



Dear Colleagues:

Is this your last issue for the year? If so, have a great summer! Our June issue will have June holidays, plus the 4th of July.

Thank you for keeping *Easy English NEWS* going year after year. We love being a part of your classroom. There will be a price increase for the next school year, but if you order before June 30, 2018, you can get this year's prices.

### **Teachers walk out! (pages 1 and 9)**

As a teacher, you'll be able to give your own insights into the teacher strikes, what a teacher's job entails, and the job requirements. Sadly, many "born teachers" who should be in our schools can't all afford to take the low salary. **Objectives:** Students will be able to describe conditions that led to teacher strikes in four or more states (we don't know if more will strike after we go to press.) They will be able to tell what teachers are asking for in various states. Students will gain an appreciation for the profession, and thank their teachers for what they do.

**Preparation:** See [www.nea.org/home/70716.htm](http://www.nea.org/home/70716.htm) for statistics about schools and teachers in your state. Bring in any developments of the teacher strikes, the agreements, and any additional states in the news. Are teachers in your state planning anything?

**Procedures:** Elicit anything students have seen on TV or read in the news about the teacher strikes in February, March, and April. Have them locate West Virginia, Oklahoma, Arizona, Colorado, and Jersey City (NJ) on a wall map. Ask questions such as: *Have you ever been in or seen a strike? What's the condition of your textbooks in your textbooks? Does the school building have any problems? Is there anything you think your school needs?*

Ask students to make a list of tasks that they think that teachers do. Write these on the board. Point out any additional things that teachers do that are "invisible" to students. (Mountains of paperwork, for example.) Read the article and discuss reasons for the strikes. Explain the laws about government workers going on strike

and the punishments in your state. *How would you feel if teachers in your school went on strike?*

Elicit stories of the best (and worst) teachers they had in their home country. Have students research to find out the starting salary for teachers in your state and in their home country. Compare with the starting salaries for other professions. Have them look at the chart of starting pay for engineer, accountant, etc. and the expense of college. Ask: *Who loves to teach? Would you become a teacher? Or would you choose another profession?*

### **What's your size? (pages 1, 10, and 11)**

**Objectives:** Students will be able to state their sizes for shoes, socks, sweater, jacket. They will recognize terms such as *junior, misses, husky, slim, extra large, one-size-fits-all*, etc.

**Procedures:** Bring in several items of clothing with sizes printed on labels. Bring in tape measures and a yard stick. (If you have a class of students who may be sensitive about dress, sweater, or waist size, focus on shoe size). Have students work in groups of three to make a list of their measurements in inches: foot, chest/bust, waist, hips, inseam (crotch to ankle bone), head, arm length, neck, etc. Then, next to those measurements, have them write their sizes of shirt and shoes, for example.

Point out that men's and women's shoe sizes are different; that children's shoe sizes go from 0 to 13 and a half, then start again at 1. Point out that the size may be different for different brands of clothing. For example, a woman might need a size 10 in one brand of dress, but can fit into a size 6 in a more expensive brand of dress.

Bring in several garments (men's shirts, jackets, women's jackets, belts, etc.) and samples of cloth or clothing that is wool, cotton, polyester, leather, silk, knit, corduroy. Have students try on a garment. Teach the structures: *This is too small, This is too large, The sleeves are too short, The sweater is too tight, The waist doesn't fit, I don't like this color, I like this V-neck*, and so forth.

### **Events in May (pages 2 and 3)**

Have students find the dates for each of the events described in the month and write those in the calendar (Mother's Day, Armed Forces Day, Kentucky Derby, Memorial Day, Ramadan, etc.) Also any school events and personal events such as proms, birthdays, and anniversaries.

**Screen-free Week Objectives:** Students will be able to tell how much time they spend on screens, and tell what they might do instead during a week without them. Draw a pie chart on the board and discuss the 24-hour day. Demonstrate your own time allotments and fill them in on the chart in different colors if you have them. Sleep, work, travel to work, preparing meals, eating, showering and hygiene, exercise, homework, TV, cleaning, and Facebook/Instagram time if any. Ask students to make their own pie chart. Have them work with a partner to tell how much time they spend on each activity. Teach the structure: *I spend x hours (or minutes) sleeping/eating/talking to friends each day.* What will they do when the time on the pie chart for TV, Internet, Facebook, etc. is free? Brainstorm ideas for non-screen activities such as the ones on page 2.

**Asian-American and Pacific-Islander Heritage Month.** Have students locate Asia on a world map, and name China, Japan, Korea, India, Indonesia, Vietnam, Sri Lanka, Nepal, Laos, Cambodia, Myanmar, Singapore, Philippines, and Malaysia. Also look at the Pacific Ocean and identify islands such as Hawaii, Samoa, and Guam. What is your school doing to mark this month? Ask any Asian or Pacific Island students to demonstrate a skill from their own culture. Examples: teach chopstick use, *tai chi* moves, *feng shui* concepts, flower arranging, how to write their name in Korean, Japanese, Chinese, etc. Have them teach the class a few words, a short song, or how to count one to five in their native language(s).

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. Have them find the rivers, states, mountains, and cities in the U.S. that have Spanish names. (Recognize by *El, La, Los*,

*Las, San, Santa*, and endings such as *-ado, -ada*) Point out that many Mexicans have lived in these areas for generations, longer than European Americans. The states of Arizona, Texas, New Mexico, California, Nevada, Colorado, and Utah once belonged to the country of Mexico, but became part of the U.S. after the Mexican-American War. Ask any Spanish-speaking students teach others a simple song, days of the week, numbers one to five, etc.

**Kentucky Derby.** Have students ever heard of this event? Have them find the names of the horses that have qualified to run in this race, and pick a favorite they like. See [www.kentuckyderby.com](http://www.kentuckyderby.com). Click on *horses* and then on *Kentucky Derby Contenders*. Remind students to watch the race on TV to report to the class how their horse ran. Build horse and racing vocabulary: *jockey, starting gate, length, neck and neck, back stretch, finish line*, etc.

**Teacher Appreciation Day.** Have students write an essay about a teacher they had in their home country who helped or inspired them.

Ask students what their plans are for **Mother's Day**. Have students talk with a partner about the person who "mothered" them. Remembering Moms who have passed on is important to students too.

**Ramadan.** Invite a Muslim student to explain the meaning and their family's customs on this holiday.

**Armed Forces Day and Memorial Day.** Talk about the various branches of the Armed Forces. Ask if any students or their family members 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 Services make for this country. *Why is it important to remember those who have made that sacrifice for those of us who enjoy democracy?*

Invite a veteran (call the VFW [Veterans of Foreign Wars]) or National Guard person to speak to the class about the work of the Armed Forces or the importance of Memorial Day. Stress that it is also patriotic to work for peace and oppose wars. Encourage students to watch any parade planned for your community.

### This is your page (page 4)

Read the stories and discuss any applications in their own lives. Ask questions from *Let's Talk About It*, and

create other questions. Bring in a supply of pennies and nickels, plus a few dimes and quarters. Talk about the names of the people on the coins (Lincoln, Jefferson, Roosevelt, Washington). Sympathize with students that these coins don't bother to have a number on them to make it easy to tell what they are worth. And that the reverse sides of the coins have all different images (to depict geographical or historical events.) Ask about drivers' licenses in the class. Point out that states can give a photo ID card without the driver's test as well.

### Your family—Write about it! (page 6)

**Objectives:** Students will be able to name the different generations (parents, grandparents, great-grandparents) and other family relationships: sister, brother, son, daughter, wife, husband, aunt, uncle, cousin, etc. plus the in-law, step-, and foster-parent names. They will be able to create a family tree with themselves, their parents and other ancestors, and their own children and descendants. They'll learn the words for *divorced, deceased, born*. **Preparation:** Prepare a blank family tree as in the diagram in the newspaper on 8.5 x 11 paper, and duplicate enough for your class. Bring in photos of your own family members.

**Procedures:** Sketch a simple family tree on the board as in the diagram with yourself, naming the various relationships, and giving their names or fictitious names. Have students fill in the sample diagram of three generations of a family. Encourage them to prepare their own family history. Have them work in pairs or small groups to talk about their families. Have them tell the group about any interesting jobs, characters, or adventures of anyone in their family. Have them choose one of the topics in the article to write about for a class assignment.

There are online programs to search records for births, deaths, marriages, border crossings, etc. Google "(country) ancestor records" to see if there are any available. Some are free for a trial period, but beware of recurring charges if you don't cancel in time. **Ancestry.com** also has a DNA service (for a hefty fee) to analyze a person's DNA to show what parts of the world one's ancestors have come from.

### Filipinos in the United States (page 7)

**Objectives:** Students will be able to locate the Philippine Islands, Japan, Hawaii, and the West Coast states of the United States on a wall map. They will be able to tell some examples of Spanish influence

on Filipino culture and language. They will be able to tell why many Filipinos who come to the U.S. can speak English and are well-educated. They will give examples of how Filipinos protected themselves against discrimination and prejudice.

**Procedures:** Have students locate the Philippines on a world map, and then Hawaii and the states on the west coast. Point out the distinction between the terms *prejudice* (people's feelings about people from other groups) and *discrimination* (actions and laws that prefer one group over another.)

Ask questions such as: *What are some examples of discrimination in this school?* (Report card grades, passing and failing students, boys and girls bathrooms, requirements for taking algebra before geometry, requirements for English before graduating, sports ability to be on a baseball team, awards, etc.) *Are these fair ways to discriminate? How did the government, employers, and white people discriminate against Filipinos when they first came here? Are there any laws that discriminate against you? Have you felt prejudice against you? What can you do about it? Have you ever noticed prejudice that helped you? What did Filipinos do about discrimination and prejudice? How big is your family? Do you have godparents? Grandparents? Aunts and uncles? Cousins?*

### ANSWERS

- |                 |                    |
|-----------------|--------------------|
| 1. a            | 16. F (men)        |
| 2. b            | 17. T              |
| 3. d            | 18. F (May)        |
| 4. b            | 19. F (English)    |
| 5. d            | 20. F (red lights) |
| 6. b            | 21. I (influence)  |
| 7. c            | 22. D (nanny)      |
| 8. a            | 23. A (garment)    |
| 9. b            | 24. B (gratitude)  |
| 10. b           | 25. E (GPS)        |
| 11. T           | 26. G (plunger)    |
| 12. F (Spanish) | 27. C (kin)        |
| 13. F (Mexican) | 28. J (wallet)     |
| 14. F (Sunday)  | 29. H (screens)    |
| 15. F (horse)   | 30. F (petite)     |

**May 2018 Quiz I**

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

- \_\_\_\_\_ 1. Teachers in many states
- a) hadn't had a pay raise in ten years.
  - b) wanted to buy supplies out of their own pocket.
  - c) said that a 1-2% raise was good.
  - d) wanted larger classes.
- \_\_\_\_\_ 2. Teachers may have to pay fines, lose their jobs, or even go to jail if they
- a) protest.
  - b) strike.
  - c) go to the state capital.
  - d) teach more than 40 hours a week.
- \_\_\_\_\_ 3. "Teachers are *in loco parentis*" means that they
- a) want a raise.
  - b) are going on strike.
  - c) are like crazy parents.
  - d) are in the place of parents.
- \_\_\_\_\_ 4. Starting pay for teachers is \_\_\_\_\_ than starting pay for other jobs that need a college degree.
- a) 30 percent more
  - b) 30 percent less
  - c) twice as much
  - d) much higher than
- \_\_\_\_\_ 5. What percent of teachers leave teaching after their first five years?
- a) 1-2%
  - b) 5%
  - c) 20%
  - d) 50%
- \_\_\_\_\_ 6. The letter L on a tag on a garment means
- a) *label*.
  - b) *large*.
  - c) *ladies'*.
  - d) *little*.
- \_\_\_\_\_ 7. A dress shirt is
- a) a shirt for a woman.
  - b) a long shirt down to the knees.
  - c) a shirt worn with a suit.
  - d) a shirt for a Halloween costume.
- \_\_\_\_\_ 8. The size of men's pants needs two measurements:
- a) waist and inseam.
  - b) sleeve length and neck size.
  - c) the inches around the chest.
  - d) chest size and arm length.
- \_\_\_\_\_ 9. Misses' sizes are
- a) in odd numbers: 1, 3, 5, 7, 9, 11, 13.
  - b) in even numbers: 2, 4, 6, 8, 10, 12, 14.
  - c) for slim women and teens.
  - d) for women who need large sizes.
- \_\_\_\_\_ 10. When you buy clothing for an infant, you should know the infant's
- a) parents.
  - b) weight.
  - c) height.
  - d) favorite color.

**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. May is Asian-American and Pacific-Islander Month.  
\_\_\_\_\_
- \_\_\_\_\_ 12. The Philippine Islands were once part of the French Empire.  
\_\_\_\_\_
- \_\_\_\_\_ 13. *Cinco de Mayo* is an important holiday for Asian-Americans.  
\_\_\_\_\_
- \_\_\_\_\_ 14. Mother’s Day is the second Monday of May.  
\_\_\_\_\_
- \_\_\_\_\_ 15. The Kentucky Derby is a car race.  
\_\_\_\_\_
- \_\_\_\_\_ 16. All students 18 to 25 years old must register for the Selective Service System.  
\_\_\_\_\_
- \_\_\_\_\_ 17. Specially-trained servicemen guard the Tomb of the Unknowns.  
\_\_\_\_\_
- \_\_\_\_\_ 18. Memorial Day is the last Monday of June.  
\_\_\_\_\_
- \_\_\_\_\_ 19. Filipinos had an advantage when they came to the United States because they could speak Spanish.  
\_\_\_\_\_
- \_\_\_\_\_ 20. Most drivers are careful to stop at green lights.  
\_\_\_\_\_

**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. garment   | F. petite    |
| B. gratitude | G. plunger   |
| C. kin       | H. screens   |
| D. nanny     | I. influence |
| E. GPS       | J. wallet    |

- \_\_\_\_\_ 21. Spain and America had a strong \_\_\_\_\_ on the Philippines.
- \_\_\_\_\_ 22. A full-time baby sitter is sometimes called a \_\_\_\_\_.
- \_\_\_\_\_ 23. A piece of clothing (shirt, dress, pants, etc.) is a \_\_\_\_\_.
- \_\_\_\_\_ 24. We should show \_\_\_\_\_ to people who help us.
- \_\_\_\_\_ 25. A \_\_\_\_\_ can help you drive to a place you haven’t been to before.
- \_\_\_\_\_ 26. You can use a \_\_\_\_\_ to fix a toilet that is blocked up.
- \_\_\_\_\_ 27. All of your family members are your \_\_\_\_\_.
- \_\_\_\_\_ 28. Keep your ID card and your money in a \_\_\_\_\_.
- \_\_\_\_\_ 29. Computers, TVs, and cell phones all have \_\_\_\_\_.
- \_\_\_\_\_ 30. \_\_\_\_\_ clothing is for short women.