



Dear Colleague:

Happy Women's History Month! We hope you have the opportunity to talk about important women in history and the improvements they have made in our society. This can be a great time to encourage conversation in the classroom by having students share information about influential women in their lives or in their home countries.

We hope that if your "March comes in like a lion," that it "goes out like a lamb." Have a great month!

*Carol Brigham*

### An Eclipse of the Sun (pages 1 and 9)

**Preparation:** We chose to write about the eclipse in this issue of *Easy English NEWS* instead of April to give you time to plan, read, and discuss the article before the eclipse happens on April 8. We hope that this extra time helps you to prepare your class, especially if you are in the path of totality and have the opportunity to see the whole eclipse.

**Objectives:** Students will be able to tell what a solar eclipse is. They will be able to tell what totality means. They will be able to identify the states that will be in the path of totality on April 8.

**Procedures:** Ask questions such as: *What is an eclipse? Have you ever seen an eclipse before?* Have students look at the diagram on the front page. Talk about the placement of the Earth, the Sun, and the Moon. Talk about why an eclipse would happen. If your classroom space allows, have a student act as the sun with a flashlight. Have another student be the Earth and a third be the moon. Have them walk around in "orbits" to see how an eclipse happens.

Read the article a paragraph at a time out loud in your classroom, or have students read in pairs taking turns. Explain the vocabulary. Look on a map of the U.S. and trace the path of totality. Talk about how close or far away you are from the path of totality. Stress the safety section with your students if you have students that plan to watch any part of the eclipse. They can do damage to their eyes if they do not protect them properly.

### The Job Interview (pages 1, 5, and 10)

**Objectives:** Students will be able to tell the employer's goal and the applicant's goal in an interview. Students will be able to give eight suggestions to someone applying for a job. They will be able to give answers to the typical questions employers ask.

**Procedures:** Ask anyone who has been on a job interview to tell about it. Ask what a person might wear to a job interview for a job as a salesperson, waiter, truck driver, teacher, computer technician, etc. Explain letters of reference. Point out that getting references for a job is important, especially from teachers, pastors, business owners, and other community leaders. These people will be able to give good references to those they know are honest and hard-working. A great reference can make the difference between being hired or not. Ask for the person's email address.

Have students think about and write down their skills, strengths, and weaknesses. In some cultures, students learn to be modest, denying their intelligence and skills. Have students understand that it is the opposite here; job applicants have to "sell themselves." Have students work in pairs practicing questions and answers for a job interview.

### Events in March (pages 2 and 3)

**Calendar:** Elicit from your students any special days celebrated in their countries in March. Also, ask who has a birthday, anniversary, or other celebration in March. What school events will take place in March? Have students write these directly on a blank calendar.

**Women's History Month: Objectives:** Students will be able to tell how many women are on the Supreme Court, how many women are state governors, and how many women are in the U.S. Congress.

**Procedures:** Ask students to explain any rights, privileges, roles, or customs of women and men in their home countries that are different from ones they have seen in the U.S. *How do the people in your family feel about these differences?*

Have students interview American

women and men over age 65 to talk about the changes that have occurred since 1960. Examples: Most schools required girls and female teachers to wear dresses. Many top colleges and military academies were for men only. Women were not elected to the Senate. A man would not be a nurse or an elementary school teacher, or a stay-at-home caretaker. The husband worked to support the family and many wives stayed home to care for the home and children. There was less divorce.

Talk about important women in the U.S. both in history and today. Have students talk about important women in their lives and home countries. Compare these women. How are they similar? How are they different?

**Read Across America:** Discuss: *Why is it important to read? How much time do you spend reading in any language? How much time do you spend watching TV? Sharing on Facebook or other social media app? Surfing the Internet? Playing video games? Playing in active sports or games? Hanging out with friends?* Point out that it wasn't long ago when reading books was an important pastime for young people. *What are the advantages of reading over watching TV?* (Stimulates different parts of the brain, causes more thinking, inspires, builds experiences, opens minds, builds vocabulary, can be reviewed, gives students an advantage when they take standardized tests.) *What can they plan to do in class or at home to celebrate reading?*

**Saint Patrick's Day:** Talk about the way immigrants bring their customs and holidays with them to a new country. Ask questions such as: *What native customs and holidays from your home country do you still celebrate in the U.S.? Do you share your holiday with others?* The Irish invite everyone to "be Irish for a day" to celebrate their St. Patrick's Day.

Explain some of the symbols students might see on St. Patrick's Day: Leprechauns, shamrocks, pots of gold, the color green, etc. Invite them to be Irish for the day and wear green on March 17. Bring in green ribbons or badges to wear for students who don't wear green, but would like to participate. If there is a custom of children pinching others for not wearing green in your area, explain that.

**Ramadan:** Have any Muslim students explain their feelings and customs for Ramadan. If non-Muslim students choose to test their own self-control by not eating and drinking during daylight hours, recommend a high-protein (eggs, meat) breakfast with plenty of fluids before dawn. What are their experiences?

**Change Your Clocks:** Discuss: *How does changing the hours for Daylight Saving Time “save daylight?” Does it save daylight for everyone?* (No, farmers, retired people, and outdoor workers may not care. People commuting to work or school in the dark lose daylight in the morning, but gain it in the evening.)

**Easter:** Have any Christian students in your class (or invite one in) tell the story of Jesus’ crucifixion, if appropriate, being sure again, to preface statements with “Christians believe” or “The story in the Bible says....” Ask them to tell about each of the special events that lead up to Easter: Ash Wednesday, Lent, Palm Sunday, Good Friday and Easter Sunday. Tell of the “Golden Rule” ascribed to Jesus’ teachings that seems universal in all religions: “*Do to others the things you would want others to do to you,*” or “*Treat others the way you want to be treated.*” Have students tell the version of it in their own culture.

**Spring:** Elicit from students: *What are some signs of spring?* Have students keep a journal or a class posting on a bulletin board in the classroom to describe the changes that warming weather brings to your area of the country.

**National Cherry Blossom Festival:** Explain that many countries have the tradition of giving gifts to the people of other countries. *Why do you think Japan gave 3,000 cherry trees to the U.S. people? How does that make you feel about the Japanese people?* (Japan was an ally in World War One, but an enemy in World War Two, and later became a friend again.)

### **This is your page (page 4)**

**Procedures:** Read the stories and have students relate similar stories from their own lives. Which story did they like the best? What stories would they want to share with other newcomers to the U.S.? Ask questions such as: *Do you eat at restaurants? What do you order there? How have neighbors welcomed you to the U.S.? What family members do you connect with? Why? Do you use public transportation in the U.S.? Is public transportation in the U.S. the same or different from public transportation in your home country? Do you have Little Free Libraries in your community? Have you used them? Have you had a problem with a wild animal? What happened?*

### **Your Health: A good night’s sleep (page 5)**

Nearly everyone has had difficulty falling asleep at some time. With computers, smart phones, laptops, and constant connectivity, it is hard to disconnect at bedtime. But it is important that all of us find ways that help us fall asleep and become well-rested for the day ahead.

**Objectives:** Students will be able to tell four benefits of sleep and six things that can make it difficult to sleep. They will be able to tell five ways to help one fall asleep.

**Procedures:** Talk to students about how they sleep. *Do they go to bed early or late? Do they feel rested when they wake up?* Read the article with them and have them identify places where they are doing well with their sleep habits and places that they could improve in their sleep habits.

### **America the Beautiful: The Appalachian Trail (page 6)**

There is some debate about the pronunciation of the Appalachian Mountains and the Appalachian Trail. We have included both common pronunciations in the article so you can choose the one that best fits your area.

**Objectives:** Students will be able to tell where the Appalachian Trail is. They will be able to tell which states have parts of the Appalachian Trail in them. They will be able to tell why people visit the Appalachian Trail. They will be able to tell how people use the Appalachian Trail.

**Procedures:** Locate the Appalachian Mountains on a map. Follow the Appalachian Mountain range to see how far north and south it goes. Explain that the trail started mostly on private land that people turned into hiking trails. Now almost all of the land that the Appalachian Trail is on belongs to the national parks, the state parks, or other government programs. This makes the Appalachian Trail a public space.

Have students plan a trip to the Appalachian Trail. What would they like to see and do there? How would they travel there? How long would it take them to get there? Would they like to try hiking the whole thing?

### **Income taxes: the W-2 Form (page 7)**

**Objectives:** Students will be able to tell the purpose of an income tax return and a W-2 form. They will be able to tell what withholding means and the purpose and benefits of filing an income tax return.

They will be able to tell where a person can get help with their taxes and explain various terms and parts of a W-2 form.

**Procedures:** Print out enough 1040-SR forms from IRS.gov so your students can practice filling them out using the name and information given on the W-2 Form on page 7. Clarify terms such as *return* and *refund* so students don’t think they are asking for a *refund* when they are filling out a *return*.

Elicit from students the purposes for taxes at the federal, state, and local levels. *What does the federal government do with the tax money?* (Some expenses are: the military, travel, and medical care; salaries for Congress, the President, and government workers; public buildings: the Capitol, the White House, the courts, national parks, museums, and federal prisons; subsidies to help people purchase health insurance; agencies for environment, transportation, commerce, housing, health, treasury, etc.; aid to education; border guards; IRS, FBI, and CIA; passport and immigration services; classes for citizens; and aid to states and local areas.)

*What does the state government do with tax money?* (Pays for education, state highways, state police, regulating air quality, water quality, employment and businesses in the state, unemployment insurance and services, state prisons.) **Local** taxes pay for water, garbage pick-up, street cleaning, police, fire department, jail, street repairs, school buildings and teachers, street lighting, city workers’ salaries, etc.

### **ANSWERS**

- |                               |                   |
|-------------------------------|-------------------|
| 1. b                          | 16. T             |
| 2. d                          | 17. T             |
| 3. c                          | 18. F (spring)    |
| 4. a                          | 19. T             |
| 5. d                          | 20. F (W-2)       |
| 6. b                          | 21. F (bloom)     |
| 7. a                          | 22. E (deadline)  |
| 8. b                          | 23. C (cancel)    |
| 9. b                          | 24. I (public)    |
| 10. a                         | 25. B (hire)      |
| 11. T                         | 26. D (volunteer) |
| 12. F (St. Patrick’s Day)     | 27. H (protein)   |
| 13. F (harder/more difficult) | 28. J (owe)       |
| 14. T                         | 29. A (distance)  |
| 15. T                         | 30. G (lawn)      |

**March 2024 Quiz I**

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

- \_\_\_\_\_ 1. In a total solar eclipse, the moon
- a) goes behind Earth.
  - b) completely covers the sun.
  - c) goes close to the sun.
  - d) rotates around the sun.
- \_\_\_\_\_ 2. How should someone protect their eyes from the sun during a solar eclipse?
- a) Wear regular sunglasses.
  - b) Wear a hat.
  - c) Shade their eyes with their hands.
  - d) Wear special eclipse glasses.
- \_\_\_\_\_ 3. What is the way that the total eclipse travels called?
- a) the line of eclipse
  - b) the eclipse path
  - c) the path of totality
  - d) the line of totality
- \_\_\_\_\_ 4. When will the next total solar eclipse cross the U.S.?
- a) 2045
  - b) 2026
  - c) 2033
  - d) 2025
- \_\_\_\_\_ 5. How long is the Appalachian Trail?
- a) 150 miles
  - b) 750 miles
  - c) 1,575 miles
  - d) 2,190 miles
- \_\_\_\_\_ 6. A job interview is a conversation between
- a) a worker and his or her boss.
  - b) a job applicant and an employer.
  - c) a political party and a delegate.
  - d) a voter and a candidate.
- \_\_\_\_\_ 7. A resumé is a paper with the job applicant's
- a) education, experience, job skills, and contact details.
  - b) life history.
  - c) school grades.
  - d) weaknesses.
- \_\_\_\_\_ 8. After you have a job interview, send \_\_\_\_\_ to the interviewer.
- a) a long letter explaining other skills you have
  - b) a short thank you note
  - c) a gift
  - d) an application form
- \_\_\_\_\_ 9. A tax return is a document that
- a) an employer gives to a worker.
  - b) a taxpayer sends to the government.
  - c) a worker gives to an employer.
  - d) returns money to a taxpayer.
- \_\_\_\_\_ 10. You can only get a refund on taxes you overpaid if you
- a) file an income tax return.
  - b) earned interest at a bank.
  - c) get help preparing your tax return.
  - d) ask for it at any post office.

## II. Events in March

**True or False?** Write “T” for true, and “F” for false. If the sentence is *false*, write a word to replace the underlined word to make the sentence true.

- \_\_\_\_\_ 11. March is Women’s History Month.  
\_\_\_\_\_
- \_\_\_\_\_ 12. Shamrocks, pots of gold, and leprechauns are symbols of Easter.  
\_\_\_\_\_
- \_\_\_\_\_ 13. Stress and anxiety can make it easier to fall asleep. \_\_\_\_\_
- \_\_\_\_\_ 14. On Sunday, March 10, Americans turn their clocks ahead one hour for Daylight Saving Time.  
\_\_\_\_\_
- \_\_\_\_\_ 15. The Appalachian Trail goes through 14 states .  
\_\_\_\_\_
- \_\_\_\_\_ 16. Children dye hard-boiled eggs for Easter. \_\_\_\_\_
- \_\_\_\_\_ 17. The White House Easter Egg Roll is on the Monday after Easter.  
\_\_\_\_\_
- \_\_\_\_\_ 18. Insects hatch and many animals come out of hibernation in the winter.  
\_\_\_\_\_
- \_\_\_\_\_ 19. Japan gave the United States 3,020 cherry trees that are planted in Washington, D.C.  
\_\_\_\_\_
- \_\_\_\_\_ 20. Employers must send every employee a Form 1040 saying how much money he or she earned during the year.  
\_\_\_\_\_

## III. Building Vocabulary

Write the letter of the best word for each sentence.

### Word List

- |              |            |
|--------------|------------|
| A. distance  | F. bloom   |
| B. hire      | G. lawn    |
| C. cancel    | H. protein |
| D. volunteer | I. public  |
| E. deadline  | J. owe     |

- \_\_\_\_\_ 21. Flowers \_\_\_\_\_ in the spring.
- \_\_\_\_\_ 22. The author must finish writing her book by the \_\_\_\_\_.
- \_\_\_\_\_ 23. If you cannot go to an appointment, you should call and \_\_\_\_\_ it.
- \_\_\_\_\_ 24. The library, courthouse, and park are all \_\_\_\_\_ places.
- \_\_\_\_\_ 25. Companies \_\_\_\_\_ a lot of people during the holiday season.
- \_\_\_\_\_ 26. A person who works willingly for no pay is a \_\_\_\_\_.
- \_\_\_\_\_ 27. Chicken, cheese, and fish have a lot of \_\_\_\_\_.
- \_\_\_\_\_ 28. The man doesn’t \_\_\_\_\_ the IRS any money this year.
- \_\_\_\_\_ 29. The man drove a very long \_\_\_\_\_ to get to the airport.
- \_\_\_\_\_ 30. You need to cut the \_\_\_\_\_ when it starts growing too tall.