

Tips on Tutoring English

Manual for Volunteer Tutors of English in Action



The English-Speaking Union
English in Action

English in Action

English in Action, a program of the English-Speaking Union of the United States, matches newly-arrived immigrants, international students, visitors and others with limited knowledge of the English language with American volunteers for one-to-one conversation practice. Students and volunteers meet on a weekly basis in a relaxed, informal setting.

For students, EiA provides an opportunity to gain confidence and skill in understanding and speaking English. In addition to practicing the language without fear of making mistakes, EiA students learn about life in this country and teach their American partners about their own land and customs.

By introducing two people of different cultures, EiA also sets the stage for a cultural exchange and an ongoing personal relationship which will profoundly affect both the volunteer and the student. For the volunteer, EiA may mean the beginning of a lifelong interest in a particular area of the world, or it may lead to a deeper understanding of his/her own American culture. For the student, EiA often provides the first significant friendship with an American, while giving the student the chance to transform an overwhelming, frustrating move to this country into a positive experience.

The English-Speaking Union of the United States

The English-Speaking Union of the United States is a non-profit, non-political educational organization whose mission is to celebrate English as a shared language to foster global understanding and good will by providing educational and cultural opportunities for students, educators and members. The ESU carries on its work through a network of 70 U.S. Branches and affiliates in the United Kingdom and more than 50 other countries, sponsoring a variety of language and international educational programs.

We are indebted to Professor Florence Baskoff, Laurie Moody and Karen Jeff who generously gave of their time and expertise to make this manual possible.

**This manual is a project of English in Action
a program of The English-Speaking Union of the United States**

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In the Beginning

THANK YOU AND WELCOME

Teaching English to another person is a special opportunity to bring about important changes in the life of someone else.

Thank you for:

- giving your time and ability to provide tutoring and conversation practice to your English in Action student. *
- sharing your native language and culture.
- being part of a one-to-one relationship that addresses itself to individual needs and encourages personal growth.

Welcome to the chance:

..... to be your student's first real link with the United States.

....to get to know another individual in an unusual context.

....to gain insight into another culture.

....to see your student progress because of you.

.....to enable your student to meet the demands of life in a new country.

.....to make a significant difference.

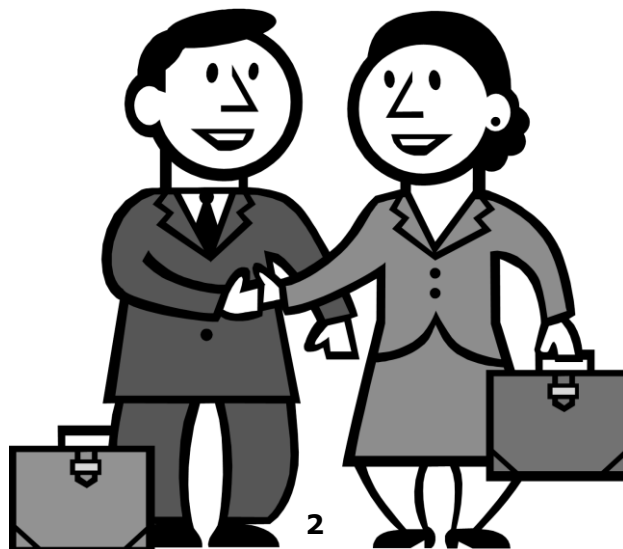
**** English in Action does not offer a formal teaching program. However, in the interest of simplicity, we will refer to the learner of English as a "student." He or she may be of any age, profession or background.***

This manual is offered to you, the volunteers in the English in Action program. Your common goal is to assist individuals on a one-to-one basis to improve their English language skills. Your student will often look to you for advice, support and example. As an English in Action volunteer, you will meet regularly with your student at a scheduled time and place. As you spend time with him or her, your good will, your ideas and your invaluable assistance will result in an enriched language learning experience for both of you.

GETTING ACQUAINTED

Greet your student in a friendly, confident manner. The first impression you make will be very important to your teaching success. Your confidence will put your student at ease. Create a friendly, relaxed atmosphere. Have fun and enjoy yourself. If you are having a good time, your student will too.

- Learn each other's names.
- Discuss the importance of meeting regularly and of contacting the unit director, if the need arises, to cancel a meeting. This cannot be emphasized too much.
- Suggest that your student bring a dictionary and a notebook each week.
- Encourage your student to collect questions about American language and customs.
- Urge your student to interact in English as much as possible outside your conversation hour and to report back observations about American life and culture.
- Try to get a sense of your student's unique English language needs.



YOUR JOB: DIRECTED CONVERSATION

Direction will be determined by your student's language priorities. Is your student a doctor, student, teacher, engineer? Is more facility in English needed to:

-complete a course of study?
-get a better job?
-feel comfortable in the new culture?
-accomplish the tasks of daily living?
-make an American friend?

How long has your student been in this country?

How much schooling and English language training has your student had?

As these questions are answered, you will be assessing your student's ability to use English and his or her reasons for wanting to improve English language skills. This information will help you plan topics of discussion and activities for future meetings.



HOW TO HELP

Remember that the first step to success is believing that your student can learn. The next step is believing that you can help.

- Try to use natural speech when you converse with your student. Your speaking style is a model for him or her.
- Be encouraging. Praise your student. Remember that success leads to success.
- Use body language -- eyes, face, hands -- to underline and reinforce meaning: Build an awareness of the cultural differences in gestures.
- Bring pictures to stimulate conversation and to help students understand vocabulary.
- Let your student make some mistakes. Learning a language involves taking risks and making errors. Correcting all the time can be discouraging.
- Focus on listening and speaking skills.

- Be patient. Give your student time to formulate thoughts. Moments of silence are an important part of your student's conversation.
- Make the learning experience and the materials personal, dynamic and active.
- Encourage your student to be a creative, active learner. Occasionally ask your student to tell you what has been most helpful.
- Be open, caring, supportive and flexible. Do what is best for your student at all times.

Also remember...

- It takes two to converse. Don't let your enthusiasm to teach carry you away so that you do all the talking. ***Let your student do most of the speaking.***
- Speak at a normal rate. Don't exaggerate or distort pronunciation.
- While your student is speaking, jot down errors. Make corrections later. Don't interrupt your student's flow of speech.
- Provide models and additional examples of usage patterns. Don't get bogged down in explanations of grammatical forms.

PLANNING YOUR TIME TOGETHER

Careful planning will ensure maximum language learning. To add variety and maintain interest each week, include several activities, all of which may be related to one central theme.

- Greet your partner and briefly catch up on activities during the week. Ask your student questions. Have your student ask you questions.
- Review your student's notes from the previous session and answer any questions the student might have.



Discuss a topic of the student's interest. You might:

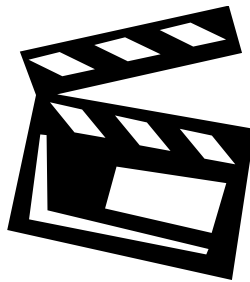
-bring related pictures or objects.
-read a short article or current news item together and encourage your student to express opinions.
-make up a related dialogue.
-role play a situation together.
-dictate a short passage to your student.
-write a letter or short note together.
-list new vocabulary and idioms.
-use vocabulary in other sentences or in a game.
-focus on one or two corrections.

"WHAT SHOULD WE TALK ABOUT?"

The best conversation topics are those which are suggested by your student. Most students will respond readily to talking about themselves and making cultural comparisons. ***This is your chance to learn from your student.***

Here is a list of some topics* which you might find interesting to explore:

Food	Transportation	Social customs	Etiquette
Clothing	Recreation	Hobbies	History
Schools	Sports	Health services	Education
Housing	Family relationships	Government	Folk tales
Shopping	TV, Radio, Film	Music, Dance	Art, Theater
Holidays	Periodicals	Superstitions	Professions



Choose conversation subjects that:

- * **are relevant to the needs of your student.**
- * **capitalize on everyday, real-life situations.**
- * **are varied, stimulating and entertaining.**
- * **give insight into our culture.**

* See Appendix, pages 30-31, for more topics.

CULTURE

Among many other aspects, culture consists of:

Customs	Beliefs	Manners	
Rituals	Law	Morals	
Language	Arts	Thought patterns	
Tools	Artifacts	Social institutions	
	Religion	Myths	Self-concept
	Knowledge	Ideas	Values
	Ideals	Legends	Acceptable behavior



Culture embodies who we are. It is a total system of learned behavior and beliefs transmitted from generation to generation, and it is often difficult to see just how deep its influence goes. The obvious manifestations of a culture -- the spoken language, dress, food, arts, holiday celebrations -- are easy to see, but there are many aspects of culture that are hidden. Many of our values, beliefs, and behaviors are so natural to us that we do not realize that other people might view the world quite differently.

When two people from the same culture talk to each other, they operate in ways specific to their culture which they both understand. They speak the same language, but in addition, they instinctively know how close to stand to each other, how much eye contact is appropriate, if the situation calls for humor, whether touching is acceptable, and much more. These seemingly natural aspects of behavior "communicate" to another person just as much as words do.

When two people from different cultures meet, they may speak the same language, but conflicts or feelings of unease can arise from misunderstandings related to behaviors of which neither party is aware. As you work with your student, be aware of cultural differences. You may want to learn more about your student's culture through books and movies, but your student will be your best resource. Many stimulating discussions can occur as you explore cultural differences together. Moreover, working with someone from another culture is a wonderful way to learn about your own cultural identity. It provides the contrast needed to be able to see aspects of American culture that are normally hidden.

Operate on the assumption that your student very likely perceives things differently than you do. Expect the unexpected. Through honest discussion, you can celebrate similarities and respect differences. The experience can be rich and rewarding.

Language and culture are inextricably intertwined. In teaching English, you also teach culture and engage in a cross-cultural exchange. As a volunteer, your goal will be not just to teach English usage and vocabulary, but also to help students make sure they understand what messages they are receiving from others and whether or not they are clearly communicating what they intend. The more you know about cross-cultural communication, the better the chance of reaching this goal.

See Appendix, pages 32-33, for more information about cross-cultural communication.



Adult Language Learners

All people, both children and adults, learn in different ways and at different speeds. However, there are certain characteristics which distinguish adult learners. Understanding these characteristics can assist you in your work with your student.

- Adult learners are voluntary learners. They are at EiA because they are motivated to learn.
- Adults have experience and maturity. They come with a sense of who they are and what they want to learn.
- Adults are self-directed, so encourage them to participate in the selection of topics and learning tasks.
- Adults are interested in materials and topics which have meaning in their lives.
- Adults lead complex lives so their time is limited. Therefore, try to concentrate on what they want and need to learn.
- Some adults learn by hearing and others through seeing. Try to find what works best for your student.
- An aptitude for learning a language is not necessarily related to adult intelligence.
- Accented speech and some grammatical errors are inevitable for adult language learners because the new language has been superimposed on an existing system and there is bound to be interference.

The Basics

LANGUAGE FUNCTIONS

Your student needs to develop a repertoire of language expressions to achieve goals and express feelings which are appropriate for specific situations. These expressions are called language functions. You can assist your student greatly by drawing on your own knowledge of what is polite to say in different situations. Moreover, discussing possible variations of expression will help your student feel more confident using the language in various social situations.

For example, all of the following requests could be produced perfectly, even by a beginner, but depending on the situation, the effect of some might not be desirable:

1. *You, give me the salt.*
2. *Give me the salt.*
3. *Please give me the salt.*
4. *Would you please give me the salt?*
5. *Would you mind giving me the salt?*



A non-native speaker might not understand that the second example could be offensive outside a family circle. Likewise, the student might not understand that the last example is too formal and is sometimes used to express annoyance as well as a request.

Here are some language functions you might discuss with your student:

- Expressing approval, disapproval, happiness, sadness, sympathy, gratitude
- Agreeing, disagreeing, flattering, complimenting, admitting, denying, greeting, leave-taking, asking for help, requesting, refusing, interrupting

See Appendix, page 34, for more information on language functions.

WORDS, WORDS, WORDS

Words will be a constant source of discovery for your student:

- **Vocabulary** -- individual words
- **Idioms** -- groups of words which mean something different from the meaning of the words taken individually (for example, "It was a piece of cake" to express something that was easy to do).

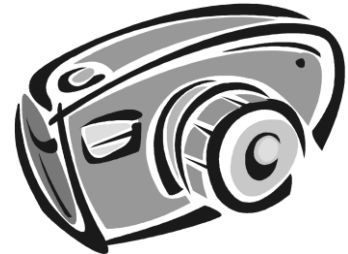
New vocabulary and idioms will develop naturally during your conversations. **Idioms are the delight and despair of language learners.** You might present a few at the end of every lesson, or let them develop naturally during your conversations. To be mastered, idioms must be used over and over again in appropriate contexts. To generate and practice both new vocabulary and idioms, you might want to discuss anything your student has heard or read but did not understand.



Other possibilities include:



- | | |
|----------------|----------------|
| photographs | tv programs |
| advertisements | charts |
| tables | maps |
| headlines | short articles |
| tv schedules | movies |



PREPOSITIONS OF PLACE

Students should be able to understand and use basic prepositions of place:

in, on, above, over, below, under, next, next to, across, opposite, by, in front of, in back of etc.

Look around the room and ask students where various objects are located.

Lists of words and idiomatic expressions have a limited value in themselves. If your student brings a list, you can:

- Discuss the meanings and appropriate uses of the words and expressions.
- Write a short paragraph or dialogue using several idioms. Practice it aloud.

Give your student a model sentence using each idiom. Then have the student use the idiom in an original sentence. Provide additional examples if necessary.

The line between a commonly used idiom and "slang" is not always clear. Discussing when and with whom to use certain idioms is important.

- Concentrate on well-accepted idioms.
- Discuss "slang" expressions that come up.
- Talk about the appropriate time and place for their use.

See Appendix, pages 35-37, for more on vocabulary and idioms.

"IF I COULD ONLY PRONOUNCE IT"

Improving pronunciation is a major concern of all people learning a new language. They often believe reducing their accent and producing English language sounds correctly will make it easier for Americans to understand them. Realistically, it is practically impossible for an adult to eradicate an accent completely. Nevertheless, there are ways you can help your student improve pronunciation.

Individual Sounds

Certain sounds may seem to be a problem by themselves. Moreover, even after mastering these sounds in isolation, your student may continue to mispronounce them in words or sentences. Continuous review and patient practice is needed to change ingrained habits of speech. ***The three main parts of a pronunciation lesson are imitation, explanation and drill.*** For explanation, use diagrams and any other resources at hand to explain how sounds are made and contrasted with other sounds.

To deal with a problem sound:

- Don't interrupt a thought. Jot down errors and work on them later.
- Don't worry about slight pronunciation differences which do not affect meaning.
- Focus on one or two sound problems at a time.

- Demonstrate the sound. Have your student repeat it. If your student still can't make the sound, try to find someone who is a native speaker of your student's language. Have him or her model it for your student.
- Practice several words that have the sound. Practice the words in sentences.
- Keep practice short.
- Contrast certain sounds (e.g., L and R, or B and V, or V and W, depending on your student's need).
- Give your student two words or a name with contrasting sounds for oral repetition at home (e.g., "Laurance Rockefeller" to practice the sounds L and R).
- Review the problem sound at your next meeting. Don't be discouraged by slow progress.
- Don't let your student become discouraged.

See Appendix, pages 38-39, on pronunciation.

Stress/Rhythm and Intonation

English does not have a regular rhythm. Its special rhythm is the result of the stress given to the most important words in a sentence. Depending on the context, the stress can be different in two identical sentences:

*"Hello, how **ARE** you?"*

*"Hello, how are **YOU**?"*

Providing a context for your pronunciation practice is very important. You are the model for your student. When you speak at a normal rate, your rhythm and intonation are correct for the context. Don't forget to use contractions. Overly careful enunciation of individual words or unnatural stress on problem words or sounds can lead to misunderstanding.



It is helpful to remember to:

...**organize** words into thought groups.

...**give stress** to the main word in a thought group.

...**blend** words and use contractions in a natural manner.

Most adult students are not aware of the stress and intonation patterns of English because they are too busy trying to understand meaning. Since every language has its own rhythm/intonation system, students will retain the rhythm/intonation of their own language while trying to learn English. However, correct use of intonation and stress patterns can improve your student's comprehensibility.

ARE WE RULED BY GRAMMAR?

It is not necessary to know all the rules of grammar to help someone improve his or her English. If you have been speaking English all your life, you are ready to judge if a sentence is correct, and you can provide the necessary corrections. If your student makes an error or several errors in grammar:

- Repeat the whole sentence so that it sounds correct to your ear.
- Have your student repeat the whole sentence.
- Don't get bogged down in technical explanations. They can be confusing and they interrupt the flow of conversation.
- Plan for future practice if the same type of mistake is being made repeatedly.

CORRECTIONS

All students learning a second language will make mistakes. Making errors is a natural and necessary part of learning a second language. There is much debate about when and how much to correct. You have a unique opportunity to provide what your student needs. Don't be discouraged if you don't get immediate results. Here are some ideas:

- Write down errors during a conversation. Go over them later.
- Vary the amount of time you spend on correction.
- Focus on one or two errors.
- Encourage your student to self-correct.
- Remember that your student wants to learn a natural way of speaking.

Some errors, however, require immediate attention. Mispronunciations which result in inadvertent obscenities are a case in point. You have a duty to protect your student from potential embarrassment outside your conversation hour. Knowing what not to say is an important and necessary part of language learning.



Don't Avoid Correcting Errors

- Your student wants correction.
- Don't interrupt your student in the middle of a thought.
- Don't leave your student uncertain about what is correct and what isn't.
- The way you would say it naturally is correct.
- Don't give lengthy grammatical explanations.
- Don't always focus on your student's mistakes.
- Don't be afraid to say, "I don't know the reason, but that's how we would say it."

Activities

CAN YOU PICTURE IT?

Pictures and props have a dual purpose: **to define new vocabulary and to stimulate conversation.**

You can bring or have your student bring:

pictures from periodicals

photographs of family and home

timetables

household items

maps

stick figure drawings

calendars

advertisements

catalogues

cartoons

Then ask your student to:

.....describe a picture, photo, item.

.....guess what happened before and after a picture or cartoon situation.

.....arrange a series of pictures in chronological order and then tell the story.

.....make comparisons using pictures, maps, timetables, advertisements.



When you use props and pictures, your student can do 90% of the talking!

LET'S READ

English in Action's own newsletter, *Here/There*, as well as short, interesting clippings from periodicals are a good source of reading material for part of your conversation hour. Talk informally about the topic and explain any difficult words in the reading.

First, have your student read silently for comprehension.
Discuss new vocabulary, ideas, opinions, cultural differences.

Then, provide a model by reading each sentence aloud.

After that, have your student read the same sentence aloud.

This allows your student to mimic your pronunciation, phrasing and intonation pattern. At home, encourage library membership. Suggest reading material on the basis of your student's interests and abilities.



..... AND WRITE

Some students need writing skills for school or work. Others want to be able to write what they have learned to say. Here are a few activities for them:

- Ask your student to keep a log or diary which you can review together each week.



- Keep a list of new words and expressions which come up during your conversation. Ask your student to write sentences using them.

- Write letters in English to:

respond to an invitation.
thank someone for something.
request information.
make a complaint.
order something from a catalogue.
get in touch with a friend.

- Discuss a topic and then write about it.
- Discuss a picture or a sequence of pictures and then write about it.

If you are helping with your student's school assignment, help him or her correct the English. Don't change his or her ideas.

LISTENING TASKS

Many students who have had formal language training in their countries can read English with ease, but they often have difficulty understanding what they hear. If your student seems to have difficulty with listening comprehension, you may want to devote a portion of your time to developing this skill. Depending on your student's needs, you could:

.... dictate telephone numbers for your student to write.

.... dictate large numbers for your student to write (e.g., 5,280,514).

.... give oral directions for your student to follow and locate on a map.

.... describe a picture and have your student draw it.

... .dictate a short paragraph phrase by phrase. Have your student repeat each phrase after you without looking at the text. Then have the student write the phrase.

DIALOGUE/ROLE-PLAY/IMPROVISATION

Written dialogues provide an opportunity to go beyond your conversation and to role play other situations that your student might encounter.

You can:

- Find a dialogue in a book. (English as a Second Language books are a good source.)
- Write a dialogue yourself.
- Write a dialogue with your student.
- Role-play a situation and jot down the dialogue. Make corrections.



Then you can:

- Talk about the situation: cultural differences, new vocabulary and idioms.
- Read it together: take parts, and then reverse the parts.
- Use the situation as a bridge to further discussion.

A variation for the advanced student is an **extemporaneous improvisation**.

Some situations for written dialogues or improvisations:

Rent an apartment

Apply for a job

Go to the doctor or dentist

Borrow something

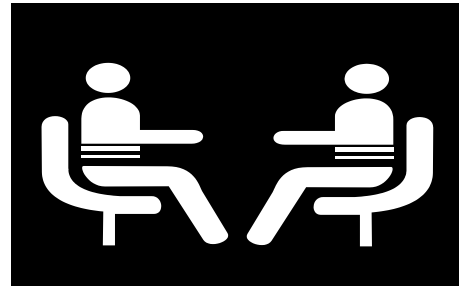
Register a complaint Return a gift

Volunteer for something

Have your hair cut

Buy an electrical appliance

Have a dress/suit altered



Some problems which could result in dialogues or improvisations:

What would you do if:

you lost your house key?

your telephone was out of order?

you finished dinner at a restaurant and found that you left your wallet at home?

another person sat in your seat at the theater?

you got off the bus and a young boy volunteered to carry your bags?

you bought a small appliance and, when you got home, it didn't work?

Situations or problems which your student is likely to face will make the best dialogues.



PHONE ME!

It is a difficult thing for non-native speakers of any language to use the telephone, since the telephone doesn't provide facial expressions and gestures. The telephone is not only an instrument of social exchange, but also a medium of business transactions and, of course, an extremely important resource in emergency situations.

What do you say when you:

- answer the phone?
- make a collect call?
- order something by phone?
- ask for information about the time or place
of some event?
- call the police or fire department (911)?
- make an appointment with a doctor?
- must leave a message on an
answering machine?
- respond to telephone solicitations?
- get a wrong number?
- call for directory assistance?
- register a complaint?

See appendix, pages 40-41, for other role play situations.

USING TEXTBOOKS

Some students and volunteers have found commercially produced text and workbooks a readily available source of practice materials. However, our experience has shown that other materials, such as props, pictures, news articles, etc., provide more interesting and productive opportunities for communication.

IS INTEREST FLAGGING? TRY A GAME

Games can add variety to your conversation hour. They can develop listening, speaking, reading and writing skills. If conversation is slow, try one of these:

"I'm Thinking of..." Games

Example: Use a picture. Say, "I'm thinking of something in this picture. Can you guess what it is?" Your student can ask only questions that require a yes or no answer.

is it the piano?"
"No, it isn't. It's smaller."
"Is it the coffee table?"
"No, it isn't. It's larger."

etc.

Example: Say, "I'm thinking of a famous person. Can you guess who it is?" Your student can ask only questions that require a yes or no answer, and must use present or past tense where applicable.

"Is it a man?"
"Yes, it is. "
"Is he alive?"
"No, he isn't."
"Did he write books?"
"Yes, he did."

etc.

Concentration Games

Example: Look at a picture together and talk about it. Then remove the picture and ask your student to describe it in detail.



Add-On Games

The aim of this game is to form sentences by adding on words and phrases.

Example: You say, "*the bird.*"
Your partner says: "*the blue bird.*"
You say: "*the blue bird in the tree.*"
Your partner says: "*The blue bird in the tree is singing.*"

Cross-Cultural Games

Example: Explain a simple game. Find out if a similar game is played in your student's country (e.g., flip a coin, tic-tac-toe).



Writing Games

Example: Give your student a list of individual words (e.g., "John," "2nd Avenue," "three"). Ask him to write a sentence using those words plus any others he chooses. Your student might write:

"John has lived on 2nd Avenue for three years."

or

" John lived on 2nd Avenue three years ago."

or

"John visited his friend on 2nd Avenue at 3 p.m."

See Appendix, pages 42-43, for more games.

POETRY

Poetry is another language medium you can use to present the world we live in. The poetry that you choose may be amusing, as is the rhythmic nonsense of *"The Reason for the Pelican"* by John Ciardi or Aileen Fisher's *"Weather is Full of the Nicest Sounds."*

The Reason for the Pelican

The reason for the pelican
Is difficult to see
His beak is clearly larger
Than there's any need to be.

It's not to bail a boat with --
He doesn't own a boat.
Yet everywhere he takes himself
He has that beak to tote.

It's not to keep his wife in --
His wife has got one, too.
It's not a scoop for eating soup
It's not an extra shoe.

It isn't quite for anything.
And yet you realize
It's really quite a splendid beak
In quite a splendid size.

Weather is Full of the Nicest Sounds

Weather is full
of the nicest sounds:
it sings
and rustles
and pings
and pounds
and hums
and tinkles
and strums
and twangs
and whishes
and sprinkles
and splishes
and bangs
and mumbles
and grumbles
and rumbles
and flashes
and crashes
I wonder
if thunder
frightens a bee,
a mouse in her
house, a bird in
a tree,
a bear
or a hare
or a fish in
the sea?
Not ME!

Or poetry may make a statement about different views of the world, as in *"Circles"* by Carl Sandburg.

Circles

The white man drew a small circle in the sand
and told the red man,
"This is what the Indian knows."
And drawing a big circle around the small one,
"This is what the white man knows."
The Indian took the stick
And swept an immense ring around both circles:
"This is where the white man and the red man
know nothing."

Whatever you choose:

- Make sure that it is short and relevant to your student's interests.
- Have a copy of the poem for each of you.
- Read it aloud two or three times as your student listens.
- Explain unfamiliar words and phrases, cultural items.
- Reread the poem.

Discuss the meaning of the poem and have your student react to its meaning. Read a line or two (thought unit) and have your student imitate your model. You might also discuss the poet, and his or her life and philosophical point of view.

PROVERBS

Another way to uncover how culture manifests itself in our beliefs, values and behavior is to present common American proverbs and identify what values they show. For example, "A penny saved is a penny earned" expresses the value Americans place on thrift. Ask about proverbs from your student's country and discuss what cultural values they express.

See Appendix, page 44, for more American proverbs and their cultural meaning.



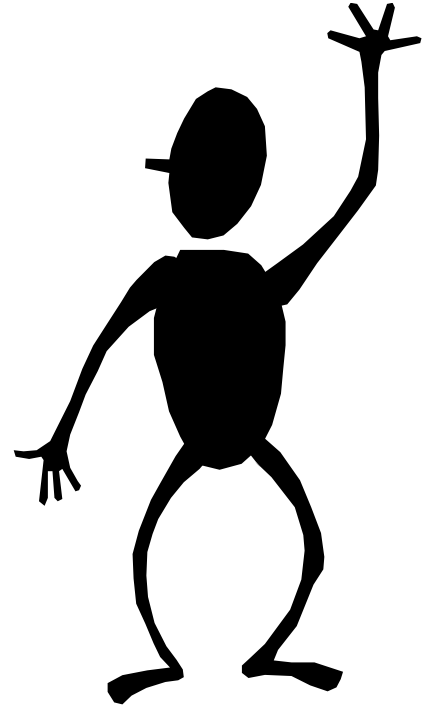
GESTURES

Experts claim that only 30 to 35 percent of our communication is verbal. The rest is non-verbal. When people don't know a language, the most common way to communicate is through gestures. However, many gestures are not universal. Some gestures have different meanings, or no meaning at all, in different parts of the world.

In the United States, for example, nodding your head up and down means "yes." In some parts of Greece and Turkey, however, this motion can mean "no." In Southeast Asia, nodding your head is a polite way of saying "I heard you." Moreover, some common American gestures are considered obscene in other cultures.

Therefore, the meaning and use of gestures can be a rich topic for discussion. Ask your student to demonstrate gestures for the following situations and discuss any cultural differences:

- You want to call a waiter or you want the waiter to bring a check.
- You want someone to come to you.
- You want to tell someone you can't hear.
- Someone asks you a question and you don't know the answer.
- You want to show that you are tired, angry, bored.
- You want to show that you think someone is crazy.
- You want to say something is okay.
- You want to say goodbye.



See Appendix, pages 45-46, for more on gestures.

Conversation Groups

Small groups of three or four students can often work together advantageously. Make sure that each student participates in asking questions and giving opinions. Most discussion topics on the conversation list (see pages 30-31 of the Appendix) are suitable for group discussions.

Current events, world news, local news and personal problems encountered in a new culture are usually of high interest to all students. As a break, games like "What's My Line?" and "Interrupted Conversations" (see pages 40-41 of the Appendix) are good group activities and reinforce grammatical points. Make sure that each student participates.



Evaluation

HAVE I MADE ANY PROGRESS?

In school, progress is measured by periodic testing. In an informal learning situation, progress can be demonstrated by other concrete means. You can:

Every week: Briefly review your or your student's notes on what you covered the previous week.

Ask, "What did we talk about last week?"

Let your student do the talking.

Once in a while: Look back at notes from several weeks or months ago.

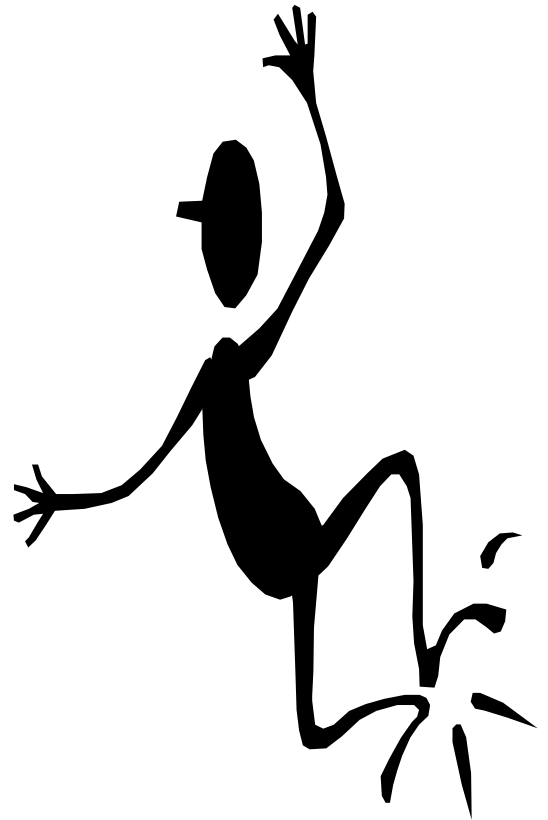


The Rewards of Volunteering

As a tutor teaching English as a Second Language, you will find you are not only giving, but also gaining insight into another language and culture through the experience of teaching and being part of a new relationship.

When you teach, you learn. Teaching something causes you to examine and appreciate it more fully. One's greatest teachers are often one's own students. Often the lessons learned are lessons about life and about oneself. You also learn from your students' experiences. They often show you new ways of looking at things, and at life. They teach you new ideas and values.

When you help people, you are rewarded yourself. The reward you receive is the knowledge that you have helped your students make vital changes and improve their lives. This knowledge should make you feel positive about yourself as a person and give you a sense of contribution to society and the world. These often are among the greatest rewards in life.



Volunteers are paid in satisfaction. Have a good time. Enjoy your student. Look for small increments in learning -- a flash of insight, a sentence well formed, a new friendship, a smile -- and know that the investment of your time and talent is making a difference in the life of the student.

Appendix

THE FIRST TIME VOLUNTEER

Nervous? Of course I was nervous! I received my first English in Action assignment from the Central Office. I knew only that my partner was a young man from China with an unpronounceable name and eager to improve his English. Me? I'm a typical New Yorker, because I'm not from New York. I work full time and my husband and I share many interests, as well as housekeeping chores. Although I had the EiA ***Tips on Tutoring English*** booklet and a sincere interest in helping someone, I worried. *What would we talk about? Could we establish rapport? Would I like him? Would he like me?*

The date of our first class, I went to the unit a little early and checked in with the Unit Director. She said that my partner hadn't arrived yet and asked me to wait. I sat down and watched all the other volunteers and their partners come in, say "hi" and get to work. The room was quietly active -- a low buzz of conversations, animated faces, notebooks being filled with new words and ideas. I felt a little conspicuous as the only volunteer with no partner. The Unit Director caught my eye as she welcomed others and passed out newsletters. Smiling, she said, "Hang in there! It's his first time coming here; he may have gotten lost. Don't worry. Sometimes this happens."

Okay, I thought, I'll wait and try to relax. Five minutes passed and still my partner didn't appear. I concentrated on the roomful of people. My interest was caught by an elderly woman listening intently to her partner, a much younger woman who spoke quickly, using her hands and a beautiful smile to emphasize her words. The older woman would enter the conversation every few minutes, explaining, rephrasing or correcting pronunciation. They seemed very comfortable with each other, enjoying their talk immensely.

In another corner of the room, a middle-aged man and woman were talking and writing in a little notebook. There was no way I could tell which was the volunteer and which was the student. Obviously, both were learning. Seated close by were two young men laughing together. Across from them sat a Japanese man, patiently explaining something to his American partner. I listened to the couple next to me -- a woman with a Spanish accent was asking her partner about the upcoming election. I gathered from their conversation that the woman was studying to become a citizen of the United States and her partner was helping her with possible exam questions.

I was a little embarrassed to be caught listening when the Unit Director sat down next to me. I was so absorbed by the people around me that I hadn't noticed her. "Well," she sighed, "I guess your partner isn't coming, it's been 20 minutes." I told her that I had enjoyed the experience anyway and that I would call the Central Office to let them know what had happened (or rather what had not happened).

Of course I was disappointed and a little angry! I'd saved this time period to help someone and that someone didn't show. Thinking dark thoughts, I put on my coat and got my umbrella ready for the rain. As I opened the door to leave, a young Chinese man shot past me and ran, panting up the stairs. Thinking much brighter thoughts, I went back up to the meeting room where the Unit Director introduced us. My partner, it seemed, had taken an express train instead of a local. He was visibly upset at being late and I immediately felt it my job to make him comfortable. "It's okay," I said. "Those things happen."

We found our own corner of the room and settled down. We practiced pronouncing each other's names, laughing over our mistakes. Then we exchanged phone numbers and agreed to let each other know if we couldn't meet or found we were going to be late.

By this time I was bursting with curiosity about him. How did he get here? What made him decide to leave his homeland? The questions poured out. He seemed equally interested in questioning me. "Why," he asked, "do you volunteer?" We were deep in conversation. I began to jot down his mistakes; he started writing new words in his notebook. We were oblivious to the rest of the room. So it was a total surprise when the Unit Director tapped me on the shoulder, saying it was time to stop for the day.

My partner and I shook hands; he thanked me and I thanked him. "Will I see you next week, same time, same place?" I asked. "No," he smiled. "Next week, same place, but I will come early!"



CONVERSATION TOPICS

Suggestions From EiA Volunteer Tutors

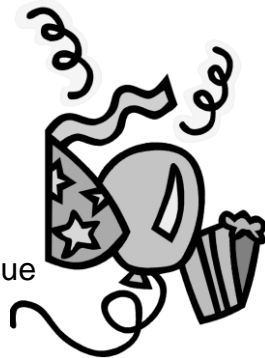
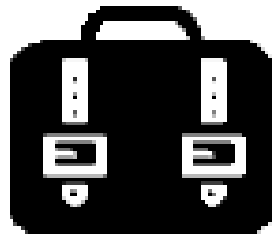
COMPARISON BETWEEN U.S. & NATIVE COUNTRY

customs -- etiquette, holidays
daily life -- shopping, food,
housing, living conditions
parent/child relationships
cultural events -- theater, music
women's role in society
education -- school systems
child behavior
religion
time
space
aging
folk tales
superstitions
government



STUDENT'S...

country
family
friends
activities
goals
hobbies
skills
job
travel
expectations
sports
home
experiences -- awkward ones due
to English language



HISTORY

United States
New York City
homeland

HOW TO...

shop -- food, clothing,
home furnishings
write a resume
succeed at an interview
get a job
use the phone
use maps
live in New York City
take citizenship exam
travel
find an apartment
choose an apartment
order from a menu

TRAVEL

tours available
other cities in the U.S.
trips taken
last vacation
future plans

ENTERTAINMENT

art -- museum exhibitions,
galleries
music -- concerts, opera,
Lincoln Center
movies -- critical reviews
TV -- follow a program,
soap operas
dance

LANGUAGE

vocabulary
pronunciation
linguistics
idioms
origins of language

CITY ACTIVITIES

museums
tours
zoos
free summer events
street fairs
theaters
architecture
services
parks
exhibitions
restaurants
transportation
parking
apartments
birdwalks
movies

FOOD

likes and dislikes
nutrition
diet
recipes
cooking
restaurants

FASHION & HOME FURNISHINGS

trends
shopping for

HOBBIES

crafts
collecting
reading
volunteer activities



CURRENT EVENTS

local news and events
news magazines TV
news programs

GOVERNMENT

systems
personalities
elections

EDUCATION

systems
opportunities for

GEOGRAPHY

maps

SPORTS

teams
celebrities the
Olympics

ECONOMICS

systems
trade
currencies

RELIGION

types
holidays
places of worship

FUNCTIONS OF SPEECH

A. Basic Needs

1. State plans for the future.
2. Request a loan.
3. Respond to a loan request.
4. Complain mildly.
5. Ask about the purpose of something.
6. Make travel arrangements.
7. Carry out a limited financial transaction (cashing a check, etc.).
8. Fill out life forms (credit cards, work permits, school registration, etc.).

B. Socializing

- | | |
|-------------------------------------|-------------------------------------|
| 1. Introduce another person. | 11. Apologize for a specific error. |
| 2. Make small talk. | 12. Request and give permission. |
| 3. Share simple likes and dislikes. | 13. Compliment another person. |
| 4. Issue an invitation. | 14. Accept a compliment. |
| 5. Decline an invitation. | 15. Explain personal plans. |
| 6. Visit. | 16. Express personal opinion. |
| 7. Entertain a visitor. | 17. Express doubt. |
| 8. Play simple games/sports. | 18. Express irritation. |
| 9. Recount past events. | 19. Express disappointment. |
| 10. Express basic emotions. | |

C. General Needs

1. Clarify misunderstandings.
2. Use simple interjections.
3. Make a basic phone call.
4. Perform arithmetic operations.
5. Spell words aloud.
6. Comprehend ads and announcements on radio and TV.
7. Read advertisements.
8. Read short notices, time tables, menus, etc.
9. Take simple dictation.
10. Write short information notes.

Professional

1. Give simple instructions.
2. Explain professional objectives.
3. Express a professional opinion.
4. Explain how something functions.

VOCABULARY I

To develop vocabulary, here are some additional expressions that you can demonstrate. To introduce these words, use the past or present continuous verb tense.

Example: Past tense (verb -- to sigh)
Tutor (performs the action): "What did / do?"
Student: "You sighed. "

If the student doesn't know the verb, the tutor can perform the action again and say, " / sighed. What did / do?"
Student: "You sighed. "

Example: Present Continuous tense (verb -- to point) Tutor
(performs the action): "What am / doing?" Student:
"You are pointing. "

If the student doesn't know the verb, the tutor can perform the action again and say, "I'm pointing. What am / doing?"
Student: " You are pointing. "

to yawn
to hum
to whisper
to shout
to whistle
to pinch
to punch
to spit
to moan
to groan
to frown
to tear
to litter
to watch TV
to point
to cough
to sneeze
to wink
to blink
to wave
to hiccup
to shrug your shoulders



to bend down
to pick up
to shake hands
to tickle
to shave
to put on/to take off
to get on/to get off
to turn on/to turn off
to brush your teeth
to comb your hair
to put on makeup
to take a shower
to blow your nose
to listen
to tap your foot
to snore
to click your pen
to sigh
to sob
to cry
to laugh to
scratch

At the end of the lesson, review by asking your student to perform an action from the above list.

Tutor: "What did you do?"
Student: "I pointed."

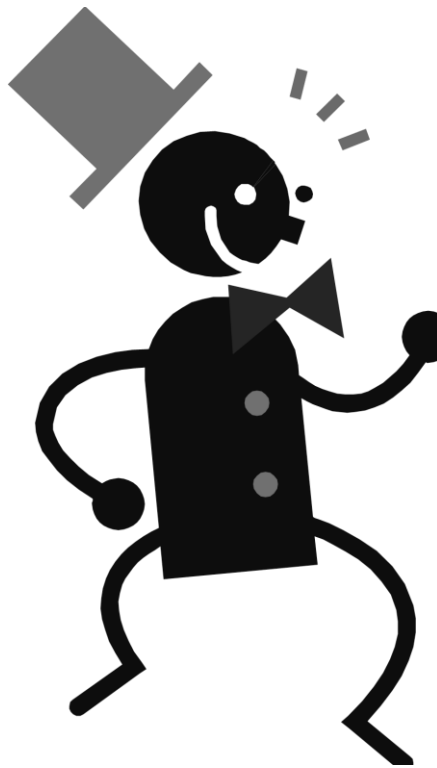
VOCABULARY II

No matter how well students know English or how good their vocabulary is, you will find that very often they don't know the necessary basic words for parts of the body or clothing. A good way to teach or review this vocabulary is through the game of "Touch."

Look at what your student is wearing and ask him/her to touch the items you call out.

Tutor: "Touch a button. "
"Touch a right shoulder"....etc.

a sleeve
a sports jacket
a cuff
a right eyebrow
a pocket
a left elbow
a watch
a left cheek
a belt
a fingernail
a thumb
a vest
a turtleneck
a cardigan
a jacket
a lapel
a dress
an eyelid
a lower lip
a forehead
a shin
a blazer



an eyelash
a chin
a ring
a tie
a right knee
a buckle
a toe
a shoelace
an earlobe
an earring
a sock
a pullover
a blouse
a shirt
a skirt
a collar
a headband
a wrist
an upper lip
a knuckle
an ankle
a scarf

Check off the words your student misses, and when the game is finished, review those items with your student.

P.S. It is a well-proven fact that the greater the number of senses involved in learning a language, the easier it becomes.

IDIOMS

An idiom is a group of words that has a special meaning in the language. Idioms are difficult for language students to learn because one can't understand the meaning by looking up the individual words in a dictionary. English is replete with idioms. They add spice to the language and are used extensively by native speakers when conversing informally among themselves.

It's a good idea to include a few idioms for your student to practice in every lesson.

Examples of Idioms *

a couch potato	a habitual loungeur, especially a person who spends a lot of time watching television
a tall tale	a series of lies or exaggerations; a false or improbable situation
to spill the beans	to reveal a secret or a surprise by accident
to be chicken	to be afraid or cowardly
to go nuts	to go crazy or become silly
to be in a jam	to be in a predicament, a dilemma

Explain the meaning of the idiom to your student and then use it in a sentence. Make sure the student understands. See if your student can use it in another sentence or situation. Then, tell the student to try to use the idiom in some conversation during the week.

1. The next time you see your student ask how he/she used the idiom.
2. The following week, you can also test your student by asking him/her to tell you what idiom would be appropriate in a certain situation.

Tutor: *"My friend wanted me to go up in a hot air balloon/bungee jumping/sky diving, but I said, 'No, I'm afraid.' What was I?"*

Student: *"You were chicken."*

** reprinted from **New Worlds** (1990 edition) by F. Baskoff with permission of Heinle & Heinle Publishers*

PRONUNCIATION

The sound system of English is comprised of three aspects: individual sounds, stress/rhythm and intonation. Therefore, it is necessary to examine errors made in each of these three areas and provide your student with opportunities to practice in all three in order to achieve success.

Individual Sounds

Students should be encouraged to become familiar with the parts of their mouths and to be aware of the position of the tongue and jaw. Some volunteers have found that a small mirror can be helpful for demonstration and practice of troublesome sounds. Adult students, in particular, will find that a clear explanation will help them not only make the sound, but also remember how it is made.

Stress/Rhythm

Individual words of more than one syllable have an internal stress. The stressed syllable is pronounced more slowly and more clearly than the other syllables. The other syllables are minimalized and their vowels often lose their distinctions. Therefore, when stress is placed on the wrong syllable, the word can become incomprehensible to the native speaker. Words such as *comfortable*, *vegetable*, and *photography* are examples of words many students mispronounce because they place stress on the wrong syllables.

It is difficult to predict where the stress will fall in English words. Therefore, you should listen for this type of accent error and help your student by providing correct models and opportunities for practice.

In sentences, especially in the normal rapid speech of most Americans, less important words are reduced in their clarity. In general, **CONTENT** words (nouns, verbs, adjectives and adverbs) are pronounced clearly, but **FUNCTION** words (prepositions, articles, pronouns and auxiliary verbs) are usually reduced. To demonstrate this feature of English, try reading the following sentences at different rates of speed:

*I'm going to meet him at three.
What do you want to do later?*

In order to be understood, it is essential that students NOT give equal weight to every syllable or every word.

STRESS DRILLS

One of the biggest problems of pronunciation involves errors in the timing and rhythm of English. Stress drills can be used to help the student overcome these problems.

Example: To practice the distinctions between unstressed function words and stressed content words, say each example twice and then have your student repeat once. For practice, have your student put individual words into phrases and then phrases into sentences.

the book
some honey

to my brother
would have had

the lake
the big lake

I'm going to bring it.
Give it to her.

PHRASE DRILLS

Phrasing is very important for students learning to communicate effectively in English. We use phrases to help tie words together in our mind, we speak in phrases and sentences, and many intonation patterns are determined by phrases. Building up an intuitive sense of English phrasing is probably the single most important thing a teacher can do to improve a student's pronunciation in English. Phrases package words together in useful, easy-to-remember chunks.

In English, the main words of each phrase are usually the last words of each phrase -- usually a noun or a verb. Thus, in English, **CONTENT** words are at the ends of phrases, and **FUNCTION** words go before them. Since function words are usually not stressed, and content words usually are, the pattern of English phrases is from weak syllables to strong syllables. Not all languages work this way. Model the following phrasing and have your student imitate.

The boy / is going to give / the girl / a book.

The tall boy / is going to give / the pretty girl / an interesting book.

The tall boy from Korea / is going to give / the pretty girl wearing jeans / an interesting book by Charlotte Bronte.

Intonation

In English, we use the rising and lowering of pitch to signal the ends of statements and certain types of questions.

1. Statements usually end with falling pitch. (*He comes from Korea. ~*)
2. Questions that can be answered with "yes" or "no" generally end with a rising pitch. (*Are you hungry? T*)
3. We sometimes change a statement into a question by ending it with a rising pitch. (*You live in Manhattan. T*)
4. Questions that begin with a question word (who, what, where, when, how or why) usually end in a falling pitch. (*Where are you going?~*)

Putting It Together

Intonation and stress convey messages and meaning in themselves. Since sentences and complete dialogues have distinctive intonation patterns, distortion often occurs when words are taken out of context for pronunciation practice. Therefore, it is important to work on pronunciation beyond the word level.

TOPICS FOR ROLE PLAY AND DISCUSSION

Employment:

Tell one's own occupation
Read job announcements and want ads
Read timesheets, paycheck stubs, work schedules
Identify people by occupations
Identify occupations with work locations
Identify work shifts: day, swing, graveyard
Identify tools and equipment for specific jobs
Express one's own likes and dislikes about jobs
Find out another person's occupation in a routine social conversation
Express interests and preferences related to job categories



Health:

Describe the symptoms of common ailments
Describe problems with more complex body parts
Fill out medical/insurance forms
Make appointments for other family members
Plan a meal
Review body parts



Housing:

Make complaints/grievances to one's landlord
Acquire information about available housing
Read simple housing advertisements
Report a crime to the police
Tell people where to put things in a house
Write a simple letter asking for repairs (to document requests)

Shopping:

Make a grocery list
Shop for food
Return clothes
Shop for someone else

Order by mail, shop by catalogue
Read ads, compare prices, make choices
Shop for clothes, read price tags, compare values
Ask about prices, sizes, colors in a store

Social Interaction:

Offer and refuse food
Plan a party
Invite; accept and decline invitations
Answer the phone and identify yourself on the phone
Give/get detailed personal data (middle name, maiden name, Ms., Miss, social security number)
Make small talk about neighbors and family
Present and receive gifts (appropriate things to say)
Know and identify when to use names and titles in formal/informal situations

Give/write telephone numbers
Use social formalities
Express likes/dislikes about weekends

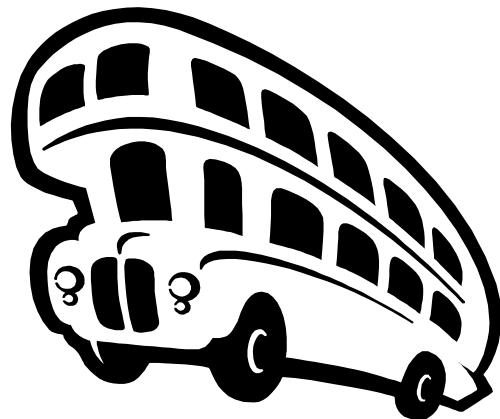
Post Office:

Ask for letter/package to be picked up
Buy stamps/postcards/Express Mail
Give and get another's address

Buy a money order
Request a zip code

Transportation:

Check newspapers for flight costs
Describe destination
Follow directions to places
Plan a trip, read time schedules
Order flight tickets via telephone
Telephone for bus information and directions
Ride the bus, ask for a transfer, ask for change, make small talk
On a bus, ask for assistance, ring bell, use back door
Use other public transportation



Other:

Ask directions
Count
Make credit card calls
Read simplified maps
Identify locations of community resources
Find out the weather report from TV
Clarify spelling for names, streets, towns
Give someone directions to a place
Answer/ask questions about personal information
Fill out forms asking for personal information
Follow safety directions (fire escape, earthquake, etc.)
Read a building directory to locate offices on different floors
Leave a message on an answering machine or voice mail

Ask for clarification (I don't understand)
Ask for items in a restaurant
Measure things with a ruler
Take a telephone message
Tell time

GAMES

Riddles

Riddles exist in all cultures and can be the starting point for discussions about the culture or the language. Some English-language riddles play on the sound/spelling system of English:

*What's black and white and read all
over?
A newspaper.*



Others are puns:

*What do you call a sleeping bull? A
bulldozer.*

Others are silly:

*What is black and white and has 16 wheels?
A zebra on roller skates.*

Some riddles work in many languages; others do not. Ask your student to translate a riddle from his/her language.

Glug

Think of a verb and ask your student to guess what it is through a series of yes/no questions.

*Are you glugging now?
Do you g/ug in the morning?
Did you glug last night?*

What's My Line?

Choose an occupation and have your student guess what it is through a series of yes/no questions.

*Do you work in an office?
Do you use a computer?*

Cartoons and Picture Captions

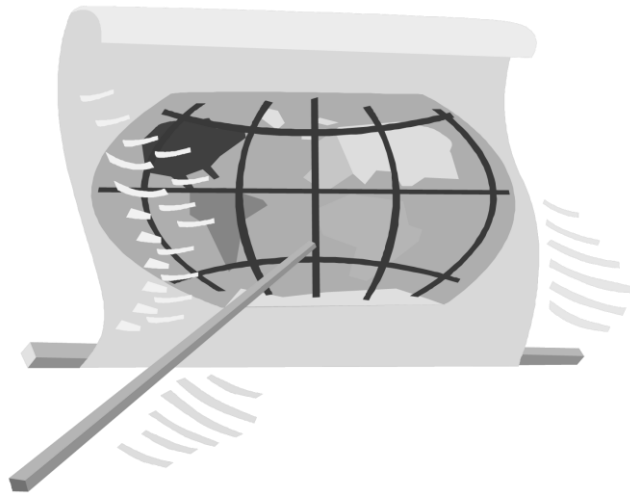
Remove the dialogue from the balloons in a cartoon. Ask your student to recreate the dialogue.

or

Cut the caption off a picture and have your student invent an appropriate caption.

Map Games

Have your student follow your directions on a map or have your student give you directions to follow on a map of her/his country.



Interrupted Conversations

Start a story with a statement. Then ask the student to interrupt you with appropriate questions to find out more about the topic. This gives your student extensive practice in asking Who, What, Where, When, How and Why questions.

Example: Tutor: "I went to a marvelous party last night."
Student: "How did you get there?"
Tutor: "We went by car."
Student: "Who went with you?" etc.

Puzzles

Some puzzles which can be found in magazines or books can generate a lot of vocabulary. Some examples are "What's wrong with this picture?" and "What's the difference between the two pictures?" When looking for puzzle materials, try to find those that are not too difficult and that provide your student with opportunities to talk.

PROVERBS

A proverb is a brief popular maxim which demonstrates a general truth or rule of conduct. It is a good idea for students to know American proverbs because they often demonstrate the country's cultural values. For example, here are some proverbs and the values they express:

Cleanliness is next to godliness.	Cleanliness
The early bird catches the worm.	Advantages of not procrastinating
Don't cry over spilled milk.	Practicality
God helps those who help themselves.	Initiative; self-help
A man's home is his castle.	Privacy; value personal property
No rest for the wicked.	Guilt; work ethic
An apple a day keeps the doctor away	Healthy habits
A stitch in time saves nine.	Timeliness of action
Clothes make the man.	Concern for physical appearance
Take care of today and tomorrow will take care of itself.	Preparation for the future

Remember: There are sometimes proverbs that express opposite (situational) values.

Example: Too many cooks spoil the broth.
(Individual work efficiency)

Many hands make light work.
(Group work efficiency)

Many countries have proverbs that express similar values. Ask your students for examples of proverbs from their countries.

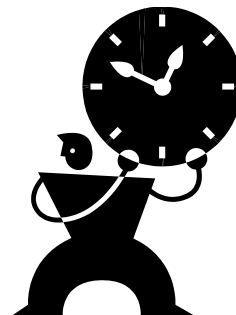


TIME

Time is very important to Americans, and the language is filled with references to time.

We say:

You are:	on time	given time
You:	keep time fill time use time waste time* manage time* make up time kill time	make time for save time* spend time* lost time* gain time schedule time



*"Time is money" is an American saying which illustrates one of our cultural values, and can be seen in our use of the same verbs with time and money. We can also waste money, manage money, save money, spend money and lose money.

Go over the meaning of each of the time expressions with your partner. Give examples or have your partner give examples using each of these expressions.

Then, working with your partner, read the following situations. Ask your partner to answer the questions using appropriate time expressions.

1. Tom has a lot of homework, but instead of doing it, he is listening to his CDs. *What is he doing?*
2. Richard is late for an appointment, so he is taking a taxi instead of a bus. *What is he doing?*
3. John is going to meet his friend at 3:00, but it is only 2:30 now, so he decides to take a walk. *What is he doing?*
4. Mary doesn't feel well and has called to see her doctor tomorrow. Her doctor says he is very busy, but he will reschedule appointments in order to see her. *What will he do for her?*
5. The audience at a rock concert are tapping their feet and clapping their hands as they listen to the music. *What are they doing?*

As attitudes toward time in various cultures differ, it can be a fertile ground for cross-cultural discussion. Should you go on time to a business meeting, a dinner party, a cocktail party? If you are late, how do you apologize?

GETTING ALONG VERBALLY AND NONVERBALLY *

When you are in another country, it is important to know the language, but it is equally important to know how to communicate nonverbally. Before saying anything, people communicate nonverbally or by making gestures.

In ancient Rome, when the emperor wanted to spare someone's life, he would put his thumb up. Today, in the United States, when someone puts his/her thumb up, it means "Everything is all right" (Figure 1). However, in Sardinia and Greece, the gesture is insulting and should not be used.

In the United States, holding your hand up with the thumb and index finger in a circle and the other three fingers spread out means "Everything is O. K." (Figure 2) and is frequently used by astronauts and politicians. In France and Belgium, it can mean "You are worth nothing."



Figure 1

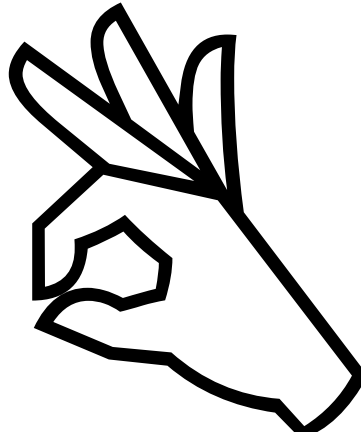


Figure 2

In the United States, raising your clasped hands above your head means "I'm the champion" or "I'm the winner." It is the sign prizefighters make when they win a fight. When a leading Russian statesman made this gesture after a White House meeting, Americans misunderstood and thought he meant he was a winner. In Russia, however, it is a sign of friendship.

There are other nonverbal signals that people should be aware of when they go to another country, such as the distance to maintain between speakers. Americans usually feel comfortable when speaking with someone if the distance between them is about eighteen inches to arm's length. Anything closer makes them feel uncomfortable.

*** reprinted from *New Worlds* (1990 edition) by F. Baskoff with permission of Heinle & Heinle Publishers**

Body Language

Communication can either be clarified or confused by body language. Non-English speakers naturally resort to gestures from their own culture to make a point. Gestures are not all universal and sometimes lead to misunderstandings. A fun activity to use as a change of pace is to compare and contrast how you and your student would express the following non-verbally.

"Come here."

"Go away."

"Wait."

"Stop."

"I don't know."

"I don't understand."

"I don't believe that."

"Don't do that."

"I can't hear."

"Be quiet."

"I agree."

"I disagree."

"I forgot."

"It's delicious."

"It's awful."

"Sit down."

"Stand up."

"Turn around."

"We won."

counting

indicating a place nearby, far away, to the left, to the right

greeting a friend, an important person, a wife or husband

showing surprise, anger, happiness, disapproval, fear

flirting



SUGGESTED BOOKS AND REFERENCES

Grammar

1. ***Grammar in Use*** (3rd edition) – Raymond Murphy with W. Smalzer (for basic & intermediate)
Martin Hewings (advanced), Cambridge University Press (2009)

Favorite book for tutors/tutees. A flexible series that serves as a great reference for students' self-study. Structures are taught on one page, and then there is an immediate practice page following. Accompanied by pictures that help to illustrate the grammar point being covered. Very useful for both tutors and students in pinpointing particular grammar issues without a lot of extraneous explanation.

2. ***Understanding and Using English Grammar*** (4th edition) – Betty Schramper Azar, Pearson Longman (2009)

The "bible" of all grammar books, and a classic text for intermediate to advanced students. Blue book is the highest level, the black book is for intermediate students and the red book is for basic beginners. Comes with audio CDs and listening script. Clear and easy-to-understandable explanations.

3. ***Fun with Grammar: Communicative Activities for the Azar Grammar Series, Teacher's Resource Book*** – Suzanne W. Woodward, Prentice-Hall Regents (1996)

Good resource for grammar teachers, geared to the Azar Grammar Series. Many communicative exercises and grammar games for students, and very teacher-friendly. Focuses on fun!

4. ***Grammar and Beyond*** – Randi Reppen for Level 1 & 2; Laurie Blass, Susan Iannuzzi, Alice Savage, with Randi Reppen for Level 3; John D. Bunting, Luciana Diniz, with Randi Reppen for Level 4, Cambridge University Press (2013)

Four-level series that has an emphasis on written forms, so it is useful for college students or professionals who need to use written English. Focuses a good deal on the difference between spoken and written English, and includes notes on "Real World Grammar" so students can understand common usage as well as the form and meaning. Level 4 is especially geared for academic use and introduces a lot of vocabulary.

5. ***More Grammar Practice*** (2nd edition), Heinle/Cengage Learning (NGL.Cengage.com/mpr) (2010)

Useful 3 level series, good for accompanying any other grammar book. Supplies many clear charts with real-world usage of the target grammar structures. User-friendly.

6. ***The Advanced Grammar Book*** (2nd edition) – Jocelyn Steer, Karen Carlisi, Dawn Schmid, Cengage Learning (NGL.Cengage.com/ELT) (1999)

Great book for the high-level learner who has a good handle on the fundamentals of English grammar. Goes deeper into the usage of the language and has excellent grammatical analysis of structures. Many challenging exercises that include reading and conversation, and begins with theme-based readings that introduce the structure that is to be explored.

Vocabulary & Idioms

1. **Vocabulary in Use** (2nd edition) – Michael McCarthy & Felicity O’Dell (with others), Cambridge University Press (2010)

Great books for learning vocabulary, idioms, uses of phrasal verbs, etc. One high-beginner (red book) and upper intermediate (green book) are offered. The two-page format is quite appealing – vocabulary lessons on the left and immediate practice of the words on the right.

2. **Townsend Press Vocabulary Series – Advanced Word Power** (a variety of different authors for each level), Townsend Press (2014)

This is a series of vocabulary-building books, starting from beginning and moving up to quite advanced levels. Uses an inductive method for learners to see how the words are used in context and has a very appealing design. Gives learners a lot of practice with new vocabulary; has accompanying online resources and exercises.

3. **Walk, Amble, Stroll** – Kathryn Trump, Sherry Trechter, Dee Ann Holisky, Heinle & Heinle (1995)

This is an “oldie but a goodie” in vocabulary building texts. Two different levels – high beginners (1) and high intermediate (2). Vocabulary presented through use of domains – groups of words that are connected in some way. Large variety of exercises is provided.

4. **All Clear!** – Helen Kalkstein Fragiadakis, Cengage (2007)

Three level series from high beginner to advanced. Excellent resource for high-frequency idioms and contemporary expressions necessary for conversational ability and comprehension. Idioms presented in dialogues that are fun to read with learners, and there are ample exercises in writing and pronunciation practice. Fun to use.

5. **In the Know** – Cindy Leany, Cambridge University Press (2005)

Really user-friendly book, chock full of 800 most high-frequency idioms. Works on form, meaning, and use, and divided into units based on Concepts, Context, and Key Words. Clear explanations of how the idiom can be used, and in which situation it is appropriate. Intermediate to high intermediate.

6. **Idioms for Everyday Use** – Milada Broukal, McGraw Hill (2001)

More of a basic text for mastering 230 high-frequency idioms, which are introduced in short readings and dialogues. Upbeat and effective for intermediate learners.

7. **Focus on Vocabulary 1 & 2** – Diane Schmitt, Norbert Schmitt, David Mann, Pearson Longman (2012)

Good books for learning vocabulary; many varied activities for practice. Suitable for intermediate levels.

Pronunciation

1. **Focus on Pronunciation** (3rd edition) – Linda Lane, Pearson Longman (2013)

A series of three books, from high beginning (1), to intermediate (2) to high-intermediate/advanced students (3). Offers tools, tips, and techniques that help students understand and practice pronunciation features. Covers all aspects of pronunciation—sounds, stress, rhythm and intonation. Well-organized and easy to

navigate, so you can skip around and focus on any feature in any order you wish.

2. **Pronunciation – Tips for Teaching** – Linda Lane, Pearson Longman (2010)

Excellent teacher resource for teaching the North American sound system. Practical and clear, with good exercises and examples. Covers all the major areas of pronunciation, and includes worksheets for photocopying.

3. **Clear Speech** (4th edition) – Judy Gilbert, Cambridge University Press (2012)

Judy Gilbert is the doyenne of pronunciation teaching. Text focuses on the suprasegmentals of the language: stress, intonation and rhythm. Strong emphasis on the melodic features of English that help listeners become understandable quickly. Has audio available online, as well as the *Clear Speech* app for iPhone and iPad.

4. **Well Said** (3rd edition) – Linda Grant, Cengage (2010)

Clear explanations and focus on the high-priority features of more advanced learners. There is a “Well Said Intro” for lower-level learners. Incorporates kinesthetic, auditory and visual approaches to pronunciation improvement.

5. **Targeting Pronunciation** (2nd edition) – Sue F. Miller, Cengage (2006)

Some interesting activities to practice pronunciation – songs, poems, chants, etc. Emphasis on getting practice in real-world situations.

6. **Mastering the American Accent** – Lisa Mojsin, Barrons (2009)

User-friendly book that is meant for self-study. Very clear explanations with 4 CDs included. Easy to order from Amazon.

Conversation, Listening & Speaking

1. **Jazz Chants** – Carolyn Graham, Oxford (1979)

2. **Small Talk** – Carolyn Graham, Oxford (1986)

Carolyn Graham puts chants and poems into jazz rhythms that demonstrate the intonation pattern of American English. Both these books are useful for teaching conversational English, focusing on the rhythm and stress patterns.

3. **1000 Conversation Questions** – Larry Pitts, ECQ Publishing (2012)

Great collection of questions that are useful for tutors to keep conversations going. Good for intermediate–advanced students, and is divided into topics for easy access.

4. **Keep Talking** – Friederike Klippel, Cambridge University Press (1985)

Good guide to communicative activities in tutoring sessions.

5. **Talk Your Head Off (... and Write, Too!)** – Brana Rish West, Prentice Hall Regents (1997)

Filled with interesting questions on interesting topics; lessons progress in complexity of topic. Really good for small groups, but can be used with just tutor and learner. Excellent springboard for conversation.

6. ***Business Communication Strategies*** – Scott Smith, Pro Lingua (2010)

Excellent book for intermediate to advanced—good for oral communication and challenges of speaking and listening skills they will face in the working world. Lots of idiomatic expressions and functional English expressions used in interpersonal relationships.

7. ***Conversation Inspirations for ESL*** (3rd edition) – Nancy Ellen Zelman, Pro Lingua (2005)

Eight different conversation activities, from talks to role-plays to discussions on a variety of interesting topics. Role-play ideas simulate real situations that students may face in day-to-day social situations.

8. ***Conversation Strategies*** – David Kehe & Peggy Dustin Kehe, Pro Lingua (2014)

Useful for learners in helping them to keep a conversation going. Teaches words, phrases, conversational conventions; also focuses on grammar, vocabulary and usage.

Games & Activities

1. ***Games for Grammar Practice*** – Maria Lucia Zaorob & Elizabeth Chin, Cambridge University Press (2001)

Teacher's resource book that offers 40 games and various activities for grammar practice.

2. ***Games for Vocabulary Practice*** – Felicity O'Dell & Katie Head, Cambridge University Press (2003)

Although written for British English, the games and activities are enjoyable and can easily be adapted to American English. Organized around topics, so it can easily be inserted into any lesson. For all levels.

Miscellaneous Resources

1. ***Longman Advanced Dictionary***, Pearson Longman (2005)

Very comprehensive learner dictionary; includes grammar and pronunciation. Includes downloadable free exercises and activities from website.

2. ***Longman American Idioms Dictionary***, Pearson Longman (1999)

More than 4000 idioms, with clear definitions. Groups idioms into easy-to-remember units and easy for tutor to access a group of idioms around one word.

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Russian student

YOIN

There is a custom in Japan called Yoin. A teacher will never teach everything he thinks the student should know. He will present only part of the idea and let the student use his own creativity to develop the rest. The teacher's information is like a pebble dropped in a pool which causes the expansion of ripples in the water.

This volunteer manual is meant to be a pebble dropped in a pool of creativity which is your own. It doesn't present everything there is to know about helping your student achieve proficiency in English. You will provide the all-important elements of caring and support.

It's Only A Beginning

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