

Conversation Leaders: Linda, Joyce, Marilyn and Jon
Students: Young Hye, Yoko, Hyun-ju, Jungmi, Satoko and Yuka

We asked if the students can come to class in the summer:

Young Hye: will come until June 8, when she is going to Korea until August 15. She will be able to come from 10-12

after she gets back and won't have to leave early.

Hyun-ju: can attend during June, when her sons will be at day camp from 10am -12:00 noon

Yoko: will be able to attend sometimes.

Jungmi: might be able to attend. Her daughter will be out of school.

Satoko: can attend

Yuka: I don't think we heard from her. She was with Marilyn and we forgot to ask her.

If we have class from 9:30 to 11:30 after school is out, that will allow Hyun ju to drop her boys off and pick them up. We'll have to check back later and see when school lets out so we know when to begin the new time.

Joyce asked if the students need help with American numbers and math. They do not. They said it's the same as in Korea and Japan. They also know the days of the week and months of the year.

All but Jungmi and Yuka understand American money. No one uses cash and they don't want to learn about making change. All but Jungmi and Yuka know how to write checks and deposit slips.

Jon read the four new idioms from the Easy Read News:

-to not touch with a ten-foot pole

-to wing it

-to tighten ones belt- Koreans have this same idiom

-to not have a leg to stand on

We discussed what the idioms mean and how to use them.

Linda introduced the school lunch topic. She had brought foods to taste, photos of school lunches, and grocery store flyers for the students to look at. Discussion was about Korean and American foods and the types of lunches the women pack for their children. Some of the smaller children prefer Korean foods but older ones seem to want more Americanized lunches. Young Hye told us about the wraps she makes for lunches. They talked a lot about anchovies, dried, that they reconstitute with oil and use as a condiment. The fish, mackerel, came up and Jon introduced the idiom, "Holy mackerel!" Young Hye mentioned the "Holy Cow" idiom but didn't know how to spell "holy."

Conversation continued about school lunches and teachers, i.e., to whom should they speak to if a teacher isn't doing a good job. In Korea and Japan, the School Board is elected by only the parents, not the general population, which is interesting. They also talked about being a chaperone for a field trip.

Partway through the discussion, Jon and Jungmi went to another table. We worked on positional words, using a worksheet Jon had made. Jungmi filled in the appropriate words perfectly. She seems to understand the term, "between."

We worked with coins to make specific amounts of change. She did very well. I showed her how to write the amounts using both the \$0.27 and 27¢ versions. She caught on very well and has seen this before, I think. Her math is very good.

She wants to learn to write checks. I had brought a set of explanatory and worksheets I'd made for a former student. I showed her how to write a check and how to keep track in a sample check register. I will bring a blank register next week.

She took the explanatory sheets, and a problem I'd made, home to complete for homework.

At this point we rejoined the discussion group. Jon asked about measurement and what they need to know. I think it's mostly the usage, like a nurse saying a child is 55 inches tall instead of 4 ft. and 7 inches. I will bring some measurement info for the "new information" segment of next week's lesson. Discussion topic will be Earthquakes and natural disasters, using the safety tips in the Easy Read News, since we didn't get to that this week. The newspaper also contains short letters from immigrants that they might enjoy reading.

Marilyn worked with Yuka, whose English is at a lower level than is Jungmi's. Marilyn felt Yuka wouldn't get anything out of the discussion segment so they paired off at the beginning of class. After class Marilyn said Yuka is able to come only on Thursdays. It seems like the two lower-level students might be able to learn the same type things, albeit at a slightly different level, so I will ask Marilyn what she is working on and I will share what Jungmi and I have been doing. This will make things easier if one or both of us is absent and another tutor needs to sit in. At least part of each session can be on the same topic, ex., positional words, simple greetings, money, etc.

We all sampled the foods Lind had kindly provided, and the students helped put things away before we all said good-bye.