

ESL Tutoring Session 2: Daily Routines

Tutor Guide

This 40-minute Zoom tutoring session is designed to help develop clear English communication skills. Remember to:

- Speak clearly at a moderate pace
- Face the camera directly when speaking
- Use visual cues and gestures alongside verbal instructions
- Provide immediate, supportive feedback
- Use the icons for visual reinforcement

How to Use This Guide

1. Review the entire worksheet before the session
 2. Follow the section order, spending about 5-7 minutes per section
 3. Use the icons for visual cues:
 - 🎧 = Listening activity
 - 💋 = Speaking activity
 - 👁️ = Visual observation
 - ✓ = Practice task
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Section 1: Conversation Practice (7 minutes)

💋 Talking About Daily Routines

Instructions: Practice these daily routine sentences. Tutor demonstrates first, then student repeats.


Pattern 1: "I wake up at _____ in the morning."

Pattern 2: "At _____, I _____ (activity)."

Examples:

- "I wake up at 7:00 in the morning."
- "At 8:15, I eat breakfast with my family."
- "I go to school at 8:30 every day."

✓ **Student Practice:** _____

 **Tutor's Notes:** _____

Asking About Time

Instructions: Practice these question patterns about time and daily routines.


Pattern 1: "What time do you _____?"

Pattern 2: "When do you _____?"

Examples:

- "What time do you go to bed?"
- "When do you do your homework?"
- "What time does your class start?"

✓ **Student Practice:** _____

 **Tutor's Notes:** _____

Section 2: Minimal Pairs & Phonological Awareness (8 minutes)


Challenging Sound Contrasts

Instructions: Today we'll focus on four minimal pairs that are especially challenging. Say each word pair clearly with emphasis on the different sounds.

Today's Focus Pairs:

1. /θ/ vs. /s/ (Consonant Pair)

- **think** (to use your mind) vs. **sink** (basin for washing)
- **thumb** (first finger on your hand) vs. **sum** (total of added numbers)
- **three** (the number 3) vs. **see** (to view with your eyes)

 **Visual Cue:** For /θ/ (th), place your tongue between your teeth. For /s/, keep your tongue behind your teeth.


✓ **Practice Sentences:**

- "I **think** we should wash dishes in the **sink**."
- "My **thumb** is bigger than the **sum** of my other fingers."

- "Can you **see** all **three** books on the shelf?"

2. /v/ vs. /b/ (Consonant Pair)

- **very** (to a high degree) vs. **berry** (small fruit)
- **vest** (sleeveless garment) vs. **best** (highest quality)
- **vote** (to choose formally) vs. **boat** (water vessel)


 **Visual Cue:** For /v/, touch your bottom lip with your upper teeth. For /b/, press both lips together.

✓ Practice Sentences:

- "I like this **vest** the **best**."
- "The **very** small **berry** is sweet."
- "They will **vote** about the new **boat**."

3. /l/ vs. /r/ (Consonant Pair)

- **light** (brightness) vs. **right** (correct; opposite of left)
- **long** (not short) vs. **wrong** (incorrect)
- **play** (to have fun) vs. **pray** (to speak to God)


 **Visual Cue:** For /l/, your tongue tip touches behind your upper teeth. For /r/, your tongue curls back without touching.

✓ Practice Sentences:

- "Turn on the **light** on the **right** side."
- "It is **wrong** to wear **long** sleeves in summer."
- "Children like to **play** while adults **pray**."

4. /i/ vs. /ɪ/ (Vowel Pair)


- **sheep** (wool animal) vs. **ship** (large boat)
- **eat** (to consume food) vs. **it** (pronoun)
- **feet** (plural of foot) vs. **fit** (to be the right size)

 **Visual Cue:** For /i/ (sheep), your smile is wider and the sound is longer. For /ɪ/ (ship), your mouth is more relaxed.

✓ Practice Sentences:

- "The **sheep** was on the **ship**."
- "Can you **eat it** all?"
- "Do these shoes **fit** your **feet**?"

✓ **Student accuracy:** ☐ Got it! ☐ Needs more practice

 **Tutor's Notes:** _____


Section 3: Word Stress Practice (7 minutes)

Finding the Strong Syllable

Instructions: In English, one syllable in each word is stressed (spoken louder and longer). The CAPITALIZED part shows which syllable to stress.

Practice: Say each word with the correct stress pattern.

1. Restaurant = **RES**-tau-rant (*place where people pay to sit and eat meals*)
2. Important = im-**POR**-tant (*having great significance*)
3. Vacation = va-**CA**-tion (*a period of time for pleasure and rest*)
4. Afternoon = af-ter-**NOON** (*time between noon and evening*)
5. Together = to-**GE**-ther (*in company with others*)

 **Visual Cue:** When we stress a syllable, our voice gets louder and our mouth opens wider.

✓ **Practice Sentences:**

- "We ate dinner at a **RES**-tau-rant yesterday."
- "Learning English is im-**POR**-tant."
- "I'm going on va-**CA**-tion next month."
- "Let's meet in the af-ter-**NOON**."
- "We'll study to-**GE**-ther on Saturday."






 **Tutor's Notes:** _____

Section 4: Pitch & Intonation Practice (6 minutes)


Voice Direction

Instructions: In English, our voice goes up or down at the end of sentences depending on the type of sentence.

Practice: Read each sentence with the correct intonation:

1. What time do you wake up? ( *rising*)
2. I wake up at 7:00. ( *falling*)
3. Do you eat breakfast every day? ( *rising*)
4. I usually eat cereal for breakfast. ( *falling*)
5. What a beautiful morning! ( *falling with emphasis*)

✓ **Student accuracy:** ☐ Got it! ☐ Needs more practice

 **Tutor's Notes:** _____




Section 5: Prosody and Emotion (6 minutes)

Showing Feelings With Your Voice

Instructions: The same words can sound different based on the emotion. Practice saying these sentences with different emotions.




Sentence: "I have to go to school."

Say it with:

-  Excitement: (enthusiastic voice, smile) "I have to go to school!"
-  Tiredness: (slow, dragging voice) "I have to go to school..."
-  Frustration: (sharp, slightly louder voice) "I have to go to school."

Sentence: "It's time for lunch."

Say it with:

-  Hunger: (eager voice, faster pace) "It's time for lunch!"
-  Boredom: (monotone voice) "It's time for lunch."
-  Satisfaction: (relaxed, pleasant tone) "It's time for lunch."

✓ **Student accuracy:** ☐ Got it! ☐ Needs more practice

 **Tutor's Notes:** _____

Section 6: Reading Practice (6 minutes)

My Daily Routine - Reading Practice

Tutor Instructions:

1. First, ask the student to read the entire paragraph out loud
2. Next, you (the tutor) model-read the entire paragraph with proper pronunciation, stress and intonation
3. Then, read one sentence at a time and have the student repeat after you, correcting any pronunciation errors
4. Finally, ask the student to read the entire paragraph again on their own

Reading Passage:

My Daily Routine

I wake up at seven o'clock every morning. I take a quick shower and get dressed. For breakfast, I usually eat cereal or toast. At eight-thirty, I go to school. I like my teachers and my classmates. After school, I do my homework. Then I have free time to play or watch TV. At nine o'clock, it's time for bed. Good night! See you tomorrow!

✓ **Student Reading:** _____



Tutor's Notes: _____

Wrap-Up

Areas That Need More Practice Next Time:

- 1.
- 2.
- 3.

Overall Difficulty Rating:

Very Easy	Easy	Just Right	Challenging	Very Difficult
1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Note for the tutor: For cochlear implant users, consistent practice with minimal pairs is essential. The four pairs selected for today are typically very challenging and warrant special attention. Also focus on clear

word stress patterns as they help with overall comprehension.