

The day before: Prepare*Being prepared is more fun and less stressful.*

You need to prepare for your meeting. Using the *Student progress tracker*, choose a unit to do with your student based on their level. (If you have already started a unit, finish that unit before you start a new one.) Take two copies of the unit: one for you and one for your student. Read through the entire unit by yourself. Look at the discussions and think of how you can make them fun. Note that for the exercises, all the answers are at the end of the unit.

**Part 1: Spontaneous chat***About 10-15 minutes (total time 10-15m)*

Always start with a basic chat. Ask some basic questions to get the conversation started, like the following: "How are you? Did you have a nice week? How is school going? How is work? Did you have a nice weekend? What did you do? Etc." Make sure that after every question, your student asks you the same question, to have a more normal conversation. As you get to know your student, you can ask questions about subjects previously discussed: friends, hobbies, etc.

Your turn. Ask me the same question, like, "And how are you today?"




If your student agreed to do homework for you last week, ask them about it. If they watch a TV show for you, ask these questions: "Did you watch your TV show? Did you like it? What was the story, this week? Was there a best moment? Do you have a favourite character?" If they are reading a book for you, ask similar questions about the book. If they did something else, like watch a short video or read a short text, ask them how it was.

**If you need more conversation time, you can play "Three questions about yesterday."**

Check your watch first. If you've already been with your student for around 15 minutes, do not do this activity. Ask these three questions about yesterday: "What was the best moment of your day, yesterday? What was the worst moment of your day, yesterday? What did you have for lunch?" You can also ask follow-up questions, like did they like their lunch, did they eat alone. Make sure that after every question, your student asks you the same question.

Your turn. Ask me about my best moment yesterday.

**Part 2: Mini review***About 5 minutes (total time 15-20m)*

Review last week's grammar or vocabulary. (The first time you see your student, skip this step.) Choose an activity to review with your student what you saw last week. In general, the best choice is to re-do a game, one of the discussions, or one of the quick chats. To find them, look for a puzzle piece, a speech bubble, or this symbol: .



Secret word: This is one game that can be used to review any vocabulary list. When it's my turn, I secretly choose a word from the vocabulary list. Then, I describe this thing to you without saying the word. You try to guess what word I'm talking about. Then we switch. You can use the vocabulary list while playing. Play for a few minutes.



Part 3: New material

About 25-35 minutes (total time 46m)

Work through the unit with your student. Your job is to be a guide and a conversationalist, not to explain everything. Do not focus on explanations of grammar and vocabulary. Instead, focus on making the interactive activities fun and relevant. Try to make the little discussions, practices and games last a bit longer by really jumping in and having fun with it. You do not need to finish the unit this week: You will just continue where you were next week. **Teaching tip #1: Try to speak less than your student.** Your student learns the most when *they* are talking, not when *you* are talking, so limit as much as possible the time you spend explaining. **Teaching tip #2: Try to speak in English as much as possible.** Students find it difficult, but that is why they are here, so they do appreciate it.



Teaching tip #3: Let your student find the answers. 'Passive' learning is when you tell the student what the answers are. 'Active' learning is when they feel like they figured it out on their own, and it's much better. If they make a mistake in an exercise, instead of telling them what the right answer is, ask them to compare their answer to one of the examples in the instructions. For a vocabulary exercise, follow the same principle: First, maybe you can explain to them why it's the wrong answer by showing them the picture again, but then let them try to find a better answer on their own. Resist the temptation to tell them the answers, at least some of the time.



Part 4: Offer homework

About 3 minutes (total time 49m)

For most students, homework is optional. You are offering homework for them to do, but they don't have to do it. Show them what you would like them to do, then ask them if they are interested. If they say yes, make sure you ask them about how it went, next week.



First, encourage your student to watch a TV show. One good website for this is CBC Gem (gem.cbc.ca): It's a free streaming service by the CBC. We recommend the show called *Schitt's Creek*, but they can choose any TV show. About subtitles: Tell them that subtitles in English are helpful, but subtitles in French cause problems.



Second, encourage your student to do one of the recommended homework activities. The end of your unit has a "Recommended homework" section with different activities like videos to watch and texts to read. Encourage your student to choose one to do at home this week.



Finally, ask your student if they would like to practice their writing. Emphasize that this is **not necessary**, and that you don't want them to become over-worked. But if they want writing homework, they can choose a subject from the end of the unit to write as homework.



Part 5: Fill out the tracker

About 1 minute (total time 50m)

Update the *Student progress tracker* with your student present. Take out the *Student progress tracker*. Update the "Student milestones" page. Then, go to the "Meetings" page. Fill in the line with today's date and what you did. You and your student should then initial it.

