ESL Tutoring Session 3: Making Friends and Feelings

Tutor Guide

This 40-minute Zoom tutoring session is designed to help develop clear English communication skills for young learners.

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

Note for the tutor: This session focuses on social communication skills essential for young learners. Pay special attention to intonation patterns, as proper rising and falling tones help children sound more natural and confident when speaking English. The minimal pairs chosen are developmentally appropriate and focus on sounds that significantly impact meaning in everyday conversations.

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

Section 1: Conversation Practice (7 minutes)

Greeting Friends		
Instructions: Practice these friendly greetings. Tutor demonstrates first, then student repeats.		
Pattern 1: "Hi, how are you	?" Pattern 2: "Good morning! How are you	_?"

Examples:

- "Hi, how are you today?"
- "Good morning! How are you feeling?"
- "Hello, how are you doing?"

√ Student Practice: — Tutor's Notes:

Asking Friends to Play

Instructions: Practice inviting friends to play activities.

Pattern 1: "Do you want to play _____ with me?" Pattern 2: "Would you like to _____?"

Examples:

- "Do you want to play blocks with me?"
- "Would you like to play tag at recess?"
- "Can you play a game with me?"

√ Student Practice: — Tutor's Notes:

Sharing What You Like

Instructions: Practice talking about preferences and asking others.

Pattern 1: "I like _____. What do you like?" Pattern 2: "I enjoy _____. How about you?"

Examples:

- "I like ice cream. What do you like?"
- "I enjoy drawing pictures. What do you like?"
- "I like playing soccer. What about you?"

√ Student Practice:
— Tutor's Notes:

Section 2: Voice Patterns & Intonation (8 minutes)

Listening for Voice Changes

Instructions: Practice how your voice goes up, down, or stays flat in different sentences.

Today's Focus: Question vs. Statement Intonation

- 1. Questions (Voice goes UP 2)
 - "Can you help me, please?" Z

- •• Visual Cue: For questions, your voice rises like going up stairs.2. Statements (Voice goes DOWN ∑)
 - "I love my new shoes." N

"Where is my pencil?"

- "The sun is shining."
- **Wisual Cue:** For statements, your voice falls like going down a slide.
 - 3. Excitement (Voice goes UP 2)
 - "That's amazing!" 🗾
 - "Wow, look at that rainbow!"

✓ Practice Sentences:

- Student says: "That's my favorite book!"
- Tutor checks: Does voice go up or down?
- Student says: "What's your favorite color?"
- Tutor checks: Does voice go up or down?

√ Student accuracy: □ Got it! □ Needs more practice — Tutor's Notes:

Section 3: Word Stress Practice (7 minutes)

Stressed Syllables

Instructions: The CAPITAL part is the stressed part (say it LOUDER and LONGER).

Pattern: Learn where to put stress in common words.

Practice Words:

- **TA-ble** (first part loud)
- win-DOW (second part loud)
- **COL-or** (first part loud)
- bal-LOON (second part loud)
- **AN-swer** (first part loud)
- •• Visual Cue: Stressed syllables are like clapping your hands LOUD on that part.

- ✓ Practice: Make sentences with these words:
 - 1. "The book is on the **TA-ble**."
 - 2. "I can see birds through the win-DOW."
 - 3. "Blue is my favorite COL-or."
 - 4. "I have a red bal-LOON."
- √ Student Practice:
 Tutor's Notes:

Section 4: Expressing Feelings (6 minutes)

Showing Emotions with Your Voice

Instructions: Practice saying sentences with different feelings.

Feeling Categories:

Happy/Excited:

- "I can't wait for my birthday!" (excited voice)
- "Wow, look at that rainbow!" (amazed voice)

Sad/Disappointed:

- "I didn't get a turn." (sad voice)
- "I miss my friend." (gentle, sad voice)

Questioning/Curious:

- "Can we go to the library?" (asking voice)
- "What's in that box?" (curious voice)

Visual Cue:

- Happy = Big smile, bright voice
- Sad = Soft voice, slower
- Questioning = Voice goes up at the end
- ✓ Practice: Say each sentence with the right feeling:
 - 1. "I got a new toy!" (How should this sound?)
 - 2. "My ice cream fell." (How should this sound?)

- 3. "Is it time for lunch?" (How should this sound?)

 ✓ Student Practice: Tutor's Notes:

 Section 5: Minimal Pairs & Similar Sounds (6 minutes)

 Hearing Different Sounds

 Instructions: Today we'll practice sounds that are tricky for young learners.

 Today's Focus Pairs:

 1. B vs. P sounds
 - bat (animal) vs. pat (gentle touch)
 - big vs. pig
- •• Visual Cue: For B, your lips come together with voice. For P, your lips come together with a puff of air.
 - 2. S vs. Z sounds
 - **sip** (drink slowly) vs. **zip** (close quickly)
 - bus vs. buzz
- •• Visual Cue: S is like a snake (no voice), Z is like a bee buzzing (with voice).
 - 3. Short vs. Long vowels
 - cap (hat) vs. cape (superhero cloak)
 - hop (jump) vs. hope (wish)
 - sit vs. seat
- •• Visual Cue: Short vowels are quick like a tap. Long vowels stretch out like pulling taffy.
- ✓ Practice Sentences:
 - "The bat can pat the ball."
 - "Sip your juice, then zip your jacket."
 - "Put on your cap like a superhero cape."
- √ Student accuracy: □ Got it! □ Needs more practice Tutor's Notes:

Section 6: Reading Practice (6 minutes)

Story Time - Reading Practice

Tutor Instructions:

- 1. First, ask the student to read the entire story out loud
- 2. Next, you (the tutor) model-read the entire story 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 story again on their own

Reading Passage:

Mia and the Missing Crayon

Mia was coloring a big rainbow. She had many crayons in her box. Red, blue, yellow, and green crayons were all there.

But suddenly, she couldn't find the red crayon. "Oh no!" she said.

Mia looked under the table. No crayon there. She looked in her bag. Still no crayon.

She looked on her chair. Nothing.

Then she saw something funny. Her cat was sitting very still. The cat looked guilty.

"Fluffy, what are you doing?" Mia asked.

When Fluffy moved, there was the red crayon! The cat had been sitting on it the whole time.

"Silly cat!" Mia laughed. "Now I can finish my beautiful rainbow."

Reading Questions:

- 1. What was Mia making?
- 2. Which crayon was missing?
- 3. Where did Mia look for the crayon?
- 4. Who was sitting on the crayon?
- 5. How did Mia feel when she found it?

√ Student Reading: — Tutor's Notes:

Section 7: Open Discussion (Remaining time)

Let's Talk About Today!

Instructions: Ask these open questions and let the student answer freely. No need to write on lines - just have a natural conversation!

Questions to explore:

What new words did you learn today that you want to remember?

Which part of today's lesson was the most fun for you?

Can you tell me about a time when you made a new friend? How did you talk to them?

What's your favorite way to show someone you're happy?

If you lost something important like Mia lost her crayon, where would you look first?

What games do you like to play with your friends?

How do you feel when you help someone or when someone helps you?

What would you like to practice more from today's lesson?

✓ Practice Conversation: — Tutor's Notes:

Wrap-Up

Areas That Need More Practice: 1. 2. 3.

Overall Difficulty Rating:

Very Easy | Easy | Just Right | Challenging | Very Difficult

1 | 2 | 3 | 4 | 5 O | O | O | O | O