

ESL Tutoring Session 1: Conversation Basics

Tutor Guide for Young Learners (7 years old)

Technical Preparation:

- Camera position: Face and upper body clearly visible
- Audio: Microphone tested, minimal background noise
- Online resources: Search and prepare simple image searches or video clips of vocabulary words
- Lighting: Face clearly visible on camera

Key Instructions:

- Speak in English as much as possible throughout
- Use simple, child-friendly vocabulary at a slow pace
- Use exaggerated gestures and facial expressions
- Provide immediate praise for every attempt
- Switch activities quickly if child loses interest


Session Management:

- Begin wrap-up when about 3 minutes remain in the session
- Always complement the student on specific improvements
- Point out areas of strength during the session
- End on a positive note with encouragement
- Suggest 1-2 focus areas for the next lesson

This 30-40 minute Zoom tutoring session helps young children develop basic English conversation skills.

How to Use This Guide

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

-  = Screen sharing moment

Section 1: Conversation Practice (5 minutes)

Saying Hello

Instructions: Practice these greeting patterns. Position yourself close to the camera when demonstrating, then have the student repeat.

Pattern 1: "Hi! My name is _____. What's your name?" (wave to camera)

Pattern 2: "Hello! I'm _____. Nice to meet you." (smile and nod)

Examples:

- "Hi! My name is Sarah. What's your name?"
- "Hello! I'm David. Nice to meet you."
- "Good morning! My name is Maria."

✓ **Student Practice:** _____

 **Tutor's Notes:** _____

Talking About Favorites


Instructions: Practice sharing simple information. Use clear facial expressions on camera.

Pattern 1: "I like _____. " (show thumbs up)

Pattern 2: "I don't like _____. " (show thumbs down)

Examples:

- "I like ice cream." (act excited)
- "I like to play games." (mime playing)
- "I don't like rain." (make sad face)

 **Screen Share Tip:** Search for simple images of common foods, animals, or activities to use as visual prompts.

✓ **Student Practice:** _____

 **Tutor's Notes:** _____

Asking for Help

Instructions: Practice asking for help politely. Make your expressions clear on camera.

Pattern 1: "Can you help me, please?"

Pattern 2: "I need help, please."

Examples:

- "Can you help me, please?"
- "I need help with this, please."
- "Help me, please."

✓ **Student Practice:** _____



Tutor's Notes: _____

Section 2: Minimal Pairs & Phonological Awareness (5 minutes)



Listening for Different Sounds

Instructions: Focus on these important sound pairs. Say each word pair clearly with emphasis on the different sounds.




Screen Share: Search online for simple images of each word to display as you introduce them.

Today's Focus Pairs:

Vowel Contrasts:


1. /i/ vs. /ɪ/ (Vowel Pair)

- sheep (animal) vs. ship (boat)
- eat vs. it

 **Visual Cue:** For /i/ (sheep), smile wide. /i/ is longer and tenser. For /ɪ/ (ship), relax your smile a bit. /ɪ/ is shorter and relaxed.

2. /ɛ/ vs. /æ/ (Vowel Pair)


- bed (for sleeping) vs. bad (not good)
- head vs. had

 **Visual Cue:** For /ɛ/ (bed), mouth is less open. /ɛ/ is higher in mouth. For /æ/ (bad), mouth opens wider. /æ/ is lower with open mouth.

Consonant Contrasts:


3. /p/ vs. /b/ (Consonant Pair)

- pat (to touch gently) vs. bat (sports equipment)
- pig vs. big

 **Visual Cue:** For /p/, no vibration in throat. /p/ uses no voice. For /b/, feel vibration in throat. /b/ uses voice.


4. /t/ vs. /d/ (Consonant Pair)

- tie (neckwear) vs. die (cube with dots)
- ten vs. den

 **Visual Cue:** For /t/, no vibration in throat. /t/ uses no voice. For /d/, feel vibration in throat. /d/ uses voice.

5. /k/ vs. /g/ (Consonant Pair)

- coat (outerwear) vs. goat (animal)
- key vs. gee

 **Visual Cue:** For /k/, no vibration in throat. /k/ uses no voice. For /g/, feel vibration in throat. /g/ uses voice.

✓ **Practice Game:** Show pictures in pairs and ask "Which one is the ____?"

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

 **Tutor's Notes:** _____

Section 3: Word Stress Practice (5 minutes)


Finding the Strong Syllable

Instructions: In English, one part of a word is louder. We'll practice with fun, familiar words.

 **Screen Share:** Find online images of these words. You can use Google Images or similar sites.

Practice: Say each word with the correct stress pattern.


1. Tiger = TI-ger (animal with stripes)
2. Apple = AP-ple (red or green fruit)
3. Balloon = ba-LLOON (thing that floats)
4. Pizza = PI-zza (food with cheese)
5. Hello = he-LLO (greeting word)

 **Visual Cue:** Clap once loudly for the strong syllable and softly for others.

✓ **Practice Sentences:**

- "I see a TI-ger at the zoo."
- "I eat an AP-ple for lunch."
- "The ba-LLOON is blue."
- "I like PI-zza with cheese."
- "He-LLO, how are you?"




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

 **Tutor's Notes:** _____







Section 4: Pitch & Intonation Practice (5 minutes)



Voice Direction Game

Instructions: In English, our voice goes up or down at the end of sentences. Use hand gestures visible on camera to show voice movement.

 **Screen Share:** Use a simple drawing program or find online images of arrows ( ) to show voice direction.

Practice: Read each sentence with the correct intonation:

1. "What's your name?" ( voice goes up - raise your hand)
2. "My name is Alex." ( voice goes down - lower your hand)
3. "Wow! That's amazing!" (  up-down - move hand up then down)
4. "Can I have a cookie?" ( voice goes up - raise your hand)
5. "I like dogs." ( voice goes down - lower your hand)

Voice Direction Game: Show an arrow ( or ) and have the student make their voice go in that direction with a simple word like "hello" or "yes."


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

 **Tutor's Notes:** _____

Section 5: Expressing Emotions (5 minutes)

Feeling Faces Game

Instructions: Words sound different with different feelings. Practice using your face and voice to show feelings.

 **Screen Share:** Search for emoji images or animations that show different emotions.

Sentence: "I like apples."

Say it with:

- 😊 **Happy:** (big smile, excited voice)
- 😞 **Sad:** (frown, quiet voice)
- 😲 **Surprised:** (wide eyes, gasp first)
- 😠 **Angry:** (furrowed brows, lower voice)
- 😴 **Sleepy:** (yawn, slow voice)

Zoom Game: "Emotion Guessing"

1. Tutor makes a face showing an emotion
2. Student guesses the emotion
3. Student tries saying "I like apples" with that emotion
4. Switch roles

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


 **Tutor's Notes:** _____

Section 6: Reading Practice (10 minutes)

Fun Story Time with Structured 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

 **Screen Share:** Find a simple online storybook with text and pictures, or display the text below alongside images you search for online.

Reading Passage: "Max's Big Adventure"

Max is a little mouse. He lives in a small house.

One day, Max finds a big, red ball. "Wow!" says Max. "What a nice ball!"

Max wants to play with his new ball. He pushes it outside.

Then, Max sees a cat! The cat is orange and has green eyes.

"Oh no!" says Max. "The cat might take my ball!"

Max hides behind a tree. He is scared of the cat.

The cat walks away. It does not see Max or his ball.

"Phew!" says Max. "That was close!"

Max plays with his ball all day. He is very happy.

At night, Max goes home. "Tomorrow, I will play again," he says.

Reading Tips to Emphasize:

- Stop at periods (.)
- Sound excited at exclamation points (!)
- Use a scared voice for "Oh no!" and "He is scared"
- Use a happy voice for "Wow!" and "He is very happy"
- Use a different voice for Max's speaking parts
- Use rising intonation for the cat question

Comprehension Questions:


1. "Who is the main character in the story?" (Max)
2. "What does Max find?" (a big, red ball)
3. "What animal does Max see?" (a cat)
4. "Why does Max hide?" (he is scared of the cat)
5. "How does Max feel at the end?" (happy)

Extension Activity:

- Ask the student to draw their favorite part of the story (offline)
- Ask what they think happens the next day

- Practice emotions by asking "How does Max feel when..." questions

✓ **Student Reading Progress:** _____

 **Tutor's Notes:** _____

Wrap-Up

Things We Learned Today: 1. 2. 3.

Digital Stars Earned: ★ ★ ★ ★ ★

For Next Time: Ask what the student would like to learn about.