

PAGE 1= DISCUSSION

DISCUSSION TOPIC:

Before class, you should decide on a discussion topic for the class. The students prefer to know the topic beforehand so they can look up vocabulary words that best express their ideas.

1. Check the calendar to find the Easy-English-News (EEN) topic listed for the day. You may choose to use this topic/article or you may want to select a discussion topic yourself. If you use the “News” topic, there will be Teachers’ materials for you near the top of the page on the CF website. (The *Teacher’s Guide and Quiz and Cloze Exercises and Quizzes.*) at <https://conversationfriendsweb.wordpress.com>

There is also a very informative document on our site, *How to Use Easy English News*. It is from EEN and has a lot of information and ideas. See the EEN website: <https://www.elizabethclaire.com/> for all of this and the other teaching aids. Just roll your mouse over “newspaper” at the top of their webpage and see the drop-down menu.

2. There are a number of ways to use an EEN article. Try to avoid simply having the students read them, since all of our current students can easily read English. They benefit from hearing native speakers read, because they need help in pronouncing, in stressing words and syllables and in adding inflection. They want to sound like native speakers and need to hear the rhythm of American English. Try having them read in chorus with the volunteer or listen as a volunteer reads and then answer comprehension questions.

3. Stop and answer questions about any unfamiliar vocabulary. You can take this opportunity as a teaching moment. Write one of the words on the whiteboard and add other forms of the word, such as with different endings, plurals, noun vs. verb usage, etc. You can then add some synonyms or near-synonyms, or words that sound the same but have different spelling and meaning. This will usually cause more discussion and questions from the students. You can prepare this lesson by simply “Googling” the word and “synonym” or “words that sound like _____”. There are many lists online. [Example: Article, “The Trail of Tears.” Word: Define “trail.” Ask for other words that mean the same and add your own.(path, road, walkway, etc.)”Trail” can be a noun or verb. Give examples. “Trail” and “track” are similar verbs. “Track” is also a noun. Define, give examples and use both in sentences.]

4. If you choose your own topic, it’s useful to jot down a few questions that will get the students thinking about what they want to say.

5. Whatever topic you use, send it, and any discussion questions they should be thinking about, to the students a day or more before class. *You can email the topic to the students directly from the Students’ Address spreadsheet or just email the information to Jon.*

If you don’t want to use the EEN and need help finding a topic, the **Conversation Friends website**, has many documents, stories and links to various ESL sites and to other useful websites.

BREAK is usually at about 11:00 a.m.(10-15 minutes)

PAGE 2: AFTER THE BREAK:

If you have printed the quizzes and other materials from the Easy English News (from the EEN site or our website) you will probably use them after the break. You can use them with the group or, if you have divided into two groups, just simplify the quizzes and materials for the more basic group.

Either or both groups can also work on pronunciation (Methods are described on the CF website.), listening practice, new vocabulary, learning games, etc. It's up to you. Be creative.

The handouts from our 11/21/17 meeting contain a number of suggestions for class, from playing Taboo to describing photographs and items the students can touch but not see. The ideas are here: https://conversationfriendsweb.files.wordpress.com/2017/08/group-leaders_suggestions.pdf

NEED HELP?

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PLEASE SCROLL DOWN FOR PAGE 3.

PAGE 3: STEP-BY-STEP MECHANICS---THE ORDER OF EVENTS:

1. Set out the name placards and blank cards with markers for new students or new volunteers and arrange at least two tables long-side by long-side. Set the "Idea" box on the table & remind students & volunteers to write down ideas they think of for class.(topics, games, etc.)
2. If any new students are present, ask a volunteer to work with them to fill out a new-student sheet. (Blank forms are on the website and in the small file box.) Put the completed form in the file with the other ones. Have the new person also make a name placard.
3. Ask a volunteer who is not leading to take attendance and also take notes and to send both the attendance and notes to Jon after class.
4. When all are seated, welcome everyone and ask if anyone had any interesting experiences they would like to share or any questions they have about English they heard spoken.
5. Determine if a volunteer will be able to make coffee for the 10-minute break at 11:00a.m.
6. During discussion, try to ask open-ended questions to keep the students talking. We don't want to be talking more than we are listening. (80% them/20% us) If someone isn't participating, try to encourage them by asking them a specific question. When asking questions, try to call on students in turn so they can anticipate when they will speak. Volunteers should correct any mispronunciations made by the students as they speak. They have asked that we do this while they are speaking.
8. Coffee break. Around 11:00 a.m. Try to keep it to 10 minutes if possible.
9. At the end of class, ask if any students have an idea for a topic they would like to discuss at the next class. If the students choose a topic for the next time they meet, be sure to include it in your email summary sent to Jon so he can notify the leader for that class.