



Dear Colleagues:

Welcome to the hot month of February. If it isn't hot outside, at least it's hot in the primary states this month. On page 6, I've included a time chart of events that will happen in the year before a new president takes office. There'll be articles in future issues of EEN on conservative vs. liberal ideas; political parties; issues; conventions; the party nominees; third parties; election day; and the electoral college process.

Many new workers in the country do not realize that they might be entitled to a tax refund. If your students have jobs, mention that in February, they may get a W-2 form to show how much they earned in 2015, and how much tax was taken out. Next month, we'll have one of the simpler tax forms for students to practice with.

Elizabeth Claire

### Rivers Rising! (pages 1, 10, and 11)

**Objectives:** Students will be able to locate the Mississippi River and its major tributaries. They will be able to name ten states that have been affected by floods, and tell some of the devastation caused by floods, and the dangers that exist in the aftermath of floods.

**Preparation:** Bring in additional current articles and photos about the flooding in the Midwest. **Procedures:** Elicit from students what they have seen or heard about the floods in the Midwest. Ask questions such as *What is the largest river in the United States? Where is it? Find it on the U.S. map. What rivers flow into the Mississippi? Where does the Mississippi go to?*

Have students look at the photos and tell what they see. Teach the vocabulary *flood, flow, overflow, rise, (rose) levee, damage, recede*. Read the article in class; ask comprehension questions. Point out that most of the deaths in such floods happen when cars drive into roads that are covered with water, and the base of the roads has been washed out. A good safety rule when driving and seeing a road covered with water: "Turn around Don't drown."

Have students brainstorm what to take from their homes if they have to evacuate their homes because of a rising flood. Point out that after a flood, tap water may not be safe, and people have to boil their water.

### Your resumé (pages 1 and 9)

**Objectives:** Students will be able to tell the important contents of a resumé, and be able to create a sample resumé of their own contact information, experience, and qualifications for a job.

**Preparation:** If appropriate for your classes, become a good resource: Read additional tips and strategies for preparing resumes at [wikihow.com/Make-a-Resume](http://www.wikihow.com/Make-a-Resume).

**Procedure:** Review or build vocabulary such as *employee, employer, interview, prospective, job applicant, resumé, contact, strengths, accomplishments, job objectives, qualifications, work history, reference*. Explain that the word *REH zuh MAE* without an accent over the e, appears to be the word *ree ZOOM*. Have students imagine they are the owners of a coffee shop, a factory, a business office, a supermarket, a clothing store, or an auto repair shop. What would they look for in a resumé to decide who to interview or hire?

### 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 the calendar on page 2.

#### African-American History Month

**Procedure:** Explain that in the U.S., some months are dedicated for learning more about the history and heritage of minority groups: women, African Americans, Hispanics, Asians, and various European groups. See *Heroes and History* on page 7 for the story of the *Underground Railroad*.

**Groundhog Day** *Is there any special event in your native country on February second?* Discuss superstitions. Other examples: *The number 13 is bad luck;*

*breaking a mirror will bring 7 years of bad luck; good or bad things happen in three's; it's bad luck to have a black cat cross your path, and so forth. Elicit superstitions students have in their native cultures.*

**Quotation marks:** Point out that quotation marks in the text can mean several things: 1. Someone is speaking. 2. Something has a specific name. 3. A word or phrase is used in an unexpected, honoring, or humorous way. Example: Washington was "the father of his country."

**Lunar New Year (also called Chinese New Year) Objectives:** Students will be able to describe some customs of the Lunar New Year. Point out that it is celebrated in Mainland China, Hong Kong, Taiwan, Korea, Vietnam, Cambodia, Singapore, Thailand, Indonesia, Malaysia, and the Philippines. **Preparation:** Read information about Lunar New Year on Wikipedia, and about the Chinese Zodiac and its superstitions, customs for the New Year at <http://www.chinahighlights.com/travelguide>

**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 monkeys. Ask Asian students to describe what they do on Lunar New Year. Customs of different countries are similar in some ways but not all.

**Valentine's Day** Ask questions such as: *What customs do you have in your home country for Valentine's Day? Do you have plans for Valentine's Day?* Have students create Valentine cards for a classroom teacher, administrator, school secretary, crossing guard, custodian, special friend, etc. to show appreciation. Stores sell packages of small valentine cards so elementary school children can send one to each person in the class.

**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? (Or how did you?) How do you keep a partner? How do you want your partner to treat you?*

**Presidents' Day** Elicit information from the students such as: *Who was the first president (or leader, or king) of your home country? Are there any special stories about him or her that everyone knows? Is there a holiday to honor that person?*

Before reading about Washington and Lincoln, examine the bills and coins that their faces are on. Look in the yellow pages of the telephone book to find businesses named for these presidents. You might find streets named for them in a street map of your town. *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 president.*

Ask questions such as: *Was your country ever a colony of another country? Which one? Was there a hero who led people in the fight for independence? Who? How does your country honor that person today?*

**Preparation** for Abraham Lincoln: Ask questions such as: *What is a civil war? 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: What were two reasons for the American Civil War? Then read the article about Abraham Lincoln.*

**BONUS!** You can find the full text of Lincoln's Gettysburg address as well as an easy English "translation" and Word Help for it posted at [www.elizabethclaire.com](http://www.elizabethclaire.com)

**Super Bowl** Ask about students' interest in American football. Contrast with *futbol* in Spanish, which is *soccer* to Americans. *Do you (or have you) played football? Do you watch football on TV? Do you have a favorite team?* The teams that will play in the Super Bowl had not been decided when *Easy English NEWS* went to press. They'll have been determined by the time you get this paper, however.

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

Read the stories for enjoyment and sharing of personal experiences. Ask if students have been in any similar situations. Use the stories to expand language, survival skills, and expressions of emotions. Review job skills, elicit ice cream flavors, what to do when a vending machine doesn't work, misunderstandings, things to see in New York City, words that

have different or confusing meanings in English such as *hot, cool, draft, patient.*

### **Dr. Ali: One Way to Breathe (page 5)**

**Objectives:** Students will learn and practice a relaxing way of breathing and be able to tell its benefits from their own experiences. **Procedure:** Ask what students do to relax when they have to take a test or if they are stressed out about something. Demonstrate the breathing procedure several times, and have one student demonstrate it in front of the class. Then read the article, looking at the diagram of the lungs, and build vocabulary.

### **Electing a President (page 6)**

**Objectives:** Students will be able to read a flow chart. They'll be able to tell seven steps in the election and inauguration of a U.S. president and the dates when those events will happen. **More information:** <https://www.icivics.org/teachers/lesson-plans/electoral-process>

**Procedure:** Have students notice that the left hand column gives seven steps in the election of a president, starting in February, 2016 and continuing on to January 2017. We are now (February 2016) at *Step One*, the primary elections and caucuses. Ask questions about what happens at each step. Have students respond to your asking "when" questions.

Post a copy of this page on your bulletin board to refer to later. The steps will become clearer as the events actually happen. Each month in *Easy English NEWS*, we will cover an important concept relating to electoral politics and processes. We will explain positions of conservative and liberal and libertarian politics. In September and October, we will give data about the candidates, third parties, and the parties' platforms.

### **Heroes and History: The Underground Railroad (page 7)**

**Objectives:** Students will be able to tell that slavery existed in some states before the Civil War, that it was often cruel, and that many slaves tried to escape. They will be able to tell who helped slaves get to the northern states, the dangers for the runaways, and the dangers for those who helped them. They will be able to tell why the system was called the Underground Railroad, and the terms it used. They will be able to tell the roles played by Levi Coffin, William Still, and Harriet Tubman. Preparation: See <http://www.teachertube.com/video/underground-railroad-19374> for videos to show the class.

**Procedures:** Elicit what students already know about slavery and the Civil War. Tell them that many slaves escaped to the north using the Underground Railroad. Have them guess what the underground railroad was. Using the map, show which states held slaves, and which didn't. Eleven slave states seceded from the Union, but four slave states stayed with the Union. Ask students what dangers they think that runaway slaves faced. (Fear, separation from family and friends, getting lost, getting caught and shot or whipped, facing wild animals, hunger, no safe water to drink, being sick, frightened, cold, barefoot, injured).

Mention that the Fugitive Slave Act of 1850 greatly increased the distance slaves had to travel to be free. Before then, if they got to Pennsylvania, or if they crossed the Ohio River, they were in free states. After the law, slave hunters could come after them, even in free states, to take them back to their owners. They had to get to Canada to be free.

**Kristina, 1904** We have a coupon for the novel *Kristina, 1904*, "the Greenhorn Girl" on page 11. If students are interested in ordering their own copy, but don't want to cut the paper, you can photocopy the coupon, or they can just print the information and mail us their order. For multiple orders, the \$5.00 for shipping and handling is all we're charging, no matter how many copies are ordered.

### **ANSWERS**

- |                        |                      |
|------------------------|----------------------|
| 1. b                   | 16. F (Civil War)    |
| 2. c                   | 17. T                |
| 3. a                   | 18. T                |
| 4. b                   | 19. F (November)     |
| 5. d                   | 20. F (president)    |
| 6. d                   | 21. B (cruel)        |
| 7. b                   | 22. C (severely)     |
| 8. a                   | 23. I (Big Dipper)   |
| 9. a                   | 24. G (abolitionist) |
| 10. c                  | 25. J (disguise)     |
| 11. T                  | 26. D (cellars)      |
| 12. F (weeks)          | 27. H (conductor)    |
| 13. F (Ash Wednesday)  | 28. F (route)        |
| 14. F (Presidents Day) | 29. A (plantation)   |
| 15. F (February)       | 30. E (seal)         |

## February 2016 Quiz I

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

- |  |   |
|--|---|
| <p>_____ 1. This winter, there were heavy floods in</p> <p style="margin-left: 20px;">a) Montana, Vermont, and Oregon.<br/>b) Missouri, Illinois, and California<br/>c) Delaware, Idaho, and Maryland.<br/>d) Arizona, New Mexico, and Utah.</p> <p>_____ 2. The Missouri River, the Arkansas River, and the Meramec River are all tributaries of the</p> <p style="margin-left: 20px;">a) Ohio River.<br/>b) Yellow River.<br/>c) Mississippi River.<br/>d) Colorado River.</p> <p>_____ 3. People build _____ to keep a river from overflowing.</p> <p style="margin-left: 20px;">a) levees<br/>b) streams<br/>c) canals<br/>d) crests</p> <p>_____ 4. Because of the floods, some governors declared a</p> <p style="margin-left: 20px;">a) state holiday.<br/>b) state of emergency.<br/>c) government shut down.<br/>d) executive order.</p> <p>_____ 5. The local police and state governors ordered people to evacuate and move to</p> <p style="margin-left: 20px;">a) big cities.<br/>b) farmland.<br/>c) the levees.<br/>d) higher ground.</p> | <p>_____ 6. A person uses a resumé when he or she</p> <p style="margin-left: 20px;">a) wants to get a visa.<br/>b) becomes a citizen.<br/>c) gets married.<br/>d) applies for a job.</p> <p>_____ 7. A resumé should be</p> <p style="margin-left: 20px;">a) a first draft.<br/>b) just one or two pages.<br/>c) three to four pages.<br/>d) on colored paper.</p> <p>_____ 8. On a resumé you should never</p> <p style="margin-left: 20px;">a) write your Social Security number.<br/>b) give your email address.<br/>c) tell your volunteer work.<br/>d) tell any honors you have received.</p> <p>_____ 9. Employers are not allowed to ask you</p> <p style="margin-left: 20px;">a) your age.<br/>b) your qualifications for a job.<br/>c) your military experience.<br/>d) your strengths and weaknesses as a worker.</p> <p>_____ 10. Who would be a good reference for a young woman applying for a job?</p> <p style="margin-left: 20px;">a) her brother or sister<br/>b) an employer who fired her<br/>c) her teacher<br/>d) a neighbor</p> |
|--|---|

## 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. If a groundhog sees his shadow on February 2, there will be six more days of winter.  
\_\_\_\_\_
- \_\_\_\_ 13. Mardi Gras is the day that Lent begins.  
\_\_\_\_\_
- \_\_\_\_ 14. Valentine’s Day is a day to honor George Washington.  
\_\_\_\_\_
- \_\_\_\_ 15. The extra day in a leap year is January 29. \_\_\_\_\_
- \_\_\_\_ 16. Abraham Lincoln was president during the American Revolution.  
\_\_\_\_\_
- \_\_\_\_ 17. Chinese and other Asians might eat noodles and tangerines on Lunar New Year \_\_\_\_\_
- \_\_\_\_ 18. Primary elections and caucuses take place between February 1 and June 14.  
\_\_\_\_\_
- \_\_\_\_ 19. The general election is October 8, 2016.  
\_\_\_\_\_
- \_\_\_\_ 20. At noon on January 20, 2017, the new governor of the United States will take office.  
\_\_\_\_\_

## 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. plantation | F. route        |
| B. cruel      | G. abolitionist |
| C. severely   | H. conductor    |
| D. cellars    | I. Big Dipper   |
| E. seal       | J. disguise     |
- \_\_\_\_ 21. Slavery in the U.S. was a very \_\_\_\_\_ system. Owners forced their slaves to work without pay.
- \_\_\_\_ 22. A slave might be \_\_\_\_\_ punished if he or she tried to run away.
- \_\_\_\_ 23. Slaves used the \_\_\_\_\_ and the North Star to show them the way to the North.
- \_\_\_\_ 24. A person who worked to end slavery in the U.S. was an \_\_\_\_\_.
- \_\_\_\_ 25. A person who doesn't want others to know who he is might wear a \_\_\_\_\_.
- \_\_\_\_ 26. Slaves hid in \_\_\_\_\_ on the way north to freedom.
- \_\_\_\_ 27. A person who helped slaves escape on the Underground Railroad was called a \_\_\_\_\_.
- \_\_\_\_ 28. A path or road that goes to a certain place is called a \_\_\_\_\_.
- \_\_\_\_ 29. A large farm in the South was called a \_\_\_\_\_.
- \_\_\_\_ 30. When you \_\_\_\_\_ a box, you close it so it won't open.