

# Resource Guide for Online Tutoring



**Skilled Volunteers**  
for Israel

# Skilled Volunteers for Israel

## Resource Guide for Online Tutoring

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### Welcome to Skilled Volunteers for Israel's *English B'Yachad* – English Together

Skilled Volunteers for Israel (SVFI) wants you to have the tools to succeed with your volunteer experience. This Resource Guide includes sample handouts, vocabulary lists, links to online resources and tips for English as a Second Language tutors.

### This Resource Guide

You'll notice as you dive into this guide that some of the sections and photos are NOT high tech nor do they look professionally produced. Including photos of handwritten or drawn teaching aids was an intentional strategy on our part to demonstrate the simple, easy and "DIY" approaches that other volunteer tutors use to explain and demonstrate basic English vocabulary, conversational elements and grammar.

Your job as an English tutor is to adapt your lessons to the needs of your students. As you and your student get to know one another, we are confident that your active listening and observations will guide you to the vocabulary, grammar and conversational strategies to help improve your student's English. The level of English among our students varies widely.

Some of our incoming students shared that their prior English learning experiences were less than positive. Working one-on-one with a kind, sensitive and supportive tutor will greatly boost your student's confidence and positively impact his or her relationship with the English language and language learning in general.

We encourage you to share with us your DIY lesson plans, teaching aids and any resources you uncover as an online English volunteer. We will incorporate your materials into our training and shared resources.

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### Basic Structure for English B'Yachad

- Each tutor and student commit 10 sessions of 30-60 minutes, on a weekly basis.
  - A student and tutor can decide to meet twice a week if it suits their schedules. If so, we suggest 30-40 minute sessions.
  - Per student commitment is approximately 2-2.5 hours/week, including preparation and follow-up emails.
  - Sessions will take place in the morning or early afternoon hours as the students in Israel are 7-10 hours ahead of North American time zones. (Tutors in Israel will likely meet during evening hours.)
  - Students and teachers may choose to continue working together beyond the 10 sessions. Please inform Dr. Minna Wolf, Program Director, if you decide to continue together.
- Tutors must feel comfortable tutoring on a technology platform; we recommend Zoom.
- We expect tutors to email their students a short summary recap after each session.
- Each student is asked to articulate his or her goals for tutoring. The tutor and student will create a general framework together based on these goals. The tutor will try to frame each session to address student goals and interests.
- Tutors are responsible for scheduling sessions with their assigned students.
- Each tutor is expected to approach the process with patience, compassion and reliability in working with his/her student.
- Students and tutors must recognize the need for flexibility to accommodate both student and tutor schedules. Students are instructed to inform their tutors *in advance* if they cannot make a session and need to reschedule.
- Israelis like to text and communicate using the WhatsApp application on their cell phones. We encourage you to download WhatsApp on your mobile phone and input your student's mobile number using the format: +972 -xx-xxxxxxx and make sure that the phone number is labeled "Mobile" in your contacts so that WhatsApp will recognize the phone number.
- If a student or tutor does not feel that they are well-matched, it is his or her responsibility to contact Minna by email ([minnawolf@gmail.com](mailto:minnawolf@gmail.com)) or by phone / Whatsapp (+972-54-620-3015). She will work with you to strategize an effective framework. We strongly encourage tutors and students to make every effort to make the match work.

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This program is based on mentoring and working with adult students. The students and alumni are appreciative of the opportunity to work one on one with an English speaker. While they are working with you, they are also juggling responsibilities associated with family, work and/or studies. Each student made an initial commitment to participate in 10 sessions of 30-45 minutes on a weekly basis. Additional weekly sessions, additional hours and homework were not part of the commitment agreement, but an arrangement made between student and mentor.

Because the students appreciate your time, they may be reluctant to let you know when or if the schedule or workload associated with tutoring is problematic for them. The students come from a culture where they were taught to say yes when someone offers help, even if it is not necessarily what they need.

Thus, we ask that you check in with your student regularly. Ask them, in an open manner, if the schedule, workload, and topics are working for him or her. Try to sense any hesitancy. If, for example, you are assigning homework and your student is not completing his or her assignments, it's more likely that the student doesn't have the time to complete this work and is uncomfortable letting you know, than a sign that your student is not committed to tutoring.

We are coaching the students to communicate their concerns directly with you, but we also want to raise your awareness of the cultural sensitivity that is at play in your interactions together.

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### Effective Strategies for Teaching and Mentoring Adult Students

- Your role is to encourage, motivate and help students maintain a positive attitude.
- Discuss expectations - ask and 'listen' to truly know what they want from this experience.

Be open to working with identified needs rather than a set curriculum.

- Listen carefully for teaching moments and take advantage of them.
- Take into account the learners' backgrounds & experiences – vocabulary required for projects, proposals, emails, recipes, restaurant ordering.
- Incorporate aspects of their daily life & work.
- Motivate with real world outcomes – work advancement, ability to help their children.
- Offer relevant feedback.

### Want to learn more????

Check out these articles about teaching adults.

<https://www.thoughtco.com/principles-for-the-teacher-of-adults-31638>

<https://www.pulselearning.com/blog/top-five-most-important-adult-learning-principles/>

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### The Mentor Tutor

The role of a mentor is to provide guidance, motivation, support and role modeling.

A mentor can help with:

- developing skills
- setting goals
- identifying resources

### The Three C's of Mentorship

**Role 1: Consultant**

**Role 2: Counselor**

**Role 3: Cheerleader**

In addition to all of the constructive feedback and advice that a mentor can give, they should:

- Value the mentee as a person.
- Provide support & enthusiasm.
- Develop mutual trust and respect.
- Maintain confidentiality.
- Listen both to what is being said and how it is being said.
- Focus on the student's development.
- Resist the urge to foster unrealistic expectations.

### How to Be A Good Mentor

- Establish expectations.
- Set a contact schedule.
- Be on the lookout for 'teachable' moments.
- Set goals mutually.



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### Mentoring Principles Acrostic

- M** – Motivate, model, modify
- E** – Encourage, engage, enable, expand
- N** – Nurture, navigate, needs- oriented
- T** – Teachable moments, troubleshoot, track
- O** – Observe, overcome, offer advice & help
- R** – Relationship, respect, reinforce, review, revitalize
- S** – Smile, sincerity, skill-building, social skills, suggestions

### Questions Mentors Can Ask?

- How can I help?
- Is there a skill (i.e., conversation, reading, writing) you'd like to focus on?
- Can you tell me a few things you'd like help with?
- Is there something you really want to do better?
- What are you doing well but want to 'raise the bar'?
- What are you not doing well that you'd like to improve?



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### Second Language Learners – Tips for Tutoring

- 1) Asking the learners to **use complete sentences** (however short) is important to figure out how well a student understands sentence structure. Ask students to speak about their own experiences, “Language Learning Experience” approach offers a comfort level. Ask: “Tell me about your day, your weekend, vacation, your holiday... “
- 2) Research says that often the reading, writing, speaking and listening skills students have in their first language is an indication of the potential they can achieve in the second language. In other words, if they are struggling in writing in their native language, they will struggle in a second language.
- 3) **Imitation is a good strategy** for learning a second language. In other words, you say it in English, they hear it, they repeat it back.
  - a. Picture clues are the way to go. Matching pictures to the corresponding correct word make for a great activity.
- 4) **Repetition is a key strategy** for learning a second language.
- 5) **Conversational Language within a context or a setting is a good framework.** Examples: at a restaurant, in a post office, at the bus station, the weather, etc. building the vocabulary in context.
- 6) **Common sense** is needed by instructor as to what will work best. No two learners are alike.

#### Article on Second Language Learning:

<https://www.edutopia.org/article/6-essential-strategies-teaching-english-language-learners>

#### Helpful YouTube video on Tips for Remote Teaching for English Language Learners:

[https://www.google.com/url?sa=t&source=web&cd=&ved=2ahUKEwid1bTVyKTqAhUjmHIEHeeqChEQFjABegQIDBAS&url=https%3A%2F%2Fm.youtube.com%2Fwatch%3Fv%3D4mWRyk8Lc9k&usg=AOvVaw2U3tZRr8\\_GC-qw50JvAuli](https://www.google.com/url?sa=t&source=web&cd=&ved=2ahUKEwid1bTVyKTqAhUjmHIEHeeqChEQFjABegQIDBAS&url=https%3A%2F%2Fm.youtube.com%2Fwatch%3Fv%3D4mWRyk8Lc9k&usg=AOvVaw2U3tZRr8_GC-qw50JvAuli)

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### Keep your lessons relevant

Build sessions based on what is relevant to the person you are working with. Hone in on a specific topic/area. It's easier to make your time together relevant once you have their interest.

Example. The topic you selected is "Restaurant". This could include a variety of topics:

Making a reservation      Menu options      Ordering

If, for example, you focus on a breakfast menu and you want to order eggs, you might include vocabulary words such as: scrambled, boiled, easy over, sunny-side up, omelets

You can use pictures to help explain the differences as well as for matching exercises

### Reading Resources and Checking for Comprehension

Use a few paragraphs from an English magazine or newspaper. As the person reads, rather than focusing on what they get wrong, highlight ALL the words they read correctly. The impact is positive and often the reader is surprised at how many words they do know.

**Excellent website:** [www.newsinlevels.com](http://www.newsinlevels.com)

**Short Stories:** <https://www.fluentu.com/blog/educator-english/esl-short-stories-for-adults/>

ESL trainer, Bob Freud, has suggested using <https://rewordify.com/> to simplify English text. You can paste in any text or webpage and it defines all the difficult words. <https://rewordify.com/>

- **Test comprehension with student-friendly questions:** After reading, test students' comprehension with carefully crafted questions, using simple sentences and key vocabulary from the text. These questions can be at the:
  - Literal level (Why do the leaves turn red and yellow in the fall?)
  - Interpretive level (Why do you think it needs water?)
  - Applied level (How much water are you going to give it? Why?)
- **No matter what the students' proficiency level, ask questions that require higher-level thinking:** To probe for true comprehension, ask questions that require students to analyze, interpret, or explain what they have read, such as the following:
  - What ideas can you add to...?
  - Do you agree? Why or why not?
  - What might happen if...?
  - How do you think she felt...?

<http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx>

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### Online Resources for English as a Second Language Teaching and Tutoring

#### Tutoring adult learners using the internet

<https://sites.google.com/site/tutoringandtheinternet/home/esl-resources>

<https://www.grammar-monster.com/>

#### Online Game Ideas for adult English Language Learners

<https://study.com/academy/lesson/esl-grammar-games-exercises-for-adults.html>

[LanternFish](#) for young ESL learners, is also a valuable site for teenage and adult learners. With hundreds of worksheets and lesson plans, it's a helpful resource with lots of great ideas to better engage your students. Some selected pages from the LanternFish site:

<https://bogglesworldesl.com/businessESL.htm> Business ESL vocabulary, lesson ideas

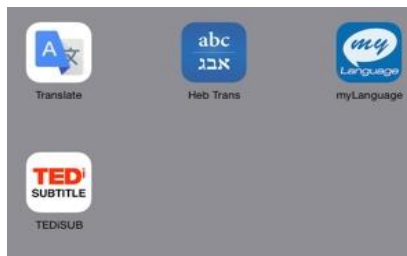
<https://bogglesworldesl.com/adultesl1.htm> ESL vocabulary and activities for adults

### Handy Translation App Tools:

**Translate** - With Google Translate, you have the ability to converse naturally & let google translate for you. It enables you to translate with your voice, camera, keyboard or handwriting.

**Hebrew Translation** - This is a terrific app as it provides you with both a Hebrew keyboard as well as English keyboard. All you do is type what you want translated and click on translate!

**TEDSUB** - This is a great app. You get to watch & hear experts in technology, the entertainment field, etc. You can see two different sets of subtitles at the same time. A good way to increase vocabulary related to certain topics.



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### Suggestions for Working with Lower Level English Students

- 1) Make a list of topics – keeping to simple subjects
- 2) Use photos through screen share to show, point and pick out vocabulary – can download some Google photos and save, for screen share, must leave open on desktop
- 3) Sessions can be shorter than 1 hour; 30 minutes is ok with a lower level student
- 4) Use white board to write short sentences, read the sentence and have the student read the sentence after you, going over each work
- 5) Suggestions for simple topics:
  - a. Wh questions (what, where, when)
  - b. How to introduce yourself
  - c. Numbers
  - d. Days of the week
  - e. Telling time in English
  - f. Family names -
  - g. Household objects – what’s in the kitchen, office (Use photos)
  - h. Colors
  - i. What you find in a supermarket

Queens Library Literacy

<https://www.queenslibrary.org/programs-activities/new-americans/learn-english/learn-english-for-everyday/esol-curriculum/beginner-personal-family-routine>:

Activities in these lesson plans may provide some structure

<http://en.copian.ca/library/learning/handson/handson.pdf>

[www.esl-lab.com](http://www.esl-lab.com) – Vocabulary lists associated with various topics.

<https://eslgold.com/practice-speaking/conversation-phrases/> - Practice speaking phrases by level and topic

<https://www.accreditedschoolsonline.org/resources/esl-ell-resources-for-teachers-parents-and-students/>  
Resource site with links for students, teachers, parents, provides some contextual definitions of various ESL levels and students’ likely responses

ESL Resource Page for Online Adult ESL Tutors

<https://sites.google.com/site/tutoringandtheinternet/home/esl-resources>

[Beginner English 20 Point Program](#)

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### Sample Email Recap of a Tutoring Session

Natali,

It was such a pleasure to Zoom with you this morning. It's so much fun getting to know each other. We covered a lot of different points. You did so well, and I am looking forward to Zooming again soon. Here is a review of what we discussed.

1. Homonyms: **would and wood**  
**to two too**
2. The idea of **plurals** in conversation
3. The difference between the present (I go) and the past (I went)
4. Using complete sentences and taking clues from my questions **Where would you like to sit? I would like....**
5. Contractions: taking two words and combining them. **do not don't**  
**I would I'd**  
**cannot can't**
6. Simple verb conjugation: **I live**  
**you live**  
**she lives**
7. We had a discussion of her **family**: names, ages, profession
8. **We had a restaurant conversation**: greeting, choice of table, ordering food and beverages and paying the bill
9. We talked about **your best friend and what you like to do together**: shopping and eating in a restaurant

Have a great week.

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### Examples of Whiteboard Usage on Zoom

**migraine....head is really hurting; throbbing  
Throbbing can also mean beating very fast - like your heart.**

**Today is Sunday. Yesterday was Saturday. The day before yesterday was Friday. Tomorrow is Monday. The day after**

**yawn...When we are tired, we sometimes yawn.  
Why are you yawning? Are you bored? No. I am just very tired!**

**We can read that too.  
I have one son, not two.  
After we speak, I'm going to the store.**

**contraction**

**eyes  
ears  
nose  
mouth  
eyebrows  
eyelashes  
cheeks  
chin  
tongue**

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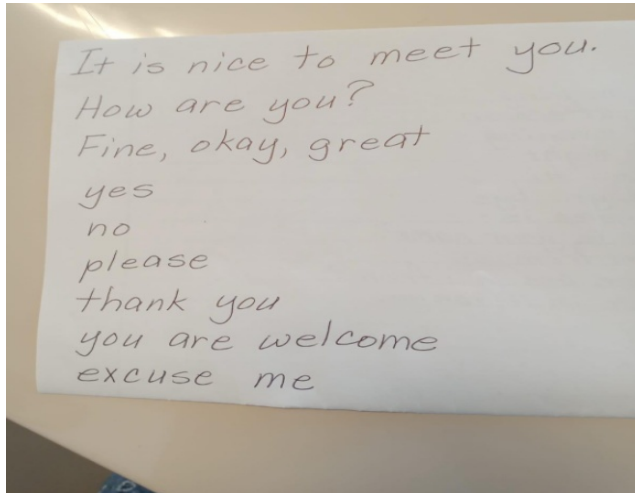
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### Vocabulary Examples

*Note that you can utilize simple handwritten diagrams and lists as tools for tutoring*

### Basic Greetings



### Days and Months

**There are seven days in a week (LIST DAYS):**

The work week in North America starts on Monday and runs through Friday.

The work week in Israel starts on Sunday and runs through Thursday.

**There are twelve months in a year (LIST MONTHS)**

**Exercise Associated with Days and Months:**

1. When's your birthday?  
My birthday's in \_\_\_\_\_.
2. Which months of the year have four (4) syllables in their names?  
\_\_\_\_\_ and \_\_\_\_\_.
3. How many months of the year are pronounced with one syllable?  
\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
4. Write a sentence that uses both a day of the week and a month.

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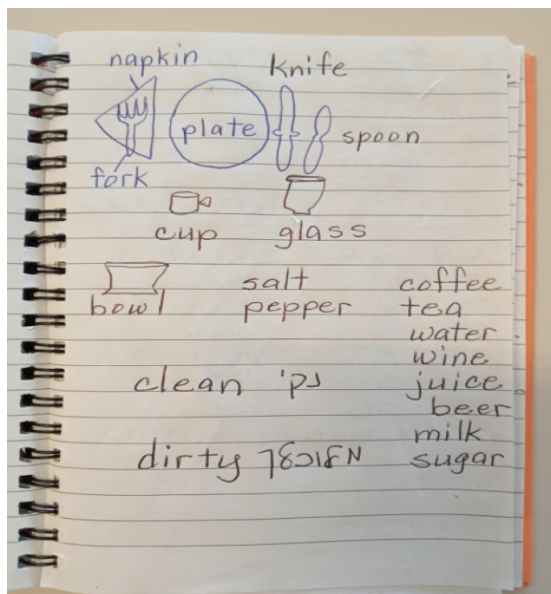
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### Colors



### Dining





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### Grammar Topics

#### Capitalization

1. Capitalize the first word of every sentence.
2. "I" is always capitalized, along with all its contractions.

I I can do it.

I'll I'll do it tomorrow.

I'm I'm going to do it now.

3. Capitalize the first word of a quoted sentence.

She said, "You can do this."

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### Contractions

Aren't – are not	Can't – cannot
Couldn't – could not	Didn't – did not
Doesn't – does not	Don't - do not
Hadn't – had not	Hasn't – has not
Haven't – have not	He'd – He had
He'll – he will	He's – he is
I'd – I had	I'll – I will
I'm – I am	I've – I have
Isn't – is not	Let's – let us
Mustn't– must not	She'd – she would
She's – she is	She'll – she will
That's – that is	There's – there is
They'll – they will	They're – they are
We'd – we had	Weren't – were not
We've – we have	What'll – what will
What's – what is	Where's – where is
Who'd – who would	Who'll – who will
Who're - who are	Who's – who is
Won't – will not	Wouldn't – would not
You'd – you would	You'll – you will
You're – you are	You've – you have

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### Contractions – Examples in Sentences

1. She's at the park.
2. I think you've had enough cookies!
3. They're going to be home soon.
4. Do you think you'll love the movie?
5. I've been thinking of eating sushi for dinner.
6. He's done a lot of work today.
7. They've been very patient.
8. You're late!
9. I bet she'll be surprised.
10. I'll be back in a little while.

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### Spelling – when ‘tion’, ‘sion and ‘cion’ are used at end of words

These endings are part of many everyday English words but many people have problems with their spelling.

There are some general rules but for practical purposes, it’s much easier to look up words in a dictionary (google correct spelling) until practice and exposure help you remember the correct way to spell these words.

#### General rules:

1. If the ending of a word comes after a consonant (except for l, n or r), the ending is **tion**:
  - Action
  - Description
  - Connection
  - Affection
  - Collection
  - Infection
  - Interruption
2. If the noun is related to a word ending in ‘ate’, then the ending will be **‘tion’**:
  - Donation (from donate)
  - Vacation (from vacate)
  - Accommodation (from accommodate)
  - Location (from locate)
  - Creation (from create)
  - Rotation (from rotate)
  - Education (from educate)
  - Mediation (from mediate)
3. Nouns based on words that end in ‘ss’ or ‘mit’ always end in **‘sion’**:
  - Permission (comes from the word permit)
  - Admission (comes from the word admit)
  - Emission (comes from the word emit)
  - Discussion (comes from the word discuss)
  - Expression (comes from the word express)
  - Succession (comes from the word success)
  - Impression (comes from the word impress)
4. There are just two common nouns that end in **‘cion’**:
  - Suspicion
  - Coercion

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### Verb Conjugation

These resources are meant to provide some teaching tools and examples for helping your students with verb tenses and verb conjugation. It's less important to focus on what the verb tense is called than correct usage and to help you articulate when you use one verb form over another. As native speakers, we use the correct tense intuitively and it can be challenging to articulate what triggers the correct usage of the different tenses

- 1) In English, you look at tense as ways to discuss time. The English-speaking world is obsessed with time and its passage. **Verbs in English actually have two parts: the time and the aspect, or way of looking at that time**

<https://busyteacher.org/11280-past-present-future-how-to-teach-verb-tense-system.html>

- 2) Link to a PowerPoint presentation to provide tutors with context about how to approach teaching verb tenses – excellent resource for understanding verb's tenses:

<http://www.elihinkel.org/tips/tenses.htm>

- 3) A simple model for understanding verb tenses and conjugation, includes a 3+ minute video clip

<http://teejr.com/conjugating-verbs-in-english-a-beginners-guide/>

- 4) Online tool -input a verb and the tool will display all the tenses and conjugations of the verb

<https://conjugator.reverso.net/conjugation-english-verb-eat.html>

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### VERB TENSE NOTES:

(conjugating with <http://teejr.com/conjugating-verbs-in-english-a-beginners-guide/>)

1) This tense is not the present (habitual, usually, never, etc.), but it is sometimes called PRESENT CONTINUOUS or present progressive. It is for what's happening (in progress) RIGHT NOW, the easiest for students because they know *is/am/are* and the pattern is relatively simple, the same as with adjectives/nouns (She is a doctor. They are busy.)

Statement	Negative	Question
We are cooking.	We aren't cooking.	Are we cooking?
He's listening	He isn't listening.	Is he listening?

2) FUTURE with “WILL” or the modals (*may, can, might* etc.) are not too hard to form, but many students want to use “be” or “to”: \*We will *be* go. \* I can *to* do that.

\*The asterisk indicates that it is not a grammatical standard English sentence.

***These tenses are particularly hard for students to understand and use:***

3) SIMPLE PRESENT (also called present habitual). The 3<sup>rd</sup> person -S is VERY hard to internalize. The whole does/doesn't thing takes a lot of thinking.

He cooks.	He doesn't cook.	Does he (ever, usually) cook?	<b>These use the base form V0.</b>
You listen.	You don't listen.	Do you (ever, usually) listen?	“

4) SIMPLE PAST is actually easier, except for irregular verbs. There are about 100, but far fewer that are used regularly. But they are used A LOT. (The confusion with *lie/lay*, IMHO, is about as important as the rules for *whom*—students can live successful, happy, productive lives without getting them “right” and soon these will be archaic. I hate to say it, but “with my sister and I” or “for you and I” is going the same way.) **These use the base form.**

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We went.	We didn't go.	Did we go?	<b>These use the base form V0.</b>
It rained.	It didn't rain.	Did it rain?	“

5) PRESENT PERFECT is the worst, students' universal least-favorite, teachers' least-understood.

Easy to form: has/have + past participle (V3)

He's/has eaten.      He hasn't eaten (yet).      Has he eaten (yet)?

(Though most Americans would say “He ate.” or “Did he eat yet?”)

We've/have finished.    We haven't finished (yet).    Have we finished (yet)?

One problem is that the contracted forms (most common) pronounce the 's or 've quietly and quickly.

To a student, *He's stolen it.* may sound like *He stolen it.* And it's not just verbs that begin with S.

Another challenge is those common three-form verbs: *eat, ate, eaten; come, came, come; etc.*

MOST difficult is understanding and explaining the meaning and use. I think this lesson is pretty good:  
<https://www.youtube.com/watch?v=RvzWOYXz-MY> Perhaps student & teacher could watch together.

Provided by Volunteer Kathy Judd

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### Explaining At – On – In

#### When writing/talking about a PLACE:

##### USE:

##### At:

- When you are talking/writing about a **specific** place.
- Think of ‘**at**’ as a dot on a map - very specific.
- **Examples:**
  - I’m sitting **at** a table in the back of the restaurant.
  - Molly wants to meet her friends **at** the Mall.

##### On:

- Think of ‘**on**’ as a line – less specific than a dot.
- **Examples:**
  - The hurricane is **on** the east coast.
  - My office is **on** the 2<sup>nd</sup> floor of the building.

##### In:

- Think of ‘**in**’ as a box which sets a larger boundary – like you are zooming out to cover a larger amount of territory.
- **Examples:**
  - John lives **in** the country, far away from the city.
  - The concert is going to take place **in** Central Park.

#### When writing/talking about a TIME:

##### USE:

##### At:

- If you think of a calendar, you’d use the word **at** for a **specific time** on a certain date.
- **Examples:**
  - Let’s meet **at** 9 am.
  - The police officers change their work shifts **at** midnight.

##### On:

- If you think of a calendar, you’d use the word **on** for **days/dates**.



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- **Examples:**

- Let's meet **on** Wednesday to discuss the proposal.
- Ethan's Bar Mitzvah is **on** Monday, August 17, 2020.

**In:**


- If you think of a calendar, you'd use the word '**in**' when you don't want to be specific.
- **Example:**
  - Heidi said she can meet us **in** the afternoon.

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### The Standard Rules for Forming the Plurals

The table below shows the standard rules for forming the plurals of nouns in English.

Type	Example of Type	Forming the Plural	Plural
Most Nouns	<ul style="list-style-type: none"> <li>■ lamp</li> <li>■ scythe</li> </ul>	add s	<ul style="list-style-type: none"> <li>■ lamps</li> <li>■ scythes</li> </ul>
Noun Ending s, sh, ch, x or z	<ul style="list-style-type: none"> <li>■ bus</li> <li>■ dress</li> </ul>	add es	<ul style="list-style-type: none"> <li>■ buses</li> <li>■ dresses</li> </ul>
Nouns ending [consonant] o	<ul style="list-style-type: none"> <li>■ hero</li> <li>■ zero</li> <li>■ tomato</li> </ul>	add either s or es (There are no rules for this - you have to know.)	<ul style="list-style-type: none"> <li>■ heroes</li> <li>■ zeros</li> <li>■ tomatoes</li> </ul>
Nouns ending [vowel] o	<ul style="list-style-type: none"> <li>■ patio</li> <li>■ ratio</li> </ul>	add s	<ul style="list-style-type: none"> <li>■ patios</li> <li>■ ratios</li> </ul>
Nouns ending [consonant] y	<ul style="list-style-type: none"> <li>■ story</li> <li>■ penny</li> </ul>	change the y to an i and add es	<ul style="list-style-type: none"> <li>■ stories</li> <li>■ pennies</li> </ul>
Nouns ending [vowel] y	<ul style="list-style-type: none"> <li>■ storey </li> <li>■ donkey</li> </ul>	add s	<ul style="list-style-type: none"> <li>■ storeys</li> <li>■ donkeys</li> </ul>
Nouns ending f or fe	<ul style="list-style-type: none"> <li>■ dwarf</li> <li>■ leaf</li> </ul>	ves and/or s (There are no rules - you have to know.)	<ul style="list-style-type: none"> <li>■ dwarfs</li> <li>■ leaves</li> </ul>
Exceptions	<ul style="list-style-type: none"> <li>■ man</li> <li>■ louse</li> </ul>	some nouns undergo a vowel or letters change	<ul style="list-style-type: none"> <li>■ men</li> <li>■ lice</li> </ul>
More exceptions	<ul style="list-style-type: none"> <li>■ salmon</li> <li>■ sheep</li> </ul>	some nouns do not change at all	<ul style="list-style-type: none"> <li>■ salmon</li> <li>■ sheep</li> </ul>

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### Technology Terms and Topics

#### Sample Interview Questions and Recruiter rationale for asking:

##### **Which programming language do you prefer and why?**

HR folks are not programming experts so why would they ask this question?

They want an opportunity to hear your analysis. They want to assess your analytical skills. They want to understand how you compare tools.

##### **Have you ever failed on an assignment or task? What do you learn from your failure?**

HR folks want to know if you can admit failure and what did you learn from your mistakes.

They also want to see if you have learned to ask for help or ask for help sooner.

##### **Do you work well under pressure? Provide an example or two?**

HR folks know that interviewees will answer "yes" so they are watching for body language, such as your smile.

The examples are important, such as in the Army, I handled multiple calls into network support during military operations....

Shared by Volunteer Tutor Julie Kuntsler, August 23, 2020

#### Other Interview Questions:

<https://www.roberthalf.com/blog/how-to-interview-candidates/7-must-ask-tech-interview-questions?fbclid=IwAR3vvrADo4vpReFv3TuBhRHRbgsAMuutRxq7yCOHm9wvaQLCbp2BtGJOCKY>

#### Cover Letter Examples (scroll down the blog post to get to Technology examples):

<https://www.monster.com/career-advice/article/cover-letters?fbclid=IwAR1vWONpc1jxLfV5Sb1ElmPDvYCNMr7kuoTPqxi-XvlgXmSyAKmF7XT9fk>

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### Coding Terms

variable: a name for some value that is stored. it can be any data type (see rest of list)

file: a piece of text that has a specific place in your computer (just like any file)

language: the types of terms you use to speak to a computer when you're writing a program (just like any other human language)

syntax: the grammar for the language

loop: something that happens as

list (sometimes referred to as an "array"): a type of data where there is a list of values  
dictionary: a type of data where there is basically a list of keys (just values of any data type) and each is assigned to a value, which is like a definition in a real English dictionary

string: a piece of text

integer: an integer

floating point number (usually shortened to just "float"): a decimal number

input: some data you ask of a user, usually stored as a string

if-else statement: a piece of code that checks a condition (you give it a fact and it checks if that fact is true) and if the condition is true, runs the code in the if part of the statement, and if it is false, runs the code in the else part of the statement.

package: a piece of code someone else wrote that you can install and use for your program. usually it contains functions that do complicated and useful functions/classes  
server: a program that has the purpose of listening to requests and responding with the corresponding data

port: a specific pathway a request uses to go through a router and server. requests from different ports are directed to different places by a router

request: sending information out to a server with the intention of getting different data, like a website, back or getting some code to run

class: a piece of code that is like a blueprint for an object. it has variables and functions (but inside a class they are called methods) that do different things, generally manipulating the data and variable stored within that class. a class, though, cannot do anything on its own. it is only a blueprint. you need to make an object that can do things

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**object:** an object is an instance of a class that basically is the thing that you made the blueprint for. generally, objects are used when you want to make many things that start out with the same variables and methods, and then you can change that data in each individual object

**type (also known as a data type):** what kind of data something is, which makes a difference with how the computer stores it (a string, integer, list, dictionary, float, etc.)

**index:** the order of when a value appears in an iterable (an iterable is a list or dictionary), like the first value in a list has the index 0, the second value has the index 1, and so on

**error:** something wrong with your code resulting in the computer not knowing how to execute/run your code

**debug/debugging:** the act of going through the code you wrote to find and fix problems

**console/terminal:** the program on a computer that you can give commands to so you can run programs or find information about the computer

**domain:** the name of a website

**function (when it is part of a class, it is known as a method):** a piece of code in your program that does something and that you can call (see rest of list) multiple times in your program

**argument (sometimes i think it is also known as a parameter, based on what language you are using):** a piece of information you give to a function when you call it so that the function can manipulate or use that data

**to call a function:** to run the code of the function after you have defined it

**declare/define:** the act of making something (usually a variable, class, object, or function) and setting it to a value

**compiler:** a program that you put your code into that translates it into binary that the computer can understand

Contributed by Tutor Judith Zorfass and her grandson Noah

August 9, 2020

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Guide Users: Please share resources that you discover or create with us. Send Marla an email at: [mgamoran@skillvolunteerisrael.org](mailto:mgamoran@skillvolunteerisrael.org) so we can continue to learn from one another.

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