

ESL Tutoring Session 2: Daily Routines

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 with a focus on daily routines.

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)

Talking About Daily Routines

Instructions: Practice these daily routine sentences. Position yourself close to the camera when demonstrating, then have the student repeat.

Pattern 1: "I wake up at ____." (mime waking up, stretching)

Pattern 2: "Then I ____." (mime the activity)

Examples:

- "I wake up at 7 o'clock." (mime stretching)
- "Then I eat breakfast." (mime eating)
- "Then I brush my teeth." (mime brushing teeth)

 **Screen Share Tip:** Search for simple images of daily activities like waking up, eating, going to school.

✓ **Student Practice:** _____

 **Tutor's Notes:** _____

Asking About Time

Instructions: Practice these question patterns about daily activities.

Pattern 1: "What time do you ____?" (make questioning face)

Pattern 2: "When do you ____?" (tilt head with questioning look)

Examples:

- "What time do you go to bed?" (mime sleeping)
- "When do you play?" (mime playing)
- "What time do you eat lunch?" (mime eating)

✓ **Student Practice:** _____

 **Tutor's Notes:** _____

Section 2: Fun Sound Pairs (5 minutes)

Sound Detective Game


Instructions: Focus on these fun 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 Fun Sound Pairs:

1. /f/ vs. /v/ (Consonant Pair)


- fan (moves air) vs. van (vehicle)
- five (number) vs. vase (holds flowers)

 **Visual Cue:** For /f/, bite your bottom lip and blow air. For /v/, bite your bottom lip and make a buzzing sound.

✓ **Practice Game:** "The fan is in the van." "I have five vases."

2. /s/ vs. /z/ (Consonant Pair)


- seal (animal) vs. zebra (animal)
- sue (legal action) vs. zoo (animal park)

 **Visual Cue:** For /s/, smile and make a hissing sound like a snake. For /z/, smile and make a buzzing sound like a bee.

✓ **Practice Game:** "I see a seal at the zoo." "The zebra is at the zoo."

3. /ʃ/ vs. /ʒ/ (Consonant Pair)


- ship (boat) vs. measure (to determine size)
- shore (beach) vs. treasure (valuable items)

 **Visual Cue:** For /ʃ/ (sh), round your lips and put finger to lips (shh). For /ʒ/, round your lips and make a buzzing sound.

✓ **Practice Game:** "The ship is near the shore." "I will measure the treasure."

4. /u/ vs. /ʊ/ (Vowel Pair)


- food (to eat) vs. foot (body part)
- moon (in the sky) vs. book (to read)

 **Visual Cue:** For /u/ (food), make your lips round and push forward. For /ʊ/ (foot), relax your lips slightly.

✓ **Practice Game:** "The food is on my foot." "I read a book under the moon."


5. /ʌ/ vs. /ɑ/ (Vowel Pair)

- cup (drinking vessel) vs. cop (police officer)
- duck (bird) vs. dock (for boats)

 **Visual Cue:** For /ʌ/ (cup), open mouth a little. For /ɑ/ (cop), open mouth wider.

✓ **Practice Game:** "The duck drinks from the cup." "The cop stands on the dock."

✓ **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. Dinosaur = DI-no-saur (prehistoric animal)
2. Computer = com-PU-ter (electronic device)
3. Banana = ba-NA-na (yellow fruit)
4. Elephant = E-le-phant (large animal with trunk)
5. Together = to-GE-ther (with each other)

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

✓ **Practice Sentences:**

- "I like DI-no-saurs."
- "I use a com-PU-ter to play games."
- "I eat a ba-NA-na for lunch."
- "The E-le-phant is big."
- "Let's play to-GE-ther."




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

 **Tutor's Notes:** _____







Section 4: Voice Up and Down (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 time do you wake up?" ( voice goes up - raise your hand)
2. "I wake up at 7 o'clock." ( voice goes down - lower your hand)
3. "Wow! That's so early!" (  up-down - move hand up then down)
4. "Do you eat breakfast?" ( voice goes up - raise your hand)
5. "I eat cereal." ( 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: Feeling Voices (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: "It's time for school."

Say it with:

-  **Happy:** (big smile, excited voice) "It's time for school!"
-  **Sleepy:** (yawn, slow voice) "It's time for school..."
-  **Cool:** (relaxed, smooth voice) "It's time for school."

Sentence: "I'm eating lunch."

Say it with:

- 😊 **Hungry:** (eager voice, rubbing tummy) "I'm eating lunch!"
- 😞 **Full:** (puffed cheeks, slower voice) "I'm eating lunch..."
- 😊 **Content:** (small smile, calm voice) "I'm eating lunch."

Zoom Game: "Emotion Guessing"

1. Tutor makes a face showing an emotion
2. Student guesses the emotion
3. Student tries saying "It's time for school" with that emotion
4. Switch roles

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

✏️ **Tutor's Notes:** _____

Section 6: Reading Practice (10 minutes)

🗨️ My Day - Fun Story Time

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: "Sam's Day"

Sam wakes up at seven o'clock. He jumps out of bed and gets dressed. For breakfast, he eats cereal with milk. Then he brushes his teeth and combs his hair. Sam goes to school at eight o'clock. At school, he learns and plays with friends. After school, Sam does homework and has dinner. Then it's time for bed. Good night, Sam!


Reading Tips to Emphasize:

- Stop at periods (.)
- Sound excited at exclamation points (!)
- Use a sleepy voice for waking up
- Use a happy voice for playing with friends
- Make your voice go up for times and numbers

Comprehension Questions:

1. "What time does Sam wake up?" (seven o'clock)
2. "What does Sam eat for breakfast?" (cereal with milk)
3. "Where does Sam go at eight o'clock?" (school)
4. "What does Sam do after school?" (homework and dinner)
5. "What happens at the end of the day?" (time for bed)

✓ **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.