



## Quizzes and Teacher's Guide

January 2012

Dear Colleague:

Happy New Year! May all your resolutions be kept and bring great results. January is often a time that new students arrive, so one of the advantages of *Easy English NEWS* is that it is new each month, and the new students don't have a sense of "coming in in the middle." I choose difficult words to define in Word Help as though there were new students each month.

If you're a new subscriber to *Easy English NEWS*, be sure to check out the additional tests at my Website each month: [elizabethclaire.com](http://elizabethclaire.com). (Then search "cloze".) There are six cloze tests based on the month's articles, and one "Odd Man Out" (Which word does not belong?) vocabulary test. I don't print answers as the cloze tests can be checked by referring to the newspaper, and the Odd Man Out may have more than one answer. The point in the Odd Man Out tests is to stimulate thinking and speaking skills. The student should be able to tell why the word he or she has circled doesn't go with the other three words.

### Primary Elections (pages 1 and 10)

**Objectives:** Students will be able to explain the purposes of the primary elections. They'll be able to explain the difference between a primary election and a caucus. They'll be able to tell the names of the Democratic nominee and several of the Republican hopefuls.

**Procedures:** Find out what students already know (from news in their own language, and from past issues of *Easy English NEWS*). Ask questions such as *Has anyone seen the debates on television? Do you know why these people are debating? Do you know which political party the debaters belong to? Can you name any of the debaters? What kinds of questions do they have to answer? Why isn't Barack Obama in the debates?*

Present some of the information in the article orally. Locate Iowa and New Hampshire before reading the article. Review the number of states, and the two major political parties. Point out that there are no Democratic debates because it is

certain that Barack Obama will be the Democratic candidate.

Read the article and clarify understanding. You can have students act out some of the procedures to demonstrate what happens in a primary election to compare what happens in a caucus. For primary election: Have students name four or five well known TV or movie stars or characters. Write the names on the board. Distribute small pieces of paper to each "voter." Have students write their choices on the papers, and 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. When all the votes are in, open the box and count the ballots for each candidate. Write the total for each candidate on the board next to their names.

Then show how a caucus works: Write the names of the same TV or movie stars on separate large pieces of paper. Post these around the room. Let students who have a favorite star give a short talk about why their star is the best. Calculate what 15% of the number of students in the class is. (If you have 20 students, then 15% is 3 students.)

Have students walk ("vote with their feet") to the part of the room with the name of the star they want to vote for. If one star has less than 15% of the total vote, have students change their vote and walk to another location to add their vote to a different candidate. Point out that this ballot is not secret, and anyone can see who other voters vote for. Write the names and number of votes for each candidate on the board.

**Background information:** (No need for your students to know this, but just in case they ask): For a Republican candidate to win the nomination, he or she will need 1,143 delegates. (This number may change, however, just to complicate things.) The January, February, and March primary states must allot their delegates proportionately among the top winners in each state. The results from primaries and caucuses *after* April first will be "winner take all." The later states include the more populous states such as New York and California. If a candidate wins 1,143 delegates *before* the last of the primaries, the drama is over. The convention will be for speeches, formal nominations, creating

the party platform and the kick off for the campaign. If no candidate has the needed 1,143 delegates, then the decision will come after several votes at the convention. Delegates can change their vote after the first round. To make it more complex, states that broke the Republican National Committee rules by having their primary earlier than allowed will have only half the number of delegates usually allotted to their states.

### Looking for a Job: the Interview (pages 1 and 9)

**Objectives:** Students will be able to tell the employer's goal in an interview and an applicant's goal. 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 salesman, waiter, truck driver, carpenter, teacher, 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 reference can make the difference if an employer is unsure.

Have students think about their skills, strengths, and weaknesses. They might want to write these out. In some cultures, students may have learned to be modest during job interviews, denying their intelligence and skills. Have students understand that it's quite the opposite here; job applicants have to sell themselves. The employer hopes the applicants will honestly state what they have achieved in school, at other jobs, and the skills they are good at. Have students work in pairs practicing questions and answers for a job interview.

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

**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?

As a challenge, have students work alone or in pairs to invent a calendar from two facts: a solar year is 365.24 days, and a lunar month is 29.4 days. Which facts would they use? How would they divide up the year? What would they name the divisions they create? What would they name the days?

**New Year's Day** Ask how students spent New Year's Eve and New Year's Day. What did they do on New Year's Day in their home countries? Talk about resolutions and setting goals. Have students brainstorm a list of goals they have for the year 2012. Help students see the importance of measuring their goals. That is, rather than say "I will learn more English this year," it can be stated in a way that they can see if they are reaching their goal: *I will pass a (certain) test by June 30; or, I will learn 500 new words by May 1.*

Point out that it's important to have a vision or purpose that reaching the goal will produce. It's helpful also to break the goal down into smaller steps and have "milestones" along the way. For example, if you want to learn 500 new words by May 30, you can break the task down into 100 words per month, or 21 words a week or three words a day. Keep a notebook with the lists of new words learned.

Teach students how to state their resolutions in an affirmative way. That is, rather than: *Stop being mean to my little brother*, word it as *Be kind to my little brother*.

**Martin Luther King, Jr. Day** Ask students what they already know about Martin Luther King, Jr. Play a DVD of the March on Washington in 1963, or have students see it on YouTube.com (search "I have a dream"). Discuss issues in civil rights: Which groups have won rights? Which groups have not? Black people, 18-year-olds, women, immigrants, illegal immigrants, same-sex couples, children, unborn children, animals. Have students tell about their own native country heroes in civil rights. Ask students what *they* would like to improve or change.

Point out that Americans have rights that allow people to make changes in laws or conditions at work (freedom of assembly, speech, press; freedom from arrest without cause, freedom to join a

union, free elections, the right to run for public office).

### The State of the Union Address

**Objectives:** Students will be able to explain the speaker, the audience, and the purpose of the State of the Union Address.

**Procedure:** The date was not yet set as we went to press in mid-December, but will probably be set by the time you are reading the paper with your students. Have students read the article, (point out that the photo is from last year) and be ready to watch the address on TV.

If you have a class TV, you can tape the address and play the opening part of it for the students the following day.

### 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 story would they write about?

### Ask Elizabeth (page 5)

**Objectives:** Advanced students will be able to tell when to choose a gerund or an infinitive to complete a main verb.

**Procedure:** Read the question and answer. Have students practice one day with the first group: verb plus infinitive, and be able to state the list of verbs that take the infinitive, plus create their own original sentences. On another day, have students practice with verbs that take gerunds, state the list of verbs, and create their own original sentences. Have students go on line to practice at the [englishpage.com](http://englishpage.com) website, or print out the practice sheets to use in your class.

### Dr. Ali: Spice Medicine (page 5)

**Objectives:** Students will be able to tell what spices are. They will give some examples of using spices for simple ailments such as motion sickness.

Emphasize that students should always consult their own health counselors before relying on or trying Dr. Ali's information. (You, I, and Dr. Ali are all required by law to say that, as we do not have a license to practice medicine by newspaper or in English class on students.) Ask students if they have ever used any spices as medicine and to tell about it.

### Assateague National Seashore (page 6)

**Objectives:** Students will be able to

locate Virginia and Maryland on a US map and tell where Assateague Island would be. (It's too small to show up on a wide map.) They will be able to tell what a habitat is, name five different habitats, and eight kinds of animals there. They will be able to describe what they see in the photographs.

### Heroes and History: Steve Jobs (page 7)

**Objectives:** students will be able to tell who Steve Jobs was and tell six creations he brought to market. (Apple II, Macintosh, iPod, iPhone, iPad, iMac, and computer animated movies.) They will be able to tell three difficulties he was able to overcome (no college education, lack of money, poor social skills, being fired from his own company).

**Procedures:** Read the article, develop the vocabulary, and discuss. Elicit from students their familiarity with or possession of any of Apple's products. Have any student who has any Apple products describe what they like about them. *Does the school have Macintosh computers in the classroom or computer lab? Have they seen any of the movies from Pixar?* Bring in and show a short clip from one of the Pixar prize-winning movies.

Can Steve Jobs' life inspire students? Have them note that in the U.S. a person can start a business, raise money (and risk their own money) to produce something they think people will want to buy. Point out that most new businesses fail, so it takes money, time, hard work, and the right combination of product, price, marketing and good luck to be successful.

### ANSWERS

- |                        |                    |
|------------------------|--------------------|
| 1. b                   | 16. F (southern)   |
| 2. b                   | 17. F (horses)     |
| 3. d                   | 18. T              |
| 4. c                   | 19. F (computer)   |
| 5. a                   | 20. F (fastest)    |
| 6. b                   | 21. D (spice)      |
| 7. a                   | 22. G (urge)       |
| 8. b                   | 23. J (offended)   |
| 9. d                   | 24. B (install)    |
| 10. a                  | 25. A (revolve)    |
| 11. F (New Year's Day) | 26. E (exaggerate) |
| 12. F (solar)          | 27. C (abandon)    |
| 13. T                  | 28. F (eloquent)   |
| 14. T                  | 29. H (infinitive) |
| 15. F (non-violence)   | 30. I (effective)  |

**January 2012 Quiz I**

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

- \_\_\_\_\_ 1. In a primary election, members of a political party
- a) choose members of Congress.
  - b) choose delegates to their party's national convention.
  - c) choose a vice president.
  - d) choose a state governor.
- \_\_\_\_\_ 2. At a caucus,
- a) voters use a voting machine.
  - b) voters "vote with their feet."
  - c) a political party celebrates winning an election.
  - d) the president gives the State of the Union address.
- \_\_\_\_\_ 3. The Democratic Party will choose \_\_\_\_\_ as its candidate for president.
- a) Joe Biden.
  - b) Newt Gingrich
  - c) Mitt Romney
  - d) Barack Obama.
- \_\_\_\_\_ 4. The first caucus will be (was) in the state of \_\_\_\_\_ on January 3.
- a) New Hampshire
  - b) South Carolina.
  - c) Iowa
  - d) Nevada
- \_\_\_\_\_ 5. The \_\_\_\_\_ usually chooses a party's candidate for vice president.
- a) candidate for president
  - b) Republican Convention
  - c) Congress
  - d) caucuses and primary elections
- \_\_\_\_\_ 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 resume 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. 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. Business opportunities
- a) have no salary.
  - b) pay a high salary to begin with.
  - c) are for experienced people only.
  - d) are always the best jobs.

**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 Primary Election Day.  
\_\_\_\_\_
- \_\_\_\_\_ 12. The calendar we use every day is a lunar calendar.  
\_\_\_\_\_
- \_\_\_\_\_ 13. For Chinese and some other Asians, this year is the Year of the Dragon.  
\_\_\_\_\_
- \_\_\_\_\_ 14. Dr. Martin Luther King, Jr. organized a bus boycott in Montgomery, Alabama in 1955. \_\_\_\_\_
- \_\_\_\_\_ 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. Wild pigs roam freely on Assateague Island National Seashore.  
\_\_\_\_\_
- \_\_\_\_\_ 18. Many animals on Assateague Island get their food from the ocean.  
\_\_\_\_\_
- \_\_\_\_\_ 19. In 1977, Steve Jobs and Steve Wozniak made the first personal-sized telephone.  
\_\_\_\_\_
- \_\_\_\_\_ 20. Apple Computers became the slowest growing company in U.S. history.  
\_\_\_\_\_

**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. revolve    | F. eloquent   |
| B. install    | G. urge       |
| C. abandon    | H. infinitive |
| D. spice      | I. effective  |
| E. exaggerate | J. offended   |

- \_\_\_\_\_ 21. A dried seed that is used to flavor food or for medical purposes is a \_\_\_\_\_.
- \_\_\_\_\_ 22. A person who is addicted to cigarettes often feels an \_\_\_\_\_ to smoke.
- \_\_\_\_\_ 23. Don was \_\_\_\_\_ when the teacher said his speech was boring.
- \_\_\_\_\_ 24. Can you help me to \_\_\_\_\_ this program in my computer?.
- \_\_\_\_\_ 25. The Earth and other planets \_\_\_\_\_ around the sun.
- \_\_\_\_\_ 26. Paul likes to \_\_\_\_\_. He says he is as strong as Superman.
- \_\_\_\_\_ 27. Don't \_\_\_\_\_ your children. They need you.
- \_\_\_\_\_ 28. I want to be an \_\_\_\_\_ speaker like Martin Luther King, Jr.
- \_\_\_\_\_ 29. After the verb *help*, you need the \_\_\_\_\_ form of the next verb.
- \_\_\_\_\_ 30. Ginger tea is often \_\_\_\_\_ for stopping motion sickness.