

Conversation Leaders: Cliff Schoff Marilyn Mulvihill Jon DeMartino
Students: Young Hye, Yoko and Hyun-ju. (Jungmi had family visiting from Korea and was not in attendance.)

Marilyn welcomed the group. She asked if all agree we should stick with the same pairs of tutors/students. All agreed. We also agreed to all meet for group conversation and then divide up to go over anything each student found confusing and to work on each one's particular needs.

Marilyn then distributed some American Idiom sheets Jon had brought. The group went over several idioms, with the volunteers explaining their usage.

- At the drop of a hat
- Barking up the wrong tree
- Best thing since sliced bread
- Bite off more than you can chew
- Burn the midnight oil
- Cut the mustard
- Hit the nail on the head
- Hit the sack
- Not playing with a full deck

Marilyn had brought intake forms from two doctors and we went through the pages to identify words with which the students were unfamiliar:

- Out-of-pocket expenses
- Acute
- Chronic
- Exacerbation
- Maintenance
- Hypertension (They knew what "high blood pressure" was but didn't know the words, "hypertension or hypotension.")
- Cystic fibrosis
- Lupus

There were many other words we didn't get to on the other forms. These three students are very interested in medical terms and have already asked to learn the names of body organs. We can revisit this next class or in the future. Marilyn asked that we bring in medical forms from doctor's offices so we can use them in class. This will probably be ongoing.

We asked them to discuss the controversy about getting vaccinations and all three had something to say about the prevalence of the common diseases in countries where no vaccinations are given. They pay a lot of attention to healthcare and also to world issues, it seems.

The students continue to use smartphones or other electronics to look up words during class. This works well. Since Jon and Young Hye both had to leave at 11:30, we dismissed early.

Next Class: Tuesday, May 9 at 10 am. Cliff and Jon

(At this point, all four students plan to attend. Marilyn asked them to email her anytime they can't be there.)

Note: With the rotating schedules, we will not be able to always adhere to the same tutor/same student plan but will adapt.

Class Plan for May 9: (Realizing this is just a plan- They may have other things they want to talk about.)

Review: We will answer questions they have about the last class and about any issues they encountered since we met.

Jon will bring a worksheet for the students to practice their understanding of nine idioms from the last class. He may make another practice sheet as well, to help reinforce some of the medical terms we discussed.

Group learning session: Jon will bring anatomy sheets and we will look at these together during the group time, discussing pronunciation and location of the various organs. The sheets also contain vocabulary words used in the anatomical drawings. (gland, secrete, etc.)

Guided Conversation: Cliff and Jon will use conversation-starter questions (Cliff- I have these, Jon) about the students' home country and culture to get the student's talking more, as we begin to talk less during this time in

the class. We will try to let them carry on the conversation, asking questions when the conversation lags, or supplying a word, so they can practice their English and find the right words to explain their culture to us.

One-on-one: At some point during this time, Jon and Jungmi will go to another table to work on basic vocabulary. Cliff will have to work with the others on particular needs today, since he is the only other tutor.