



Dear Colleagues:

Thank you if you sent in your feedback form. Some got it in their UPS package, others can find the form on line at [Elizabethclaire.com](http://Elizabethclaire.com). Thanks for the kind words and the suggestions for what to keep and what new things you would like to see in *Easy English NEWS*.

If your program ends in May, and you won't see your students again, encourage them to subscribe to *Easy English NEWS* for home delivery, or ask for it at their local library.

### Are we prepared? (pages 1, 6 and 7)

**Objectives:** Students will know of their schools and family's plans in case of disaster. They will feel confident, not panicked, because they have thought ahead about what to do. Students will be able to name six natural disasters and three "man-made" disasters. They will be able to tell various preparations for the disasters that could occur in your area. They will list items in a disaster kit to keep in their homes for emergencies, and tell what they'd take with them if they have to evacuate their homes. They'll know the location of shelters in case of disaster. They'll know what any sirens in your area mean, and the actions to take.

**Preparation:** Ordinarily, humans expect that things will always be the way they've always been. We don't have a good awareness of possible future events. (It's important to talk about possibilities, but you don't want to encourage nightmares. The purpose is to build confidence and reduce panic in case of an event.)

Your classroom may be the only source of life-saving information for your students. The two-page article is just a beginning to give students the concepts and vocabulary to prepare. Get more information from [redcross.org/disaster/safety/fdsk.pdf](http://redcross.org/disaster/safety/fdsk.pdf) and [www.fema.gov](http://www.fema.gov) so you can get a more complete background for yourself. Find out procedures in your area that students and families need to know. Also, download a free "Hurricane Safety in Simple English" booklet at my website ([www.elizabethclaire.com](http://www.elizabethclaire.com)), and make copies for your students. It goes into better detail about preparing for

hurricanes. I haven't had time to create booklets for other emergencies, as yet, but this one covers a lot of vocabulary and covers many basic facts that apply to other sorts of disasters. And of course, it's essential if you are along the Atlantic or Gulf Coasts, so check it out, or assign students to read it on line or print it out for themselves.

**Procedure:** Elicit the form, procedures and purpose of the fire drills your school has. (Example: The alarm rings, we line up, stop talking, leave things at our desk, walk to our designated staircase, door, etc. and walk to a designated waiting area.) The purpose is to know what to do when there is a fire, and where to go without panicking, keeping quiet so we can hear any instructions from authorities.

Elicit and review the latest events of the earthquake, tsunami, and nuclear problems that Japan is experiencing. (see April's *Easy English NEWS*). Point out that while many people died in the tsunami in Japan, many thousands were saved by preparations: drills, sirens, and the building codes. However, the preparations for the nuclear reactors were not good enough to handle the power of the earthquake and tsunami. It was not a good idea to build them in an earthquake zone and close to the ocean.

What drills take place in your school and town? What type of sirens or bells sound? Is there a building code for earthquakes? for hurricanes? Where is the nearest nuclear reactor? Are there drills for evacuation in case of an accident?

Have students brainstorm the things that won't work if the power lines are down. *What things wouldn't work in your home? in your town? What would you need if those things don't work? What if stores run out of food and water? How would you get something to eat? to cook? How would you see at night? How would you keep warm? How would you get gas to drive your car? Where would you get news of what's going to happen next?* Have students see that having a plan and having supplies of food would be useful and could make life more comfortable or even save lives. Discuss any recent experiences students have had when the power was out.

If you are in an earthquake prone area, also see [earthquake.usgs.gov/learning/preparedness.php](http://earthquake.usgs.gov/learning/preparedness.php)

and <http://www.quakekare.com/>

Focus mostly on events that can happen in your area, but don't ignore events in other parts of the country. Our students are highly transient. Next year they may be living halfway across the country. Your training can last a lifetime...and extend that lifetime.

Have students work in small groups to list what they would take with them if they had to leave the house in three hours because "the river is rising" and their street will soon be part of the river. How would they take their items? Where would they go?

What would they take if they had only fifteen minutes to gather it? What would they take if they had to get out immediately if their home were on fire?

Encourage students to have fire drills in their homes, plan where to meet if they leave a house separately from a fire, have a telephone number of a friend or relative in a different location to call to say they are safe and locate other family members. Find out where there are shelters available for your students locations. *What are the evacuation routes in your area in case of a hurricane? Where is "high ground" that will not be flooded if a river goes over its banks?*

*What part of your house would you go to if a tornado warning sounded? Where would you be safe from flying objects, broken glass or collapsing roof (at home or in your school)? What does the alarm sound like? What are the signs in the sky for tornados? What do you do if you are indoors during an earthquake? Do you have a way to turn off the gas? Are you near the Pacific Ocean? Is there a tsunami warning system near you? What does it sound like? How far from the beach must people go to be safe?*

After the discussion, read the article and build vocabulary. Assign some of the questions in written form. Have knowledgeable personnel (police, fire fighter, medic) come into the class to

discuss drills. Have students make progress in assembling some of the items for their home disaster kit.

## Events in May (pages 2 and 3)

Have students find the dates for each of the events in the month and write those on the calendar (May Day, *Cinco de Mayo*, Mother's Day, Armed Forces Day, Memorial Day, etc.) Also note any school events, and personal events such as birthdays and anniversaries.

Ask what students do in their home countries on May first. Do they celebrate International Workers' Day? May 1 is May Day, a traditional English holiday greeting spring, with selection of beauty queens. This is no longer encouraged at schools. The new important activity on May 1 is disaster preparation. (Which is our feature article).

**Mother's Day** Have students talk about the person who "mothered" them. (Kept them alive when they were too small to take care of themselves. It might be their mother, or step mother, an older sibling, aunt, a father, grandparent, foster parent, etc.) Have students write their own reflections on someone who mothered them. What are their plans for Mother's Day?

If you have Mexican students in your class ask them to tell how they celebrate *Cinco de Mayo*. Bring in Mexican music or videos of Mexican dancing. Have students locate Mexico on a large wall map, and find the border, the rivers, the areas in the U.S. that have Spanish names. Have some advanced students research the Battle of Puebla, and report to the class. Discuss how the outcome of a battle can change the course of history. If the French had won the battle of Puebla, our neighbors might be speaking French, not Spanish.

**Asian and Pacific-Islander Heritage Month.** Have students locate Asia on a world map, and name the countries. Also look at the Pacific Ocean and identify various islands. What is your school doing to mark this month? Have Asian or Pacific Island students demonstrate a skill from their own culture. Examples: teach how to use chopsticks, do *tai chi* or karate moves, *explain feng shui* concepts, flower arranging, writing characters or letters in Asian languages, etc. Discuss these sayings of Confucius on education. Do they agree or disagree? *Ignorance is the night of the mind, but a night without moon and star. Forget injuries, never forget kindnesses. I hear and I forget. I see and I remember. I do and I understand. Forget injuries, never forget kindnesses.*

How does Confucius saying help teachers to teach?: *I hear and I forget. I see and I remember. I do and I understand.* Elicit the names of famous Asians they know of. (See a long list at [Wikipedia.com](http://Wikipedia.com).)

**Kentucky Derby** Have students heard of the Kentucky Derby? Some of the horses that may be running are *Uncle Mo, Premier Pegasus, The Factor, To Honor and Serve, Jaycito, Sway Away, Mucho Macho Man, Stay Thirsty, Santiva, Pants on Fire, Animal Kingdom, Silver Medallion and Anthony's Cross.* Discuss the interesting names of the horses. Students can see races of their favorites at [Youtube.com](http://Youtube.com). Search for: "Kentucky Derby 2011 (plus the name of the horse they like)." Assign an optional homework assignment to watch the derby on TV. Build horse and racing vocabulary: *filly, colt, jockey, starting gate, in the lead, back stretch, finish line, favorite, "And they're off!" etc.*

**Armed Forces Day** Talk about the various branches of the Armed Services. Ask if any students have been in the armed forces in their home countries. *Was it voluntary or required? Was it men only, or men and women?* Talk about the sacrifice that people in the Armed Forces make for their country. Remind young men in your class that they must, by law, register for Selective Service, when they become 18, and register again if they move before the age of 25. If they don't register, they can lose eligibility for Student financial aid, job training, and jobs in the Federal government. They must register even if they are not citizens.

**Memorial Day** *Why is it important to remember people who have sacrificed their lives for their country? Does anyone in the class have a family member in the Armed Forces?* Invite a veteran (call the VFW) or National Guard person to speak to the class about the work of the Armed Forces or the importance of Memorial Day. Point out that it is not only allowed by our Constitution, but is also patriotic to work for peace and oppose wars. Encourage students to watch any parade planned for your community. The poem "the birthday" in *This is Your Page* was written by a mother who lost her son in the war in Bosnia.

## This is your page (page 4)

Read the stories and discuss any applications in their own lives. How can you avoid forgetting where you parked your car? Take time to discuss non-verbal gestures that carry meanings...these are likely to be different in different cultures: *OK, yes, no, come here, good bye, Shh, I can't hear you, good luck; It's a lie; Hi;*

*go; stop; cut; high five; hitchhike, knock on wood, thumbs up; thumbs down; money; pledge to the flag; salute; telephone call; victory; peace.*

## Our Sporty Language (page 5)

Explain that many idioms come from the sports world. The sport of boxing has contributed a lot of them. Demonstrate their meanings by acting them out. Discuss how the meaning extends to other conflicts in personal lives. Add idioms from other sports students enjoy.

## Dr. Ali: Your Health: Sweeteners

**Objectives:** Students will be able to tell several side effects of eating sugars, artificial sweeteners, and high fructose corn syrup. They will be able to recognize the various sugars and substitutes.

**Procedures:** Bring in packages, bottles, and cans (empty) to read labels. Point out different words that mean *sugar* (cane sugar, beet sugar, dextrose, maltose, sucrose, fructose, rice syrup, malt syrup, molasses, high fructose corn syrup.) Explain that manufacturers try to make their brand taste better, especially to children, so they put more sugar in. This is one cause of the epidemic of obesity.

Point out that stevia will sweeten, but too much of it has a bitter aftertaste, so go lightly.

## ANSWERS

- |                         |                     |
|-------------------------|---------------------|
| 1. a                    | 16 T                |
| 2. b                    | 17. F (May Day)     |
| 3. d                    | 18. T               |
| 4. b                    | 19. T               |
| 5. c                    | 20. F               |
| 6. a                    | 21. J (ancestor)    |
| 7. a                    | 22. D (evacuate)    |
| 8. d                    | 23. I (shelter)     |
| 9. c                    | 24. B (mentor)      |
| 10. b                   | 25. E (bouquet)     |
| 11. F (gallon)          | 26. A (consumer)    |
| 12. T                   | 27. F (fault)       |
| 13. F (Chinese)         | 28. H (topple)      |
| 14. T                   | 29. C (spoil)       |
| 15. F Mexican-American) | 30. G (contaminate) |

## May 2011 Quiz I

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

- |   |   |
|---|---|
| <p>_____ 1. The Japanese prepared for earthquakes by</p> <p style="margin-left: 20px;">a) having earthquake drills in school.<br/>b) using nuclear power.<br/>c) using more electricity.<br/>d) having volcanos nearby.</p> <p>_____ 2. Hurricane season in the U.S. is from</p> <p style="margin-left: 20px;">a) November to June.<br/>b) June to November.<br/>c) winter to spring.<br/>d) June 1 to July 30.</p> <p>_____ 3. "Tornado Alley" is in</p> <p style="margin-left: 20px;">a) the mountain states.<br/>b) the west coast states.<br/>c) the east coast states.<br/>d) the central plains states.</p> <p>_____ 4. More people die in _____ than in hurricanes and floods each year.</p> <p style="margin-left: 20px;">a) volcanic eruptions<br/>b) heat waves<br/>c) ice storms<br/>d) blizzards</p> <p>_____ 5. Wildfires are common when the weather has been</p> <p style="margin-left: 20px;">a) hot and wet.<br/>b) cold and dry.<br/>c) hot and dry.<br/>d) cold and windy.</p> | <p>_____ 6. It is not a good idea to have a nuclear plant built near</p> <p style="margin-left: 20px;">a) an earthquake fault line.<br/>b) a mountain.<br/>c) a shelter.<br/>d) a river.</p> <p>_____ 7. You need non-perishable food in your emergency kit because</p> <p style="margin-left: 20px;">a) if there is no electricity, your refrigerator won't work.<br/>b) you'll save money.<br/>c) it won't blow away in a tornado.<br/>d) it tastes better.</p> <p>_____ 8. Young people might join a gang</p> <p style="margin-left: 20px;">a) to please their teachers.<br/>b) to get help with school subjects.<br/>c) to have more respect for their family.<br/>d) to have a feeling of protection.</p> <p>_____ 9. Parents and teachers should teach young people</p> <p style="margin-left: 20px;">a) how to get tattoos.<br/>b) how to write graffiti.<br/>c) about the dangers of gangs.<br/>d) how to be loud and disrespectful.</p> <p>_____ 10. Wearing a certain color, having tattoos, being secretive about where he or she is going, and having unexplained money to spend could be signs that a young person</p> <p style="margin-left: 20px;">a) is preparing for a better future.<br/>b) has joined a gang.<br/>c) is doing well at school.<br/>d) has good adult supervision.</p> |
|---|---|

## 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. A person needs one glass of water per day for drinking and washing. \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ 12. May is Asian and Pacific-Islander Heritage Month.  
\_\_\_\_\_
- \_\_\_\_\_ 13. Large numbers of Indian workers helped to build the transcontinental railroad.  
\_\_\_\_\_
- \_\_\_\_\_ 14. As a group, Asian-Americans have the highest level of education in the U.S.  
\_\_\_\_\_
- \_\_\_\_\_ 15. *Cinco de Mayo* is an important holiday for Asian- Americans.  
\_\_\_\_\_
- \_\_\_\_\_ 16. In 1862, a Mexican army stopped the invasion of Napoleon III.  
\_\_\_\_\_
- \_\_\_\_\_ 17. Disaster Preparation day is on Mother’s Day.  
\_\_\_\_\_
- \_\_\_\_\_ 18. On Memorial Day, Americans honor and remember the men and women who died in U.S. wars. \_\_\_\_\_
- \_\_\_\_\_ 19. The Kentucky Derby is a horserace.  
\_\_\_\_\_
- \_\_\_\_\_ 20. All young men and women from the ages of 18 through 25 must register with the U.S. Selective Service.  
\_\_\_\_\_

## 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. consume  | F. fault       |
| B. mentor   | G. contaminate |
| C. spoil    | H. topple      |
| D. evacuate | I. shelter     |
| E. bouquet  | J. ancestor    |
- \_\_\_\_\_ 21. Your great great grandfather is your \_\_\_\_\_.
- \_\_\_\_\_ 22. We will have to \_\_\_\_\_ our house before the hurricane comes.
- \_\_\_\_\_ 23. A \_\_\_\_\_ is a safe place to stay during a disaster.
- \_\_\_\_\_ 24. A person who guides and advises a young person or new person on a job is called a \_\_\_\_\_.
- \_\_\_\_\_ 25. Jan gave his mother a \_\_\_\_\_ of flowers for Mother’s Day.
- \_\_\_\_\_ 26. The food we \_\_\_\_\_ has important effects on our health.
- \_\_\_\_\_ 27. An earthquake can happen in an area where there is a \_\_\_\_\_ in the earth.
- \_\_\_\_\_ 28. Buildings in Tokyo swayed, but they didn’t \_\_\_\_\_ during the earthquake in Sendai.
- \_\_\_\_\_ 29. Perishable food can \_\_\_\_\_ if it is not in a refrigerator.
- \_\_\_\_\_ 30. Flood water can \_\_\_\_\_ tap water so the tap water must be treated before you can drink it.