1. **Culture Clash**

Twenty minutes into a conversation partner appointment, the writer, who is from Saudi Arabia, mentions that he thinks women belong in the home and that they shouldn’t participate in society. What is the best way for the tutor to respond and why?

1. **Slow Start**

Trying to jump start a conversation, the tutor asks their partner a series of questions, but it feels like the conversation is getting nowhere because the student only responds with yes/no or very brief answers. What might be going on? What are some changes of approach the tutor might consider for getting his/her partner to talk more?

1. **Too personal?**

A tutor is working with a partner, and it’s their first time working together. After five minutes of the conversation, the writer starts talking about a very personal and sensitive event relating to his family. What is the best way for the tutor to respond and why?

1. **Say what?**

A writer comes in for her first conversation partner appointment. This is her first term in the ELA, and she is in the Foundations level, which means she is new to the study of English. The tutor has genuine difficulty understanding what the student says. What strategies could the tutor use to make the appointment the most effective? What are some things to keep in mind?

1. **Scandal**

A writer and tutor spend one conversation partner appointment reviewing idioms collected from the show *Modern Family*, watching clips as part of the discussion. The following week, the writer returns with a collection of phrases from the show *Scandal*, which is known for its risqué moments, and he wants to review clips with the tutor. This makes her uncomfortable. How should the tutor respond?

1. **Grammar**

A writer asks not to be offered feedback on grammar during the conversation partner appointment. During the conversation, the writer demonstrates a number of quite disruptive grammatical habits. Should the tutor attempt to address this? If so, when and how?