



Dear Colleague:

Our hearts are broken for the families devastated by the storms on December 10 and 11. It is never easy when tragedy like this happens, but it is even harder when it is so close to the holidays. We hope that your families are safe and send our deepest sympathy to those involved.

January is a good time to talk about new beginnings, hopes and dreams for the new year, and goals that students want to accomplish. The organic conversation that can come from these topics is a great tool to help students with listening and speaking skills.

Wishing you all a very happy and prosperous new year. Cheers to 2022!

Carol Brigham

A Record-breaking Storm (page 1 and 9)

The news of the deadly tornadoes in Arkansas, Kentucky, Tennessee, Illinois, and other states came just as we were preparing to go to press. We thought it was important to write about it as it was happening. There will be more information about the aftermath of the storms, damage, and clean-up between when we went to press and when you talk about this with your students.

Preparation: Watch and read the news to get any more up-to-date information about the storms. If you have tornado drill procedures for your classroom/school, have those available for your class to talk about. Print out a map of the U.S. or use a wall map to show the states where tornado alley is and where these tornadoes happened.

Objectives: Students will be able to tell what a storm front, supercell, and tornado are. Students will be able to explain why this storm may be record-breaking. Students will be able to locate the states where the tornado hit on a map of the U.S.

Procedures: Ask students what they have already heard about the storms.

Read the story together in class in whatever way is appropriate for your students. Ask questions like: *What is a supercell? What did the supercell form? Where did it form? Where was the most damage? What buildings were destroyed by these tornadoes?* Point out where tornado alley is on a map. Have students locate the states where this tornado was on the map. Have them compare these locations with tornado alley. Discuss the likelihood of having tornadoes in your area. Ask: *Do you have a family plan for what to do in a tornado warning? What is it? Have you ever been in a tornado in the U.S.? Do you have tornadoes in your home country? Have you ever been in one there?* Discuss plans for the classroom or school if you ever have a tornado drill or warning.

Life in the U.S. — What's inside? (pages 1, 10, and 11)

Objectives: Students will be able to tell the brand name, the contents, the description, and the weight on various packages. They will be able to tell the importance of the expiration date or use by date. They will be able to tell how to cook a product by reading the label, and be aware of safe ways to handle the product after the container is open.

Procedure: Bring in several empty cans (being sure that they have no sharp edges), empty boxes, packages, etc. of common foods such as soup, corn, beans, spaghetti, peanut butter, rice, jam, tomato sauce, tuna fish, etc. Have students work in pairs to list the product name, the brand name, the weight, the description, the cooking instructions, and any safety instructions. Students can give an oral presentation about the product, or write a description of it.

Events in January (pages 2 and 3)

Ask students about events and holidays, birthdays, anniversaries, and school activities that occur in January. Have them write these, plus the holidays and events mentioned in *Easy English NEWS* on the calendar on page 2.

New Year's Day: Discuss new beginnings and the times of year that

people feel they can make important changes in their lives. (Their own culture's new year, the first day of school, their birthday, any Monday, the first day of spring, right now, and so forth.) Ask them to make a list of the goals they want to accomplish by the end of January, by the end of the school term, by the end of 2022, and in the next five years. Have students share some of their goals with the class. Discuss the idea of a resolution: a firm promise to oneself to make a change or accomplish some goal. Help students express their resolutions clearly and put them in writing. Have them ask a friend or family member to remind them of their resolutions.

Calendar: With so few holidays in January, we have the opportunity to do a "cross cultural" discussion of the calendar. Bring in almanacs, a calendar, and non-western calendars. Westerners may know why we use a seven-day week (The Bible says that God made the world in six days and rested on the seventh, so the Jews, then the Christians had a 7-day week.) The early Romans had an 8-day week. The week was 10 days long in other places. The subject of the calendar suggests many research topics: *Why do we divide a day into 24 hours, an hour into 60 minutes and a minute into 60 seconds? Why is Sunday the first day of the week? Which day is the day of rest for Jews? Christians? Muslims? Buddhists?* Teach the rhyme "Thirty days has September." Have students work in pairs or small groups to create a calendar from scratch. Discuss: *How many days would be best in a week? What days would you go to school or work? What would you name the days? Would you have months or some other unit of time to divide the year? What would you name the months or seasons? When would be the best time for the new year to begin?*

Orthodox Christmas: Have an Orthodox Christian in your class or from the community tell about their family's customs on the holiday.

Martin Luther King, Jr. Day: Ask students what they know about Martin Luther King, Jr. Write some of the things they say on the board. Read the article,

then return to the board to correct any facts or add new information. For the text of the entire speech and a video recording of Martin Luther King, Jr., go to: www.americanrhetoric.com/speeches/mlkihadream.htm. Have students learn a small piece of it by heart. Ask about discrimination in their home countries, and any discrimination or prejudice they feel here. *Where do you like to sit on a train, plane, or bus? How would you feel if a law said you had to sit in a certain section?* Discuss the difference between *discrimination* (actions for or against members of a group) and *prejudice* (feelings about a group). *What kind of courage does it take to make a change in society?*

The State of the Union Address: As of December 14, the State of the Union Address for 2022 was not scheduled yet. Check the internet to find out the date President Biden will give the speech. Depending on age and interest, have students watch the address, or at least a few minutes of the beginning of it via TV, or YouTube replay. Point out the various standard features: the inside of the House of Representatives; arrival announced by the House Sergeant at Arms, handshaking and applause by all, important people: Speaker of the House Nancy Pelosi, behind the President, Vice President Kamala Harris, Justices of the Supreme Court, Mitch McConnell, Dr. Jill Biden, other dignitaries.

This is your page (page 4)

Read the stories and discuss any applications in their own lives. Ask questions such as: *Have you ever been to an amusement park or theme park? Which one? What did you do there? Do you have an interpreter when you go to the doctor's office? Is it a person or do they use a telephone interpreter? Do you feel pressure when you go to see the doctor? Does anything help you feel calm? Do you use any apps or devices to help translate written English? Which ones? Do you have trouble understanding them? Have you ever kept something to help you remember an event? What did you keep? Did it help you remember that event?*

COVID-19: A New Variant (page 5)

News about COVID-19 is continually changing. Several new developments since we wrote about it in November are the emergency use approval of the Pfizer vaccine for children five to 11 years old, booster shots for 16 and 17 year olds, and the ability to mix booster shots.

These coupled with the new variant that seems to be spreading quickly throughout the U.S. warranted another article this month. There is still a lot unknown about Omicron. Watch the news and see what updates make the most sense to share with your students.

Objectives: Students will be able to tell the name of the new variant and where it came from. They will be able to tell when it came to the United States. They will be able to tell who can get vaccines and who is able to get booster shots. They will be able to name two other ways to prevent the spread of COVID-19.

Ask a Speech Coach (page 5)

Objectives: To hear, see, and pronounce the sounds *th* and *th*.

Procedures: Provide small pocket mirrors for students to notice the position of their tongue and teeth as they form the sound /*th*/. Have them put a finger on the side of their larynx to feel the vibration of the vocal chords, and the difference in the /*th*/ sounds between *thin* and *this*. Have students repeat the sounds after you, as a group, and then individually, giving coaching where necessary on tongue position (some may push the tongue too far out in front of the teeth.) It's a sound that needs a good deal of practice, so spend a few minutes on it each day for a few weeks until the sound is mastered automatically.

Heroes and History: How did the U.S. grow? (pages 6 and 7)

This two-page spread is a concentration of over 200 years of history. Don't read the whole article in one session, or students will get overwhelmed with all the facts and dates. This article is a preparation for those who will take U.S. history, or a quick look for those who will probably never study American history. Have a U.S. wall map available to locate each addition.

Objectives: Students will be able to tell how and from whom the U.S. acquired Louisiana, Florida, Texas, the Southwestern states, Alaska, Hawaii, Oregon, and Puerto Rico. They will be able to locate these areas on a map of North America. They will be able to tell several important happenings during the expansion of the U.S.

Procedures: Review what students remember of the American War for Independence. On a map, show that the 13 new states' territory extended back

to the Mississippi River. Refer each paragraph to the area on the map. If appropriate, have students trace the map.

On a wall map, have students be able to locate the Mississippi River, Texas, Florida, Mexico, California, Oregon. Be sure they know the actual locations of Alaska and Hawaii. Show the long walk of Cherokee and other Indian tribes from Georgia and North Carolina to Oklahoma. Discuss the concept of claiming land because an explorer went into it. *Is that fair?* It was possible because of the sparse population of American Indians after two hundred years of epidemics of European diseases. *Was it right for President Jackson to order Indians in the East to leave their homes?* Point out that people hadn't really been as conscious as they are today of human rights...(and that we still have a long way to go, but we are making progress thanks to Martin Luther King, Jr. and many others.)

Elaborate on the story of Sacajawea, who walked a thousand miles carrying her baby on her back as she guided Lewis and Clark. Have students research the Gold Rush, the Texas war of independence from Mexico, the Oregon Trail, and the Trail of Tears. Many of these episodes have been dealt with more fully in past issues of *Easy English NEWS*. See our website for links to videos on American expansion.

ANSWERS

- | | |
|-------------|---------------------|
| 1. c | 16. F (southern) |
| 2. a | 17. F (nonviolent) |
| 3. d | 18. T |
| 4. a | 19. F (Russia) |
| 5. b | 20. F (Joe Biden) |
| 6. d | 21. J (emperor) |
| 7. b | 22. B (resolution) |
| 8. c | 23. I (junior) |
| 9. b | 24. F (spread) |
| 10. a | 25. A (annex) |
| 11. F (100) | 26. E (storm front) |
| 12. T | 27. D (double) |
| 13. T | 28. G (rushed) |
| 14. T | 29. H (territory) |
| 15. F (366) | 30. C (tourist) |

January 2022 Quiz I

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

- _____ 1. Where did the supercell form?
- a) over Kansas
 - b) over Tennessee
 - c) over Arkansas
 - d) over Florida
- _____ 2. What building did the tornado hit in Monette, Arkansas?
- a) a nursing home
 - b) a hospital
 - c) a grocery store
 - d) a factory
- _____ 3. What did the Mayfield, Kentucky factory that was hit by the tornado make?
- a) chairs
 - b) clothes
 - c) electronics
 - d) candles
- _____ 4. What company's warehouse was destroyed by a tornado in Edwardsville, Illinois?
- a) Amazon
 - b) Walmart
 - c) Target
 - d) Best Buy
- _____ 5. How many people lost power in the storms?
- a) 150,000
 - b) 331,000
 - c) 1,100
 - d) 450,000
- _____ 6. What agency did President Biden ask to help the people who were affected by the storms?
- a) CDC
 - b) FDA
 - c) National Weather Service
 - d) FEMA
- _____ 7. Where was the new COVID-19 variant first found?
- a) the United States
 - b) southern Africa
 - c) the United Kingdom
 - d) South America
- _____ 8. What did the World Health Organization name the new variant?
- a) Delta
 - b) Alpha
 - c) Omicron
 - d) Beta
- _____ 9. Who does the CDC say should get a COVID-19 vaccine?
- a) newborn babies
 - b) everyone over five years old
 - c) someone who is sick with COVID
 - d) children under four years old
- _____ 10. What information on a food label tells you when the food is best by?
- a) expiration date
 - b) brand name
 - c) net weight
 - d) description

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. There are 2,500 senators and 435 representatives in the U.S. Congress.

- _____ 12. President Andrew Jackson ordered Indians to move west to Oklahoma.

- _____ 13. The Jewish calendar, the Muslim calendar, and the Chinese calendar are examples of lunar calendars.

- _____ 14. The calendar that most people in the world today use for business is the Gregorian calendar.

- _____ 15. A leap year has 365 days.

- _____ 16. Segregation was the law in many northern states before 1955.

- _____ 17. Sit-ins, marches, and boycotts are examples of violent ways to change laws.

- _____ 18. The western border of the United States in 1783 was the Mississippi River.

- _____ 19. The U.S. bought Alaska from Mexico.

- _____ 20. Martin Luther King, Jr. will give the State of the Union Address this year.

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. annex | F. spread |
| B. resolution | G. rushed |
| C. tourist | H. territory |
| D. double | I. junior |
| E. storm front | J. emperor |
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- _____ 21. A ruler of many countries is an _____.
 - _____ 22. A _____ is a firm promise to do something to improve one’s health or behavior.
 - _____ 23. A son with the same name as his father may be called _____.
 - _____ 24. One student went to class with a cold so it quickly _____ to the other students.
 - _____ 25. Americans in Texas wanted the U.S. to _____ it.
 - _____ 26. The _____ brought a bad snow storm to the Northeast U.S.
 - _____ 27. To make something twice as large is to _____ it.
 - _____ 28. People _____ to California to look for gold.
 - _____ 29. Both Britain and the U.S. claimed the Oregon _____.
 - _____ 30. The _____ traveled to Paris, London, and Scotland on his summer vacation.