

## Conversational English Ideas

*Speak slowly and clearly with your ESL partner. Be repetitive and use lots of body language as you speak. You want to give every opportunity for them to speak, however, recognize that [similar to children], they will need to hear the words many times before speaking them correctly. These sessions are merely a guideline. Go as slowly as each person needs.*

*Record the things you taught at the end of the day [your voice only] on the phone as a video or voice message that you can send to their phone. (I recommend you connect with your friend on [Whatsapp](#) for this purpose.) Encourage them to keep a notebook and write down what they learn if they're literate. Ask them to listen to the recording many times before your next meeting and be sure to review with them the next time. What you should bring along or prepare ahead of time is marked in [blue](#).*

### Topic 1

**Basic Greetings/Pronouns:** "Hello, How are you?" "I'm fine. How are you?" "How is your family?" "They're fine/good/not good." Ask about different family members and teach "He/She is fine/good/not good." *Practice pronouns: I, you, he/she/it, we, you all, they.*

**Family:** *Bring a [family photo](#) [extended family, if possible]. Describe each person in the photo (i.e. this is my son, this is my sister, this is my brother-in-law, niece, etc.) Ask if they have any family photo available and ask "Who is this? Who is this?" and help them describe each person. If family members are present, point and ask "Who is this?" and they should respond: "This is my daughter/son/husband."*

RECORD what you taught today and send a Whatsapp video to the learner.

### Topic 2

*Review things learned in Session 1 briefly*

**Emotions Part 1:** Bring [printouts of emotion pictures](#). Use paper/attachment with 6 pictures only initially.

Step 1: Point and say the descriptions of the 6 faces *slowly & clearly*: scared, happy, sad, angry, surprised, silly. Repeat 2x.

Step 2: make the faces yourself and say, "I am \_\_\_\_." Repeat step 1 & 2.

Step 3: Show your student how to point to the correct face when you ask the question, "Where is the silly face?" Do this for all 6 faces.

Step 4: Show them how to answer "yes" or "no" based on whether you point to the correct face or not. *Example:* You point to the surprised face but say, "This is a scared face". The student should say "No", and you follow up with the question: "Where is the scared face?" and they can point and say "This is a scared face."

Step 5: Ask them to show you a face and say the correlating emotion. [Model this first.] *Example:* "Show me a sad face." They should show you a sad face and say "I am sad."

**Emotions Part 2:** Choose a few other emotions from the [attachment/printout of multiple faces](#). Some suggestions are: hungry, sick, sleepy, tired (could teach instead of worn-out),

confused...or let your student have some input on what they want to learn. Follow steps 1 through 5 above. You can also refer back to the family pictures (yours first) and describe the people (*example: He is happy. She is silly.*) Then ask your student to describe their family members. (What is he? What is she? The student should answer: "He/She is \_\_\_\_\_.")

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### Topic 3

*Review things learned in Session 2 briefly*

**Labeling:** Use **little pieces of paper and tape** and label things in the bedroom & living room. (Bed, desk, chair, couch, lamp, window, wall, door, closet, table, etc.) Then you can create simple questions and answers around the labels. **KEEP IT SIMPLE AND REPETITIVE.** (If you can't think of secondary questions, just stick with "What is this \_\_\_?" and "This is a \_\_\_\_\_.")

#### Part 1:

Example: Q: "What is this?" A: "*This is a bed.*" Q: "Where do you sleep?" A: "*In the bed.*"

Q: "What is this?" A: "*This is a desk.*" Q: "Where do you write?" A: "*On the desk.*"

Q: "What is this?" A: "*This is a couch.*" Q: "Where do you sit?" A: "*On the couch.*"

#### Part 2:

Also, you can ask, "Where is the bedroom/living room?" Point and say: "*It is there.*"

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### Topic 4

*Review things learned in Session 3 briefly*

**Labeling (cont'd):** Continue labeling items, in the bathroom and the kitchen. *Use lots of body language/motions as you dialogue to increase understanding. Teach "in" and "on".*

Example: Q: "What is this?" A: "*This is a stove.*" Q: "Where do you cook?" A: "*On the stove.*"

Q: "What is this?" A: "*This is a fridge.*" Q: "Where is the milk?" A: "*In the fridge.*"

Q: "What is this?" A: "*This is a sink.*" Q: "Where do you wash your hands?" A: "*In the sink.*"

Q: "Where is the bedroom/living room?" Point and say: "*It is there.*"

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## Topic 5

*Review things learned in Session 4 briefly*

**Numbers/Colors:** Review or teach your friend numbers 1-9. Bring a deck of **UNO cards** and teach the game as you go along. Require your student to say the card they are discarding each time. "Red, 7" "Blue Reverse" (Demonstrate the meaning of reverse and skip, using body language.)

After, find items around the house that the student already knows the name of and teach the accompanying color.

Q: "What is this? A: "This is a brown door."

You can also use **crayons/markers & paper** and draw simple pictures. Alternatively, if they like to draw, tell them to draw something simple like, "Draw a pink flower." Then ask, "What is this?"

A: "This is a pink flower."

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## Topic 6

*Review things learned in Session 5 briefly*

**Cooking/Baking:** teach a simple recipe and cook/bake together. Some ideas: a cake/muffin/brownie **mix from a box** (don't forget the **oil/eggs/measuring cups**), macaroni & cheese, chocolate chip cookies. Talk throughout the lesson and describe what you are doing. "I'm breaking the egg/pouring the water/oil/boiling the water in the pot/mixing the batter in the bowl." After you model the instruction, tell them what to do: "Pour the oil" then ask them, "What are you doing?" and teach them to answer, "I'm pouring the oil; I'm mixing, etc." as they follow the instruction.

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## Topic 7

*Review things learned in Session 6 briefly*

**Weather:** Describe different types of weather. "How is the weather?" It is hot/cold/warm today. Keep this basic (Not humid, foggy, etc.) Then **bring pictures** or look up different types of weather together on the internet (i.e. sun, rain, snow, etc.) and then use the adjectives in sentences. "It is sunny/rainy/snowy/stormy today."

**Clothing:** "Today I am wearing\_\_\_\_\_." (*Point and describe and use colors too.*) "What are you wearing today?" Help them describe each article of clothing (t-shirt, dress, head scarf, etc.) **Bring different articles of clothing you have from home to describe.** (Examples: jacket, sweater, boots, high heels, hat, etc.) Make sentences. Put something on and ask "What am I wearing?" They answer: "You're wearing\_\_\_\_\_." If children are present, ask "What is he/she wearing?" and they need to answer, "He/She is wearing\_\_\_\_\_." *It's important for them to practice this 3<sup>rd</sup> person tense since it is a common challenge for ESL learners.*

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## **Topic 8**

*Review things learned in Session 7 briefly*

**Clock:** Bring a [rotary wall clock](#) that is easy to wind (with big numbers) to teach time. Start with all the 'o-clocks (12:00, 1:00). Teach AM and PM and "in the morning, in the afternoon, at night, noon, midnight"...then work on the half hours (2:30, 3:30) and then the quarters (1:15/1:45, 7:15/7:45). DO NOT TEACH quarter 'til and quarter after, at this point.

**Dates:** Bring a [calendar](#) and have the student repeat you saying each of the months. Teach them how to say their birthday and find it on the calendar. Practice family members' birthdays. Teach the dates for Independence day, Christmas, and New Year's day.

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