Dear Colleague,

Happy New Year! January is the month named for Janus, the Roman god with two faces. Janus was the god of doorways; of people coming in and going out. Which seems symbolic right now in a number of ways. New students often arrive in January. And our president will learn his fate in the Senate. Will he be staying or going? The issue of impeachment and the trial is the top news of the day, but as we went to press December 12, there was no way to stay current. So you won’t find much about it in our January issue...Our news would be out of date by the time the paper got to your classroom. However, it’s an extremely important topic and we ARE writing about it, with essential background and arguments on both sides. You can find the article at our website, free to download and reproduce if you like, or have students read it on line. Elizabethclaire.com/ freestuff/impeachment.

100 years of women’s right to vote (pages 1 and 7)

This is a big deal. First, it’s our history. Second, it’s shocking and third, it’s inspiring. How could people have thought that women didn’t have the brains to vote, to be lawyers, doctors, senators, presidents? Why did it take so long? Why didn’t women just give up? What can we learn today about persistence? Objectives: Students will be able to tell the reasons women wanted the right to vote, the methods they used to obtain it, and how and when the 19th Amendment was passed. They will be able to tell four women heroes of the suffrage movement. They will be able to identify where persistence may help them in their own lives.

Preparation: Get some more background to be able to answer students’ questions. See Not For Ourselves Alone: the Story of Susan B. Anthony and Elizabeth Cady Stanton, a Ken Burns PBS video. See the movie Iron Jawed Angels (the story of Alice Paul and the Silent Sentinels). Check to see if it is suitable for your older students. It’s raw watching the force feeding of the suffragists. (P.S. There are two different terms, often confused: Suffragists in the U.S. were nonviolent.) Procedure: Ask students questions such as: Who can vote in your home country? Who is not allowed to vote? Who is not allowed to vote in the U.S.? (People under the age of 18, people not citizens, people in prison.) Point out that voting rules are set by each state, not the national government. In four states, a person convicted of a serious crime (felony) loses his or her right to vote for life. Ask: What benefit does the right to vote give? Why would someone want the right to vote? Read the article a paragraph at a time. Ask if anyone had watched the Parade of Roses in Pasadena before the Rose Bowl football game. Or find it on Youtube and show the opening float. Does it look like the artist’s picture of it in our paper? How is it different? After the next section, elicit: What other rights did women not have before 1920? Could they get those rights if they didn’t have the right to vote? What peaceful ways did women use to finally get the right to vote? Advanced students might research and report to the class the qualifications for the right to vote in various countries.

The Job Interview (pages 1, 10, and 11)

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 January (pages 2 and 3)

New Year’s Day Ask what students did on New Year’s Eve and New Year’s Day. What did they do in their home countries for the New Year? Talk about resolutions and setting goals.

Have students brainstorm a list of goals they have for the year 2020. Help students see the importance of measuring their goals; rather than say “I will learn more English this year,” they can say “I will pass a (certain) test by June 30,” or “I will learn 500 new words by May 1.” This helps them see if they are on track to reach their goal. Teach students how to state their resolutions in an affirmative way; rather than say “Stop being mean to my little sister,” they might word it as “Do something kind for my little sister every day.”

The Calendar The calendar is always a good January topic as there are many differences between cultures. Ask students questions such as: What other calendars are used in your home country? When is the New Year on that calendar? How many days are in the year in that calendar? Is it a lunar calendar? What important holidays are celebrated in your home country in January?

Orthodox Christmas Students from Eastern Europe will likely be familiar with this holiday. Invite them to tell the class about any customs or traditions they have seen or know about. Otherwise, have an Orthodox Christian come to your classroom to tell about the holiday.

Martin Luther King Jr. Day Ask students what they already know about Martin Luther King Jr. Explain the abbreviation for Jr., the son of a man with the same name. Play a DVD of the March on Washington in 1963, or have students watch it on YouTube.com (search “I have a dream”). Ask questions such as: What are civil rights? (Equal rights in employment, education, housing, voting,
of water they drink per day. If they are
students keep track of how many glasses
lunch, between classes, at home, etc. Have
teachers limit bathroom breaks and do

January Democratic Debate By the
time you are working with these pages in
class, the January Democratic debate
should be scheduled. Check at democrats.
.org for the day and time. Suggest that your
students watch the debate.

Articles of Impeachment When we went
to press the House Judiciary Committee
was active in very heated debates over
the articles of impeachment. A vote was
expected within the next day or two.
Ask students what they have heard about
impeachment. Do not encourage debate on
the matter unless you have well informed
students, or you have read Elizabeth’s well
researched, unbiased account written in
simple English. You can find this at our
website.

This Is Your Page (page 4)

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: Have you
ever spoken about someone thinking they
didn’t understand you, but they did? What
happened? What are the problems of online
shopping? What nice things have your
neighbors done for you? Have you done
anything for them? How do you pay rent
or bills? Do you use checks for anything?
What are some of the differences between
your native language and English?

Your Health: Water (page 5)

Objectives: Students will be able to
tell six reasons why water is important
for our bodies. Students will be able to
explain what dehyratation is and why many
Americans today are often dehydrated.
They will be able to tell four sources of
water and four drinks that do not count

Procedures: It can be very difficult for
students to stay hydrated at school. Many
teachers limit bathroom breaks and do
not allow bottled water in the classroom.
This is not ideal for keeping students
hydrated and alert. Encourage students
to drink water when they get the chance: at
lunch, between classes, at home, etc. Have
students keep track of how many glasses
of water they drink per day. If they are
allowed water in class, encourage them to
get reusable water bottles and use them.

Ask a Speech Coach: /sh/ and /zh/ (page 5)

Recognizing the difference between /sh/
and /zh/ is a challenge for many English
language learners. This is made much more
difficult due to the many ways of spelling
each sound in English.

Objectives: Students will be able to hear
and pronounce the difference between the
sounds /sh/ and /zh/. They will be able to
tell ten words that contain the sound /sh/
and ten words that contain the sound /zh/.

Procedures: Read the article out loud
and practice the sentences. Have students
create their own sentences using the words
in the article. Invite them to read their
sentences to the class. Can anyone make
and read a tongue twister?

Jobs in Construction (page 6)

Objectives: Students will be able to
give examples of 20 different kinds of
jobs in construction and what education
or training is needed. They will be able to
tell some benefits of construction work
and some difficulties. Procedures: Invite
a few different people who have worked
in construction to talk about the work,
how they got their jobs, and the training
they needed. If your school has vocational
courses, have the instructor visit the class
to talk about the choices available for
them in construction. Have students see
youtube.com/watch?v=C3iI6S7TuCA.
It’s a time lapse construction of a large
home, showing many of the trades at work.
Assign students to research on Youtube the
various trades and report to the class.

Primary Elections and Caucuses (page 9)

Objectives: Students will be able to
explain the purpose of the primary
elections. They will be able to explain the
difference between a primary election and
a caucus, and be aware that a large number
of Democrats and three Republicans are
running for president.

Procedures: Find out what students
already know about the candidates and past
debates (from news in their own language,
from past issues of Easy English NEWS).
Read the article and clarify understanding.
Have students act out some of the
procedures to help show the differences
between a primary election and a caucus.
Each state has different rules about
assigning delegates, but here’s an exercise
to help students understand the general
premise:

For a primary election: Have students
name four or five well-known movie or TV
stars, or characters, or superheroes. Write
the names on the board. Give a small piece
of paper (a “ballot”) to each “voter”. Have
students vote for their favorite candidate
by writing their votes on the papers. Have
them drop their votes into a “ballot box.”
Point out that this is a secret ballot, and
no one has to tell another person how they
are voting. After everyone has voted, count
the ballots for each candidate and write the
total for each candidate on the board next
to their names.

For a caucus: Write the names of the
same stars on separate large pieces of
paper. Post these around the room. Have
students who have a favorite star give a
short talk about why their star is the best.
Have students walk (“vote with their feet”)
to the part of the room with the name of
the star they want to vote for. Students can
try to convince others to join their group.
Point out that this ballot is not secret and
anyone can see who other voters vote for.
Write the names and numbers of votes for
each candidate on the board.

Locate Iowa and New Hampshire on a
wall map. Then locate the next two states
who have primaries or caucuses: South
Carolina and Nevada. Let students know
that the results from these first states are
important. If a candidate doesn’t do well in
the early primaries, he or she may drop out
of the race.

ANSWERS
1. d 16. F (southern)
2. b 17. F (good)
3. a 18. F (Democrats)
4. c 19. F (Iowa)
5. b 20. F (no)
6. b 21. H (essential)
7. a 22. D (candidate)
8. b 23. J (toxins)
9. d 24. C (lunar)
10. a 25. A (applicant)
11. F (New Year’s Day) 26. E (junior)
12. F (solar) 27. B (elegant)
13. T 28. F (eloquent)
14. T 29. I (exaggerate)
15. F (nonviolence)
January 2020 Quiz I

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

1. This year is the 100th anniversary of the
   a) Parade of Roses in Pasadena.
   b) The Declaration of Sentiments.
   c) The abolition of slavery.
   d) The 19th Amendment to the Constitution.

2. When Susan B. Anthony voted in an election in 1872,
   a) her candidate won the election.
   b) police arrested her.
   c) she had to serve on a jury.
   d) her husband had to pay her $100 fine.

3. Women who worked for the right to vote in the U.S. were called
   a) suffragists.
   b) protesters.
   c) abolitionists.
   d) passersby.

4. The “silent sentinels” stood in front of
   a) the Supreme Court
   b) the Capitol building
   c) the White House
   d) the psychiatric ward

5. On August 26 this year, a new monument in Central Park will honor
   b) Elizabeth Cady Stanton, Sojourner Truth, and Susan B. Anthony
   c) Alice Paul, Lucretia Mott, and Donald Trump.
   d) Susan B. Anthony, Woodrow Wilson, and Alice Paul.

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 résumé 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
   a) a long letter explaining other skills you have
   b) a short thank you note
   c) a gift
   d) an application form

9. When you “blow your own horn”
   a) you want other people to get out of the way.
   b) you are testing the safety of your car.
   c) you want to drive faster.
   d) you honestly tell about your skills and strengths.

10. If you haven’t heard from the interviewer after several days
    a) call to ask when they will decide.
    b) go back to the company’s building.
    c) send the interviewer an email everyday until they respond.
    d) do not contact them at all.
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. Many Americans make resolutions on **Martin Luther King Jr. Day.**

___ 12. The calendar we use every day is a **lunar** calendar.

___ 13. Orthodox Christians use the **Julian** calendar.


___ 15. King taught the boycotters to use **violence** to change the laws.

___ 16. Some governors of **northern** states vowed that they would never let segregation end.

___ 17. When the economy of the United States is **bad**, there are plenty of construction jobs.

___ 18. The two major political parties in the United States are the **Republicans** and the **Liberals**.

___ 19. The first caucus will be in the state of **Florida** on February 3.

___ 20. There will be **many** debates between Donald Trump and the other Republican candidates.

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. applicant  F. eloquent  
B. elegant  G. check  
C. lunar  H. essential  
D. candidate  I. exaggerate  
E. junior  J. toxins

___ 21. It’s ________ to drink plenty of water every day.

___ 22. Each political party must nominate a ________ for president.

___ 23. Food that has spoiled may contain ________.

___ 24. The Chinese year is based on a ________ calendar.

___ 25. A person who goes to an interview for a job is an ________.

___ 26. The word ________ comes after the name of a man who has the same name as his father.

___ 27. Everyone wore their most ________ clothes to the party.

___ 28. I want to be an ________ speaker like Martin Luther King Jr.

___ 29. It’s not a good idea to ________ your skills.

___ 30. Make sure you ________ your tires before you go on a long trip.