



Dear Colleague:

Welcome back to another year of teaching and learning. *Easy English NEWS* wants to make it easy for teachers to shine as well as students to grow in learning and language. In addition to this monthly teacher's guide, there is a 24-page booklet "*How to Use Easy English NEWS in your ESL Classroom.*" This has dozens of tips for using the newspaper with beginning, intermediate, and advanced students. There are also nine reproducible generic graphic organizers that teachers have found very useful. This booklet is available free at my website: www.elizabethclaire.com.

Other free materials to help support you to the fullest: each month there are 16 pages of tests (cloze exercises and short-answer questions) at my website. Please visit the site to take advantage of all this extra work being done for you at no extra charge.

Children at our Border (pages 1, 10, and 11)

Objectives: Students will be able to give two reasons children from Central America have recently come to the U.S. illegally (join family, find work, escape violence). Students will be able to tell about the problems the children have had and the problems that the U.S. government has, and will have in the future, in handling this crisis. They will be able to tell who else might want to enter the country illegally (drug smugglers, criminals, terrorists).

Procedure: Have students locate the border between Mexico and the United States on a wall map, and identify the states on the border: California, Arizona, New Mexico, and Texas. Ask questions such as: *What are some reasons people leave their homes to go to another country? Do immigrants come into your country? From where? What does a person need in order to enter the United States legally? (A passport and a visa.) Where can a person get those? What is a refugee? How can a person come into the United States as a refugee?*

Read the article using any methods appropriate for your students. Use the questions in "Let's Talk About It" to gather

facts. Choose a short paragraph in the article for a "listening dictation." Read the paragraph aloud with students reading along with you. Clarify vocabulary. Have students copy the paragraph. Then, with newspapers closed, dictate the paragraph phrase by phrase as students write it. Have them (or a partner) correct their work by checking it against the actual newspaper.

What comes after high school? (pages 1 and 6)

The beginning of a school year is a good time for students to learn about careers, options for higher education, job-skills acquisition, and lifetime learning. **Objectives:** Students will be able to list options for higher education and job opportunities after high school graduation. They will start gathering resources to help them make an informed decision about the directions they'll go after high school and in their future. They will know of five colleges or technical schools they might want to apply to, and start the application process. They will know that they may qualify for grants to help with the cost of higher education, and possibilities of scholarships and student loans. They will be able to tell the money value of further education, as well as which college programs lead to more certain jobs.

Procedure: Pre-teach vocabulary, and if necessary, read through the questions with them. After reading the article, explain how courses are counted for credit at your school, and the number of credits required for graduation. Explore the options after high school that are of interest to your students. Point out that government grants, and in-state tuition costs at many state colleges may be for citizens and legal residents only. (This may be a shock to students who have lived in the U.S. many years and didn't realize they were here illegally. If they arrived as children of illegal immigrants, a new law, the DREAM Act would allow them to apply for grants or to get in-state tuition rates at state colleges. However, it has not yet passed Congress.)

Invite a guidance counselor to come in to speak to your class to talk about the directions students might take. Have students take an interest inventory (usually on the computer) to see what careers they

might enjoy and have an aptitude for. Students can also look through college catalogs and visit college and technical school websites to get information. If possible, schedule a trip to a local technical school and a community college to visit classrooms and facilities and to speak with admissions directors there.

Make students aware that there are some technical schools that are "scams." The schools advertise on TV, have beautiful brochures, and promise great things, but deliver very little...the school may help a student sign up for a loan to pay the tuition, or even get a government grant for the student's tuition. Only after that does the student learn how poorly-run the school is. The classes have a series of poorly-paid teachers who quit; poor programs, and overpriced textbooks. They don't keep their promise to help students find jobs. Students may drop out when they find they are not learning anything, but they cannot get refunds. If they had taken out a loan to pay the tuition, they still have to pay back the loan. Advise students to visit the school, talk to current students, ask about the classroom conditions and the teachers. Use Google to search for (name of school) + complaints.

Events in September (pages 2 and 3)

Have students find the dates for each of the events in September 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. Ask students about any September holidays they celebrate in their home countries.

Labor Day Ask students if there is a Workers' Day in their home countries. (In many countries, that will be International Workers Day on May 1.) *How is Labor Day celebrated?* Ask questions such as: *Are you or is anyone in your family a member of a workers' union? What is the purpose of a union?* Point out the large middle class in the United States was made possible by unions. Unions obtained more pay for workers, fewer hours, and safer working conditions. However, years later, many companies moved their businesses away to places where they could get cheaper labor. First they left the northern states and moved to the South. Then they

moved to other countries where there were workers eager to have jobs and laws against unions.

Have students look at the labels on their clothing to see where they were made. Have them look at their binders, notebooks, handbags, wallets, and other items. *Which items are made in the U.S.A.? Which were made in other countries?*

Grandparents' Day Ask questions, depending on the age of your students, such as *Where do your grandparents live? Do you see them often? Do you write or call them? What did you learn from them? (Are you a grandparent? Do you often see your grandchildren? What can you do for, or teach your grandchildren?)*

Have students work in small groups of three or four telling stories they heard from their grandparents. Have students bring in photos or draw their grandparents' pictures. Draw a simple family tree on the board (maybe your own.) Have students draw their family trees. Review and define terms for extended family members: *aunt, uncle, cousin, niece, nephew, mother-in-law, etc. step-father, foster-brother, half-sister, great grandmother, ancestor, descendent, as well as deceased, and passed away.* Have students work in groups to talk about their family trees with each other. They can tell the names and occupations, birth places, etc. of the people in their family if they know them. For more on teaching family trees, see www.eslcafe.com and search for "family trees."

Patriot Day This day commemorates the events of 9/11/2001. (Not to be confused with Patriots' Day which is celebrated April 19 in Maine and Massachusetts.) Elicit students' knowledge of the events of 9/11/2001. Have advanced students research and report on the event. Suggest www.historycentral.com; "2001-9/11 attack on New York and Washington" for more information.

Hispanic-Heritage Month Explain the meaning of *Latino*, and its synonym *Hispanic* (*Latino* = from Latin America, where languages descended from Latin are spoken; *Hispanic* = from Spain/Spanish speaking origins.) Use a world map to point out countries where Spanish is spoken, and the areas of the U.S. that were originally owned by Spain (Florida), or by Mexico (southwestern states and Texas). Have students locate and list place names in the U.S. that are Hispanic. (Hint: Look for *El, Las, Los, Las, San, Santo/Santa* in place names or endings such as *-ado, -edo, -ido, -on, and -ona*. Have any Hispanic students in the class teach others to count from one to ten, and a simple song in

Spanish. (*La Cucaracha* is a favorite from Mexico.)

Bring in samples of Hispanic foods to taste; play a variety of Hispanic music. Have a student or guest come in to teach a Spanish dance.

Constitution Day Have students look at the photo of people taking the Oath of Allegiance. Ask questions such as: *What are these people doing? What are some qualifications for becoming a U.S. citizen? What are some rights that citizens have? (Vote in elections, get a government job, have an American passport, pride.) What are some responsibilities of a citizen? (Obey the laws, vote, be a good neighbor, teach your children good manners, pay taxes, etc.) Why are they taking the oath on September 17?*

Rosh Hashana and Yom Kippur Ask any Jewish students in your class (or invite a Jewish person to your class) to explain the practices and meanings of *Rosh Hashana* and *Yom Kippur*. Point out that *Yom Kippur*, Ramadan, Good Friday, Lent, some Hindu holy days, and some Buddhist holy days all contain the idea of fasting or sacrifice. Have students who practice fasting tell the rules for fasting in their religion, and tell the purpose of their fast days.

This is your page (page 4)

Read the stories and discuss any similar events in their own lives. *What were the most important three words that you learned in English? Do you carry a bilingual dictionary with you? Have you ever gone to a potluck supper? What did you bring? What can a person do if their name sounds funny or bad in English? In what way was the U.S. different from what you expected? Is the tipping system a good idea or bad? Have you ever had a volunteer job? What did you do?*

Ask Elizabeth (page 5)

Objectives: Students will recognize passive sentences in this month's newspaper and be able to tell what they mean in active terms. Students will be able to define the terms *active, passive, subject, verb, direct object, and agent.*

Procedures: Show the differences between active and passive sentences. Read the sample sentences on page 5 at random. Have students raise one finger if the sentence is active, and two fingers if it is passive. Have students work in pairs to find 10 additional passive sentences in the newspaper, copy them, and then write them in the active voice. Write some on the board.

Heroes and History (page 7)

Objectives: Students will be able to tell what a Constitution is, and why the U.S. needed one in 1787. They will be able to name four people who helped to write the Constitutions. They will be able to name the three branches of government and their role in making and enforcing laws.

Procedure: Divide the articles into short sections. Assign a section to a pair of students to "digest" together. Have each pair teach the class about their section. Read the *Preamble to the Constitution* aloud with the class. Explain that this was written to explain the purpose of the new Constitution. Clarify the meanings of vocabulary. Invite advanced students to memorize it, as American students do. For High School students and older: See *The U.S. Constitution in Simple English* at our website.

Hurricane Season (page 9)

Objectives: Students will be able to tell where and how hurricanes form, the general path they take, and the parts of the country that can be affected. Elicit from students what preparations they need to make if hurricanes come to your area. Talk about the categories of hurricanes, point out that the category refers only to the wind speed; any hurricane can spin off thunderstorms and tornadoes and drop enough water to cause floods and dangers.

ANSWERS

- | | |
|----------------------|---------------------|
| 1. b | 16. F (Delaware) |
| 2. a | 17. T |
| 3. c | 18. F (floods) |
| 4. d | 19. F (warm) |
| 5. a | 20. T |
| 6. a | 21. F (grant) |
| 7. c | 22. C (festival) |
| 8. a | 23. H (compromise) |
| 9. d | 24. J (potluck) |
| 10. a | 25. A (asylum) |
| 11. F (workers) | 26. E (achievement) |
| 12. F (autumn) | 27. G (term) |
| 13. T | 28. I (amendment) |
| 14. T | 29. B (requirement) |
| 15. F (Spain/Mexico) | 30. D (crisis) |

September 2014 Quiz I

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

- _____ 1. More than 60,000 children have crossed the border between _____ and _____ in the past 9 months.
- Mexico and Nicaragua.
 - the U.S. and Mexico.
 - Guatemala and Honduras.
 - the U.S. and El Salvador.
- _____ 2. The children hoped to get _____
- asylum, as refugees.
 - sent home to their own countries.
 - a job with the Border Patrol.
 - a visa to the United States.
- _____ 3. One of the problems at the border is
- there are too many judges and courtrooms to handle the cases.
 - most of the children are under 8 years old.
 - some of the children are sick.
 - the children are all healthy.
- _____ 4. Who asked Congress for \$3.7 billion dollars to pay for more judges and more care for the children?
- the president of Honduras
 - vice president Biden
 - the Border Patrol
 - President Obama
- _____ 5. Some Americans are afraid that the teenage boys at the border
- are members of criminal gangs.
 - will take jobs away from illegal immigrants.
 - want to please the American voters.
 - will soon be bilingual.
- _____ 6. The SAT and the ACT are tests to get into
- colleges.
 - technical schools.
 - apprenticeships.
 - private high schools.
- _____ 7. Students can get _____ to help them pay for college.
- a diploma
 - goals
 - grants and student loans
 - advanced placement classes
- _____ 8. Passing the General Education Development test (GED) can take the place of a _____
- college degree.
 - high school diploma.
 - technical school certificate.
 - medical school degree.
- _____ 9. Students can learn job skills in a (an) _____ program where they work with an expert in carpentry, plumbing, electricity, car repair, etc.
- scholarship
 - sports
 - GED
 - apprenticeship
- _____ 10. A person can learn to cook, cut hair, fix computers, repair cars, etc. at a
- technical school.
 - university.
 - middle school.
 - driving school.

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. Labor Day is a day to honor grandparents.

- _____ 12. Spring begins September 23.

- _____ 13. The Jewish New Year is called Rosh Hashana.

- _____ 14. Constitution Day is September 17.

- _____ 15. Many Hispanic people live in parts of the U.S. that once belonged to France.

- _____ 16. New Jersey was the first state to ratify the Constitution.

- _____ 17. The highest court in the U.S. is called the Supreme Court.

- _____ 18. Heavy rains from a hurricane can cause earthquakes.

- _____ 19. Tropical storms form over cold ocean water.

- _____ 20. The most dangerous hurricane is a Category 5 hurricane.

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. asylum | F. grant |
| B. requirement | G. term |
| C. festival | H. compromise |
| D. crisis | I. amendment |
| E. achievement | J. potluck |

- _____ 21. A _____ is money that a person does not need to be paid back.
- _____ 22. A _____ is a public event to celebrate a holiday or season with music, art, crafts, food, etc.
- _____ 23. A _____ is an agreement in which each side gives up something they want.
- _____ 24. A _____ is a party where each person brings a dinner or dessert or salad.
- _____ 25. Some countries give _____ to refugees who have left their country because of danger to their lives.
- _____ 26. Something that a person has worked for and accomplished is an _____.
- _____ 27. A senator is elected for a six-year _____ in office.
- _____ 28. A change to the Constitution is an _____.
- _____ 29. A high school diploma is a _____ for entering college.
- _____ 30. A _____ is a dangerous condition and needs quick action.