



Dear Colleagues: Another event-filled school year is coming to a close. I hope you are among the teachers who are paid fairly. The world may not reward you in income or sufficient acknowledgement, but memories of you will be in your students' hearts forever. You are the gatekeepers to communication and surviving in the United States. That's big.

Sign up at our website **ElizabethClaire.com** to receive monthly links to the supplementary materials for each month's issue. Also, we want your feedback! Email us at **ESL@elizabethclaire.com**. Let us know what went well this year for you with **Easy English NEWS**, and how we can improve for next year.

My new book, **American Manners and Customs-2** was published this year. Together with **American Manners and Customs-1** readers will have great summer reading. You and they can use the coupon on page 11 to order one or both books to get free shipping. If students won't be in your class next year, invite them to subscribe to **Easy English NEWS** on their own. (Remind them that we don't publish in July or August, and that their subscription will begin in September.)

*Elizabeth Claire and Adelaide Coles*

### **Here come the self-driving cars! (pages 1 and 9)**

**Objectives:** Students will be able to tell the various driver assists that today's new cars have and the many computer devices that self-driving cars will need. They'll be able to tell of the promises and of the dangers, so far, of driverless cars.

**Procedures:** Elicit anything students have seen on TV or read in the news about self-driving cars. Ask questions such as *Do you think cars without drivers will ever be safe? Would you ride in one? What are the problems these cars might have?* Then read the article. Ask some advanced students to research the progress that one of the several auto companies are making.

### **Places to buy clothes (pages 1 and 10)**

**Objectives:** Students will be able to tell four places to buy new clothes, and five different low-cost places to buy clothes.

They'll be able to tell how to buy clothes without leaving the house. Students will know how to return items for a refund or store credit.

**Procedures:** Ask questions such as: *What stores around here sell clothing? Where can you get clothes at bargain prices? Have you ever been to a garage sale? Tell about it. Have you ever returned an item you bought? What happened? How can you return something you bought from a catalog or an online website?*

Read the article and confirm students' understanding. Have students work in front of the class to give a role play of returning an item to customer service. **Sample:** (Write this on the board for lower level students.) "I'd like to return this (sweater)." "Do you have a receipt?" "Yes, here it is." "What's the reason for the return?" "It doesn't fit me." "You bought this 3 weeks ago. We can only give you store credit." "What's that?" "You can spend it in the store." "Thank you." "Sign this."

### **Events in June and July (pages 2 and 3)**

Have students find the dates on the calendars for each of the events in June and July and write the events on the calendars. Also, have students write in any school events and personal events. Ask what holidays are celebrated in their home countries in June and July.

**Flag Day** Not all other countries instill the strong and personal reactions to their flags that Americans do. Ask students questions such as: *What do the symbols in your flag mean? Do people say anything special to or about the flag?* Invite students to learn the **Pledge of Allegiance** and the meaning of the words. Point out that these words express an ideal, even if it is not always happening. Students who are not aiming to become citizens should stand during the pledge but not say the pledge. Talk about the purposes for a flag. (Patriotic feelings; war identification, ID for ships, planes, and products.) Listen to sing *The Star Spangled Banner* and *It's a Grand Old Flag*. Teach flag manners.

**Graduation** Discuss graduation dates, procedures, and ceremonies at your school.

Discuss credits and requirements for graduation at your school. Point out the financial value of a high school diploma and further training or education.

**Weddings** Discuss reasons why June is a popular time for weddings. Ask questions such as: *What is a popular time for weddings in your home country? Ask students to tell about their wedding. What kind of wedding would you like? How did you meet your spouse? What promises do the bride and groom make to each other? Are there other promises they should make?*

**Father's Day** Have students talk about their fathers or other men in their lives who have helped them or influenced them. Make a chart on the board of typical household 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, themselves, or nobody.

A good percentage of kids will not have dads in the home, so use sensitivity here. On the other hand, they may need good role models and positive ideas for what a dad can do, so don't skip the article. Many a fatherless child became a good father.

**Juneteenth** Have students imagine the jubilation of slaves in the South when they realized they were free to leave their masters. For a number of years, while the northern armies were stationed in the South, former male slaves could vote and run for office, and many did. People came from the North to run Freedmen schools to teach former slaves to read and write. Juneteenth is a day or a whole month with marked with celebrations, picnics, and speeches. It is a time for rejoicing in freedom and making plans for self-improvement and the future.

**Summer begins** Ask students about summer plans, work, summer school, vacation or travel. *Is there a break from school in the summer in your native countries? How long is it? What is your opinion of the U.S. custom of a 10-week break from school?*

**Eid al-Fitr** Have a Muslim student explain the holiday to the class. Alternately, invite a Muslim from outside

your class in to explain the customs, rules, and practices of this day.

**Independence Day** There were democracies in the ancient world, but the U.S. was the first to reinstitute democracy in the modern world. Our revolution and Declaration of Independence formed an example for countries that followed in the desire for independence and a constitution: France, Mexico, the countries of South America, etc. Read the famous second paragraph of the Declaration of Independence.

Use a time-line to help students get a sense of when things happened: 1607-1775: Colonies ruled by Great Britain. 1763-1775: Great Britain passes taxes, makes laws for the colonies taking away rights, and sends soldiers to the American colonies. 1775: War Begins. 1776: Declaration of Independence. 1781-1789, government under Articles of Confederation. 1781: War ends. 1783: Great Britain signs the Treaty granting independence to the U.S. 1787: U.S. writes a Constitution. 1789: George Washington becomes the first president. See the Declaration at: [ushistory.org/declaration/document](http://ushistory.org/declaration/document)

#### This Is Your Page (page 4)

Have students read the stories and talk about related issues in their own experience. Ask questions such as: *Have you ever carpooled to go someplace? Have you ever seen street performers in the city or on a train? Why do you think performers work in the streets? Do people keep rabbits for pets in your home country? Jingbo Zhang was thoughtful of the neighbors downstairs and did something about the noise the chairs were making. Are you a thoughtful neighbor? What other ways can you think of to be thoughtful about your neighbors' needs?*

#### Ask Elizabeth (page 5)

Read the article and discuss summer activities for improving English and for continuing education. Brainstorm additional practical activities. Have students set goals for themselves of new vocabulary to learn, books to read, conversations to have, and movies to watch in English. See if the guidance office has postings for summer jobs appropriate for your students. If working papers are needed in your state, have the guidance counselor come in to the classroom to explain, or get the information yourself to share with the students.

#### Ask a Speech Coach (page 5)

**Objectives:** Students will be able to tell when they hear the differences among terminal *n*, *ŋ* and *ng*. They will be able to produce each in the appropriate words

**Procedures:** Read Gene Zerna's article and practice the different exercises. The distinction between the plosive *ng* and the purely nasal *ŋ* is significant in that there are some words that can be confused. Some minimal pairs for practicing hearing and making that distinction *kin/king; thin/thing; ton/tongue; pan/pang*. Many people may pronounce the *g* in *king, thing, etc.* because they see the *g* in print. Students may also very frequently hear *goin', doin'* etc. in others' rapid speech. Point out that that is *informal*. *Formal* speech would have the *ŋ* sound in those words: *goiŋ, doiŋ*, but not a plosive *g* after the *ŋ*.

#### Acadia National Park (page 6)

**Objectives:** Students will be able to locate Maine, the Atlantic Ocean, Acadia National Park, Mount Desert Island, and Bar Harbor on a wall map. They will be able to explain why wealthy people built homes there before the days of air conditioning, and why people still go there today.

**Procedures:** Ask questions such as: *What do you do in the summer when it is extremely hot? What is your favorite way to keep cool? Does air conditioning affect your choices of where to be? How do you think air conditioners changed the way people live?* (For example, the population of the South has increased greatly because air conditioning made it easier to live and work there.)

Ask students if they recognize the names *Rockefeller, Astor, Vanderbilt, Henry Ford*. These are some of the wealthy people who built summer "cottages" (of 20 to 30 rooms) on Mount Desert Island. *Why would rich people give a lot of their land to the American people?* After reading the article, have students imagine a trip to Acadia National Park. What activities would they choose?

#### A Tall Tale: Paul Bunyan (page 7)

**Objectives:** Students will be able to explain what a tall tale is, and recognize ways to exaggerate facts. They will be able to relate at least 10 things that are exaggerated in the story. They will be able to retell tall tales from their own language, and learn how to write a tall tale of their own.

**Procedures:** Explain the term *tall tale*, and the word *exaggeration*. Have students read and enjoy the story in class or for homework. Ask students to tell which parts of the story are possible and which are impossible. Have students tell any tall tales about characters in their own language. Teach structures such as: *He was (taller, older, smaller, smarter, etc.) than a (pine tree). He was so (tall) he could .....* Have students practice sentences with adjectives such as *small, rich, smart, young, funny, poor, foolish*, and so forth.

Have the class choose an adjective (*rich, thin, tall, smart, clean, dirty, popular, lonely, studious, lazy, ambitious, greedy, kind, animal-loving, neat, fearful, brave, foolish*, etc.), and create a story together about a character that has an exaggerated amount of that quality. Decide on a name, and how to make that funny. Decide on a birthplace. Have students dictate sentences about the early signs the person showed of that quality. Then the actions of the person as he or she was growing up...Write the sentences on the board as students volunteer them. Have students read their story and copy it.

Then have students each choose any of the above adjectives, and create their own tall tale. Collect the writings, help with grammar, etc, and return for students to improve. When finished, have students read their tales in class.

#### ANSWERS

- |                      |                          |
|----------------------|--------------------------|
| 1. b                 | 17. F (Great Britain)    |
| 2. a                 | 18. F (taxation)         |
| 3. c                 | 19. F (July)             |
| 4. b                 | 20. F (Thomas Jefferson) |
| 5. d                 | 21. E (paw)              |
| 6. d                 | 22. B (bargain)          |
| 7. c                 | 23. A                    |
| 8. b                 | (valedictorian)          |
| 9. a                 | 24. I (ox)               |
| 10. b                | 25. J (witness)          |
| 11. F (Father's Day) | 26. D (vehicles)         |
| 12. F (50 stars)     | 27. H (catalogue)        |
| 13. F (liberty)      | 28. G (malfunction)      |
| 14. F (bad)          | 29. C                    |
| 15. T                | (autonomous)             |
| 16. T                | 30. F (chores)           |

**June 2018 Quiz I**

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

- \_\_\_\_\_ 1. Last year there were almost \_\_\_\_\_ car crashes in the United States.
- forty thousand
  - six million
  - one hundred fifty thousand
  - 230.6 billion
- \_\_\_\_\_ 2. The main cause of the car crashes was
- the driver.
  - the car.
  - the roads.
  - highway police.
- \_\_\_\_\_ 3. Self-driving cars won't do these things:
- stop at stop signs.
  - avoid obstacles in the road.
  - get tired or drive drunk.
  - change lanes.
- \_\_\_\_\_ 4. Self-driving cars use radar, cameras, and LIDAR sensors to
- map a direction based on GPS signals.
  - see where it is going.
  - communicate with passengers.
  - warn other cars that they are on the road.
- \_\_\_\_\_ 5. When many cars are self driving,
- people will stay home.
  - there will be more auto crashes.
  - there will be more pollution.
  - many people will lose their jobs.
- \_\_\_\_\_ 6. Tall tales are
- stories about very large people.
  - true stories from history.
  - stories about U.S. presidents.
  - stories with many exaggerations.
- \_\_\_\_\_ 7. Paul Bunyan was
- a president of the U.S.
  - a farmer in the North Woods.
  - a logger in a tall tale.
  - a very large blue ox.
- \_\_\_\_\_ 8. Paul Bunyan's family moved to Minnesota because
- there were good jobs there.
  - Maine was not big enough for Paul.
  - they wanted Paul to get a good education.
  - Paul could grow up to be president.
- \_\_\_\_\_ 9. One winter, it was so cold that
- even the snow turned blue.
  - Paul blew out all the lanterns.
  - Paul ate 30 bales of hay before breakfast.
  - loggers hung laundry on Babe's horns.
- \_\_\_\_\_ 10. Paul's big water tank had a leak, and
- the water formed the lakes in Minnesota.
  - the water became the Mississippi River.
  - that was enough water for Paul's breakfast.
  - that straightened out the twisting logging roads.

## 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 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. A couple may get married by a justice of the peace.  
\_\_\_\_\_
- \_\_\_\_ 17. Spain had 13 colonies on the east coast of North America.  
\_\_\_\_\_
- \_\_\_\_ 18. The colonies’ leaders said that “Communication without representation” was wrong.  
\_\_\_\_\_
- \_\_\_\_ 19. June 4, 1776 is the birthday of the United States.  
\_\_\_\_\_
- \_\_\_\_ 20. George Washington wrote the Declaration of Independence.  
\_\_\_\_\_

## 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. valedictorian | F. chores      |
| B. bargain       | G. malfunction |
| C. autonomous    | H. catalogue   |
| D. vehicles      | I. ox          |
| E. paw           | J. witness     |

- \_\_\_\_ 21. An animal’s foot is called a \_\_\_\_\_.
- \_\_\_\_ 22. A low price for something that usually costs more is a \_\_\_\_\_.
- \_\_\_\_ 23. The person in a graduating class with honors for the highest grades is the \_\_\_\_\_.
- \_\_\_\_ 24. A large animal that can pull heavy wagons is an \_\_\_\_\_.
- \_\_\_\_ 25. A person who sees an event or an accident is a \_\_\_\_\_.
- \_\_\_\_ 26. You can get a driver’s license at the Division of Motor \_\_\_\_\_.
- \_\_\_\_ 27. You can buy clothing from a \_\_\_\_\_.
- \_\_\_\_ 28. I got mad when my new TV started to \_\_\_\_\_.
- \_\_\_\_ 29. A car that drives itself is \_\_\_\_\_.
- \_\_\_\_ 30. Jobs that have to be done every day around the house are \_\_\_\_\_.