudi Arabia (although the U.S. forces were there at Saudi's invitation.) Defuse any attacks on religion; point out that Al Qaeda's interpretation of the Qu'ran is very different from today's modern Muslim interpretation. If students have listened or watched the news in their native language, have them relate what they have heard or seen. If you have Muslim students in your class, have them explain how Bin Laden does not represent Islam today.

Summer Safety (pages 1, 9, 10 and 11)

Objectives: Students will be able to list safety rules for avoiding overheating, and 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. Students will be able to list 3 rules for sun burn 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 what to do if they suspect they have Lyme disease. They will be able to tell what gear to wear for various sports such as boating, biking, football, soccer, skateboarding. They will be able to tell safety rules during a thunderstorm.

Procedures: Ask students what their summer plans are, 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 their home countries hotter or cooler than the part of the U.S. they are in now? Do they have any insects that cause disease they have to watch for? Are there plants that can cause itching? 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 students must 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 (pages 2 and 3)

Have students talk about any events in their lives in June and July (birthdays, anniversaries, graduation, etc.) and have them write those in their page 2 and 3 calendar on the appropriate dates. Ask about any holidays that people celebrate in their home countries in June.

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. Display these outside your door. It is said that George Washington said: "We take the stars from Heaven, the red from England, our mother country; the white stripes show we have separated from her, and represent liberty." Other sources give different meanings to the colors. 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 purposes for a flag. (A uniting symbol; patriotic feelings; war identification, ID for ships and ideas.) What are their feelings about their own 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 in the war of 1812. Teach flag manners. (Flag should never touch the ground, never be worn as clothing, flag is flown at half mast for national sorrow.

Weddings Talk about wedding customs in the U.S. and in students' home countries. Are there any special times when

people 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**.

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.

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.

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? (Explain that it is left over from days when farms needed their children for planting and harvesting.) Summer camps and the tourist and travel industries 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. (Although a tiny state in Italy had been a republic since the year 340, it hardly had any effect on others). Our Revolution and Declaration of Independence 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.

This Is Your Page (page 4)

Read the stories and discuss any similar stories the students want to tell. A popular topic for discussion is that of Xueyan Peng's dilemma: people can't pronounce or remember her name, but she hasn't chosen an American name she likes. How many students feel they might change their names for such reasons? How would they pick "an American name?" (One way might be for a similar sound, another for a similar meaning of their name. In the **Repairman, not robber** story, point out the dangers of opening the door to anyone without authorization and a picture ID badge. Many scams and robberies happen to newcomers who are too trusting.

Notes from Elizabeth (page 5)

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 vocabulary and reading and civics.

Dr. Ali: Your Health Cold Hands and Cold Feet (page 5)

Objective: Students will be able to tell one reason for cold hands and cold feet. Other reasons for poor circulation are illness, age, blood vessel disease. Have students practice Dr. Ali's breathing technique [EEN June, 2010] to demonstrate how the body relaxes when cells get increased oxygen. Elicit from students some pollutants we can avoid. Examples: household cleaner sprays or fumes, insecticide sprays, dry cleaning fumes, hair spray, air fresheners, underarm spray, sugary foods and beverages, colas, artificial sweeteners, excess coffee. Fresh vegetables beat out a heavy meat diet or eating fast foods and processed foods.

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. **Procedure:** 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. Assign students to see the eruption of Mount St. Helens in 1980 on **Youtube.com** Explain that if Mount Rainier erupts the biggest danger would be lahars (mud and ice slides caused by the sudden melting of the glaciers on top of the volcano. Such a lahar thousands of years ago reached all the way to where the city of Seattle is now. How would they feel about living in Seattle?

Heroes and History: Prohibition (page 7)

Objectives: Students will be able to explain the meaning of prohibition, when it was US law, and give nine reasons that people wanted to prohibit alcohol in the U.S. They will be able to tell why speakeasies became popular, and why crime increased. They will tell of the crimes committed and the growth of criminal gangs during prohibition. They will be able to tell what an amendment to the constitution is.

Procedures: Elicit rules about alcohol in students' home countries, and in religious rules (e.g., Muslims do not drink alcohol; Russia, Ireland, and some other countries have many heavy drinkers.) Discuss: why didn't Prohibition stop people from drinking alcohol? Does a law against selling marijuana stop people from smoking marijuana?

ANSWERS

- | | |
|---------------------------------|--------------------------|
| 1. a | 16. F (bride) |
| 2. c | 17. F (June 21) |
| 3. b | 18. F (England) |
| 4. d | 19. F (Thomas Jefferson) |
| 5. b | 20. T |
| 6. a | 21. E (speakeasy) |
| 7. a | 22. A (glacier) |
| 8. c | 23. H (erupt) |
| 9. b | 24. D (helmet) |
| 10. d | 25. J (bribe) |
| 11. F (June 14) | 26. B (heal) |
| 12. F (13 stripes and 50 stars) | 27. C (paralyzed) |
| 13. F (liberty) | 28. F (punctuation) |
| 14. F (stand) | 29. G (meadow) |
| 15. T | 30. I (rash) |

June 2011 Quiz I

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

- _____ 1. Osama Bin Ladin was the leader of
- a) Al Qaeda.
 - b) Afghanistan.
 - c) the World Trade Center.
 - d) Saudi Arabia.
- _____ 2. Osama bin Laden was the planner for the September 11, 2001 attack on
- a) France.
 - b) Israel.
 - c) the United States.
 - d) Egypt.
- _____ 3. _____ in New York City is where the World Trade Center used to be.
- a) the Pentagon
 - b) Ground Zero
 - c) the capital
 - d) Brooklyn
- _____ 4. The Navy SEALs' secret mission was to
- a) rebuild the World Trade Center.
 - b) lay a wreath at Ground Zero.
 - c) swim underwater to bin Laden's mansion.
 - d) kill bin Laden.
- _____ 5. Bin Laden had a computer and notebooks with plans for
- a) his wives.
 - b) more terrorist attacks.
 - c) killing Pakistanis.
 - d) hiding in a mansion.
- _____ 6. Our bodies perspire in the heat, so it is important to
- a) drink water frequently.
 - b) drink coffee or soda frequently.
 - c) swim in chlorinated swimming pools.
 - d) avoid polluted water.
- _____ 7. to prevent sunburn:
- a) use sunscreen, wear a hat, and sunglasses.
 - b) avoid the sun between 4 p.m. and 8 p.m.
 - c) stay out in the sun as much as possible.
 - d) wear dark clothing.
- _____ 8. The most important safety rule around water is:
- a) swallow sea water.
 - b) choose a polluted beach.
 - c) learn to swim.
 - d) only swim in the ocean in the evening.
- _____ 9. A person might get Lyme disease from
- a) poison ivy.
 - b) a deer tick.
 - c) sun stroke.
 - d) swimming in polluted water.
- _____ 10. When there is a thunderstorm,
- 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 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. 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. The minutemen were farmers who were ready to fight the British “in a minute.” _____

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. glacier | F. punctuation |
| B. heal | G. meadow |
| C. paralyzed | H. erupt |
| D. helmet | I. rash |
| E. speakeasy | J. bribe |

- _____ 21. A secret place for buying and drinking alcohol in the 1920s. _____
- _____ 22. A river of slow moving ice is a _____.
- _____ 23. A volcano can _____.
- _____ 24. Wear a _____ to protect your head when you go bike riding.
- _____ 25. Al Capone had money to _____ police to get special favors.
- _____ 26. Our bodies often _____ themselves when we are hurt or sick.
- _____ 27. Many people who drank home-made alcohol during Prohibition became _____.
- _____ 28. Periods, commas, and question marks are _____.
- _____ 29. A large open grassy area is a _____.
- _____ 30. A bull’s eye _____ on the skin is a sign of Lyme disease.