



Quizzes and Teacher's Guide

February 2022

Dear Colleagues:

It seems like it wasn't that long ago that we were talking about the summer Olympics in Tokyo, but here we are, ready for the winter games. Some of the vocabulary will be the same between the two games, but some will be season specific.

The winter games looked like they were on track to be less affected by COVID-19 than the summer games. But the transmissibility of the Omicron variant has definitely complicated plans. The athletes were given guidelines called playbooks to outline how they should live for the 30 days prior to arriving in Beijing. They will also be expected to quarantine after arriving in Beijing and stay in an Olympic bubble during the games. These games are also complicated by the humanitarian issues in China. There should be a lot to discuss with your students where appropriate.

Go Team U.S.A.!

Carol Brigham

The 2022 Winter Olympics (pages 1 and 9)

Objective: Students will be able to tell where and when the Winter Olympic games will be held. They will be able to locate Beijing, China on a wall map. They will be able to tell the problems with the Beijing Olympics. Students will be able to list ten athletic events. They'll be able to tell about their own winter sports activities and skills.

Procedure: Elicit what students have already learned about the Olympics being held in Beijing. Have students locate the area on a map. Ask students about the sports they like to play and those they like to watch. Read the article and discuss. Have students report any Olympic news of athletes from their own countries who will compete in events in Beijing. If you are meeting in person, have "Olympics" contests in your class. Have students come up with events that can be done safely and quietly in a classroom. Examples: walking with a book on one's head; broad jump; team spelling; map identifications;

dictionary drills; oral vocabulary quiz; etc. Watch some of the qualifying contests for American athletes.

Life in the U.S.A. — Reading nutrition facts (pages 1 and 5)

Objectives: Students will be able to tell five forms of nutrients (protein, carbohydrates, fats, vitamins and minerals) and tell some foods that provide them. They'll be able to tell the meaning of junk food and give examples. Students will be able to read the nutrition facts on typical package labels and make decisions based on what they have learned.

Procedure: Bring in empty packages with legible nutrition labels on them. Explain that the U.S. has a law that says all packaged food must list the calories, protein, sugars, carbohydrates, on the labels. Ingredients in food must be listed in order of weight of each ingredient. So if wheat is the main ingredient, it has to be first. Point out that sugar might be the main ingredient in some breakfast cereals. Producers try to hide this fact by putting in several different kinds of sugar. That way sugar isn't listed first. Various sugar "disguises" are sucrose, dextrose, high fructose corn syrup, molasses, rice syrup, maltose, and maple syrup. A non-artificial sweetener they might safely use is Stevia, if they are concerned about highly sugared products (and they should be).

Events in February (pages 2 and 3)

Ask students about their own personal events, holidays, birthdays, anniversaries, and school activities that occur in February. Have them write these, plus the holidays and events mentioned in *Easy English NEWS* on a blank calendar.

African-American History Month:

Elicit from students why they think there is a special month for African-American history. Ask if they have special months for any groups or events in their home countries. *See page 7 to read about Bloody Sunday, one part of the struggle for the right to vote.*

Groundhog Day: Ask Students: *Is there any special event in your native country on February second?* (This day is half way between the winter solstice and the

spring equinox.) On February 2nd, take note of the weather. (The superstition says that if it is sunny, the groundhog will "see its shadow" and there will be six more weeks of winter.) On March 21, check the weather to see if the groundhog was correct. Discuss superstitions. Some examples: *The number thirteen is bad luck; breaking a mirror will bring 7 years of bad luck; it's bad luck to have a black cat cross your path*, and so forth. Elicit superstitions students have in their native cultures.

Chinese New Year: Have any Chinese or other Asian students tell about their customs for their new year. Lunar New Year (also called Chinese New Year) is celebrated in Mainland China, Hong Kong, Taiwan, Korea, Vietnam, Cambodia, Singapore, Thailand, Indonesia, Malaysia, and the Philippines. **Objectives:** Students will be able to describe four customs of the Lunar New Year.

Preparation: Read information about Lunar New Year on Wikipedia, and about the Chinese Zodiac and its superstitions, as well as customs for the New Year.

Procedures: Review customs for the Gregorian New Year (parties, count downs, drinking, noisemaking). Elicit what students already know about Lunar New Year. Mention that one third of the world celebrates this holiday. Bring in such things as tangerines, noodles, red envelopes, and pictures of tigers. Ask Asian students to describe what they do on Lunar New Year. *What customs of Lunar New Year are similar to December 31/ January 1 (Gregorian) New Year?*

Super Bowl: Ask about students' interest in American football. Do they play? Do they watch football on TV? Do they have favorite teams? The teams that will play in the Super Bowl have not been decided as we go to press. They'll be determined by the time you get the paper, however.

Valentine's Day: Ask questions such as: *What customs do you have in your home country for Valentine's Day? What are your plans for Valentine's Day?* Have students create Valentine cards for a classroom teacher, crossing guard, special friend, etc. to show appreciation. Stores sell packages of small valentines so elementary school

children can send one to each person in the class. Caution students about using terms such as “Honey” or “Sweetie” without knowing how the other person will react.

Brainstorm: *What is love? Are there different kinds of love? How do you know if you love someone? How do you show your love? How do you choose a life partner? How do you keep a partner? How do you want your partner to treat you?* Read **With All My Heart** on page 10. *What sayings about love or the heart do you have in your native language?*

Presidents Day: Objectives: Students will be able to recognize bills and coins that have Washington’s and Lincoln’s faces on them. They will be able to tell four things about each president and the years they were president.

Procedures: Elicit information from the students such as: *Who was the first president or leader of your home country? Are there any special stories about him or her that everyone knows? Is there a holiday to honor him or her?* Give each student a copper penny so they have a picture of Lincoln. Show Washington’s face on a quarter and a one dollar bill, and Lincoln’s face on a five dollar bill. Read and discuss the articles.

Search a local map of streets for presidents’ names. Use the internet to find businesses named for them. Also, look in the index under each state in an atlas to find cities with their names. *Why do Americans honor these men so greatly?* Write the two names on the board at the top of two columns and elicit what students already know about each. Then read the story about **George Washington**. *How is he similar to and different from the first leader in your country?* Point out that a writer, Parson Weems, created the story about George Washington and the cherry tree for school children. Have students make up fictional stories about famous people (or themselves) to illustrate good qualities such as honesty, courage, goodness, patience, generosity, persistence, strength, loyalty, etc.

Procedures for Abraham Lincoln: Ask questions such as: *Was there ever a civil war in your country? Why was it fought? When was it?* Elicit what students already know about the American Civil War. Then read the article about Abraham Lincoln. The full text of Lincoln’s Gettysburg address with an easy English explanation and Word Help are posted at our website **easyenglishnews.com**. Encourage advanced students to memorize and recite Lincoln’s version.

Income taxes: Students will be able to explain what a W-2 Form is, what a 1099 form is, and the difference between them. They will be able to tell four different taxes that are taken out of an employee’s paycheck, and what an independent contractor is. If you have students with jobs, mention that, in February, they should get a W-2 form from their employer in the mail. Point out that they may be entitled to a tax refund. Next month, **Easy English NEWS** will go into more detail about filing an income tax return, with a practice W-2 Form and 1040 Form.

This is your page (page 4)

Read the stories and discuss any applications in the students’ own lives. Ask questions such as: *Have you ever had trouble finding something in a grocery store? How did you find it? How many different languages do you speak? Have you ever had to use your other languages to help someone else? How do you make friends in new places? Do you like to go fishing? Do you fish in an ocean or in a lake?* In the story about making new friends, our writer took a child she didn’t know into her home. While we are glad that this situation worked out well for her, it is important to stress to your students that it is not usually a good idea to do this. If they find themselves in a similar situation, it would be better to wait at the bus stop with the child for the parent than to take the child into their homes.

America the Beautiful Death Valley (page 6)

Objectives: Students will be able to locate Death Valley on a map, tell how it got its name, and explain why it is a land of extremes. Students will be able to tell: what kinds of animals and plants live in Death Valley, what the daytime and nighttime temperatures are like, and five things to see in Death Valley.

Heroes and History Selma, Alabama, and “Bloody Sunday” (page 7)

Objectives: Students will be able to tell some of the ways southern laws made it impossible for black people to vote. They will be able to tell part of the story of “Bloody Sunday” and the Voting Rights Act.

Background: Elicit from students what they know about the U.S. Civil War, the end of slavery, and the reconstruction. It’s hard for newcomers to realize that racism could have been as bad as it was fifty and more years ago. Explain the “grandfather

laws” that said a man could vote without passing a reading test or paying a poll tax “if his grandfather had voted.” The story of the Ku Klux Klan (KKK) can be quite shocking to newcomers. This white terrorist organization has terrorized black people, Asian people, Jewish people, immigrants, and anyone who speaks up for them for many decades. The Ku Klux Klan exists today and there are other hate organizations with similar angry people.

Preparation: Ask students to watch one of the documentaries on YouTube about the fight for Civil Rights, such as *Selma, the Bridge to the Ballot*. Or watch the entire 2014 movie, *Selma*. Read the article, build the concepts and vocabulary, and they see the movie in 15 to 20 minute segments in class. Or have students watch it at home. Discuss and clarify what they see. Ask: *Who can vote in your home country? Are there tests people must take and pass before voting? Has there been any civil rights movement in your home country?*

With all my heart (page 10)

There are many sayings in English that involve the heart. Some of them are straightforward and some of them are idiomatic. Discuss these phrases with your class. Have them practice using them in conversation.

ANSWERS

- | | |
|---------------------------|----------------------|
| 1. c | 16. T |
| 2. c | 17. F (shadow) |
| 3. b | 18. F (day) |
| 4. d | 19. F (protein) |
| 5. a | 20. T |
| 6. b | 21. E (pasta) |
| 7. c | 22. D (sweethearts) |
| 8. a | 23. C (compete) |
| 9. d | 24. F (species) |
| 10. b | 25. H (permission) |
| 11. T | 26. J (superstition) |
| 12. F (football) | 27. I (ban) |
| 13. F (men) | 28. A (admired) |
| 14. F (Valentine’s Day) | 29. G (host) |
| 15. F (George Washington) | 30. B (gain) |

February 2022 Quiz I

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

- _____ 1. The Olympic Winter Games are held every
- a) winter.
 - b) two years.
 - c) four years.
 - d) six years.
- _____ 2. Athletes from _____ countries will compete in Beijing.
- a) fifteen
 - b) twenty-three
 - c) eighty-seven
 - d) one hundred ninety two
- _____ 3. Beijing is the capital city of _____
- a) Japan.
 - b) The People's Republic of China.
 - c) Russia.
 - d) Taiwan.
- _____ 4. There is a _____ hour difference between Beijing time and U.S. Eastern time.
- a) four
 - b) six
 - c) nine
 - d) twelve
- _____ 5. Russia was banned from the 2022 Olympics because
- a) their athletes used steroids in 2014.
 - b) they are enemies of China.
 - c) the Olympics were in Russia last time.
 - d) they have a communist system.
- _____ 6. Selma is in the state of
- a) Washington.
 - b) Alabama.
 - c) Georgia.
 - d) Massachusetts.
- _____ 7. The Fifteenth Amendment to the U.S. Constitution gave _____ to adult male citizens of any race.
- a) freedom of speech
 - b) the right to marry
 - c) the right to vote
 - d) freedom from slavery
- _____ 8. The Ku Klux Klan is
- a) a white terrorist group.
 - b) a group of people who work for voting rights.
 - c) a group of state police.
 - d) a group of black people who kept whites from voting.
- _____ 9. Martin Luther King, Jr. led a _____-mile march from Selma to Montgomery.
- a) 2
 - b) 5
 - c) 16
 - d) 54
- _____ 10. In 1965, _____ passed the Voting Rights Act.
- a) Montgomery
 - b) Congress
 - c) the Ku Klux Klan
 - d) Martin Luther King, Jr.

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. February is African-American History Month.

- _____ 12. On Super Bowl Sunday, two great basketball teams will play each other.

- _____ 13. The 15th Amendment gave black women the right to vote.

- _____ 14. Presidents Day is a special day for sweethearts and lovers.

- _____ 15. The first president of the United States was Lyndon Johnson.

- _____ 16. Lincoln made a famous speech after a battle at Gettysburg, Pennsylvania.

- _____ 17. An old superstition is: “If a groundhog sees his brother on February 2, there will be six more weeks of winter.”

- _____ 18. The average person who weighs 150 pounds needs 2,000 calories from food each week.

- _____ 19. Carbohydrate is the nutrient for building and repairing muscles.

- _____ 20. Empty-calorie foods do not have many valuable nutrients in them.

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. admired | F. species |
| B. gain | G. host |
| C. compete | H. permission |
| D. sweethearts | I. ban |
| E. pasta | J. superstition |

- _____ 21. Sarah likes to eat _____ with red sauce on it.
- _____ 22. Jim and Susie are high school _____.
- _____ 23. Athletes will _____ in the Olympic Games in Beijing.
- _____ 24. There are many different _____ of animals in Death Valley.
- _____ 25. The boy asked his mother for _____ to go to the park.
- _____ 26. *Opening an umbrella indoors brings bad luck* is an example of a _____.
- _____ 27. To forbid an action, a product, or speech is to _____ it.
- _____ 28. Lucy _____ Jill’s beautiful new coat.
- _____ 29. A city can _____ an event such as the Winter Olympics.
- _____ 30. If you eat more calories than you need, you will _____ weight.