

ESL

Language Olympics



English Language Learning

Tutor Guide

Overview

This course is designed for one-on-one tutoring. Anyone who reads and speaks English can serve as a tutor to help someone else learn English.

Supplies

- Pencils for all written activities
- Separate paper for spelling practice and test
- Half-sheet of dark paper to help keep student's eyes on each line of text
- Yellow highlighter for marking sight words in the story
- Green pen for tutor signatures
- Bilingual dictionary or electronic translator
- Scripture text in the student's native language

Phonics Word Reading

- This page deals with the sounds of words. It is important for practicing pronunciation.
- Your student may need to hear you say the word first. The tutor reads the word, and the student "echoes". Then the student reads the words alone.
- When your student struggles with correct pronunciation of a word, underline it lightly in pencil and review again later. When he/she has mastered the word, erase, leaving a nice clean page.

Spelling

- The spelling words are taken from the phonics page. These are selected, based on their frequency of use in everyday language. It is important for the student to know the meaning of the spelling words.
- The student first reads the list of spelling words. Then he reads each word and spells it aloud.
- Word Meanings: Using a bilingual dictionary or electronic translator, help your student find the meaning of each word in their own language and write it on the line next to the word. (Note: It is helpful to use a student dictionary that lists past-tense forms of words such as: 'saw', 'sat', 'had', 'ran', etc.) If there is no equivalent of a particular word in the student's native language, leave the blank empty. Finally, the student draws lines to match words with sentences and fills in each blank with the correct English word.
- Spelling (page 2): Match words and pictures.
- Spelling Practice: Help your student practice the words aloud first, before writing them.
- Test: The tutor dictates the words, and the student writes them. Work on this for a reasonable length of time. If the student is having trouble mastering the spelling of certain words, underline them and make a note to review next time. Don't get stuck here!

Sight Words

- Each lesson has a list of 24 high-frequency sight words. Knowing the meaning of the sight words prepares a student for reading and understanding the stories.
- Students need to write the meaning of each sight word in their language. If there is no equivalent of a particular word in the student's language, leave the blank empty.

Use Sight & Spelling Words

The student reads the sentences aloud and matches each one with the best picture. If any of the sentences seem confusing, explain the meanings as needed. This is a good time to make conversation!

Reading the Story

- Using the Scripture references provided, find the story in the student's native language. One option is to find the text online and print a copy. The student may also read it on a computer or smartphone – or listen to an audio version of the text. The purpose is to aid comprehension of the story. This part of the lesson may be done as homework.
- Using the list on the left side of the page, the student highlights each word where it appears in the story. This also makes a good homework assignment.
- "Listen to the Story in English" means that the tutor reads the story, and the student follows along in the text.
- The student then reads the entire story aloud with as much help from the tutor as needed. In some cases, you will need to do this one paragraph at a time.

Story Review and Telling the Story

- The student uses words from the boxes to fill in the blanks. If needed, he/she may look at the story page for help. The story review may be done as homework.
- When all the blanks are filled in, the student reads the sentences aloud.
- Finally, the student tells the story in his/her own words. Some students like to also tell the story by drawing pictures.

Vocabulary

- On each vocabulary page, the student draws lines to match words and pictures.
- When the written work is done, review word meanings and pronunciation. This is a good time to practice talking!

Pronunciation

English Language Learners long to be understood when they speak. At the same time, they need to be able to understand what others are saying. The first step to achieving these goals is pronouncing English words correctly. It is also important to learn the rhythm and stress of everyday conversation. Take time to TALK with your students and encourage them to express themselves in English.

Lesson 1

Phonics Word Reading

"short a" sounds



Practice reading the phonics words until you have mastered them.

Section 1 - "short a" sound as in apple

at bat cat mat rat sat hat cap
am ram ran man pan gas can can't
ant fan map pad sad bad add ladder
an and hand land bag ask any many
as have has had sack back pack backpack
happy banana apple saddle black candle candy trash

Section 2 - "short a" sound as in car

car bar far jar are ark arm army

Section 3 - "short a" sound as in ball or saw

all ball tall wall call called calling
small fall saw talk talking walk walking

My student has mastered the phonics words. Tutor initials _____

Note these common word endings:

Words that end in *ck* have the same sound as those that end with *k*.

Double letters – *bb, dd, ff, ll, mm, nn, pp, ss, tt* – sound the same as the single letters.

The letters *s* or *es* at the end of a word often make it plural.

The letters *d* or *ed* at the end of a word often make it past tense.

The letters *y* or *ly* at the end of a word often make it descriptive.

The letter *y* can make the "long e" or the "long i" sound at the end of a word.

The letters *ing* at the end of a word make the sound /ing/.

The letters *r* or *er* at the end of a word make the sound /r/.

The letters *ph* can make the sound of the letter *f*.



Lesson 1 Spelling (page 1)

"short a" sounds

Read the word list. Read each word again and spell it aloud.

all	am	an	and	any	are
as	ask	bad	call	can	man
have	has	had	ran	sat	saw

Write the meaning of 'yesterday' in your language. _____

Write each spelling word in your language. Draw lines to match the words and sentences.

Use the best English word to fill in the blanks. Read the sentences aloud.

all _____

am _____

an _____

and _____

any _____

are _____

I _____ happy.

I have _____ apple for my teacher.

You can have _____ the candy.

No, I don't have _____ bananas.

Pat and Pam _____ twins.

Dad _____ Dan had a nap.

as _____

ask _____

bad _____

call _____

can _____

man _____

You can _____ to have a sack.

I am _____ tall as you.

There is a _____ apple in that sack.

I will _____ you back tomorrow.

That _____ has a black car.

I _____ see you.

have _____

has _____

had _____

ran _____

sat _____

saw _____

Now he _____ the ball.

We _____ a candle.

Yesterday he _____ a bad back.

Yesterday I _____ that man walking.

Yesterday he _____ home.

Yesterday she _____ in the car.

Checked by Tutor Tutor initials _____

Lesson 1 Spelling (page 2)

"short a" sounds

Read all the words. Write the best word under each picture.

apple

ball

car

cap

man

ram

bag

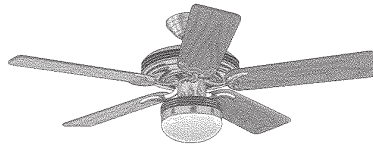
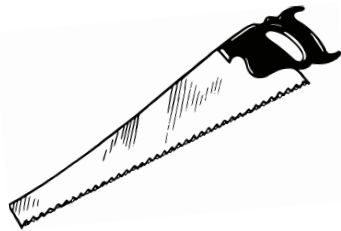
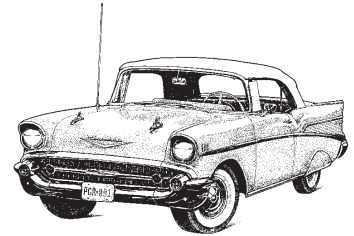
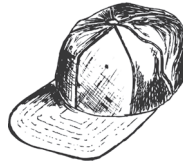
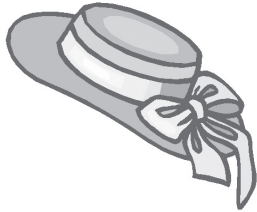
fan

cat

hat

mat

hand saw



Spelling Test Practice the following words until you have learned them.

1. all

4. and

7. as

10. call

13. has

16. ran

2. am

5. any

8. ask

11. can

14. have

17. sat

3. an

6. are

9. bad

12. had

15. man

18. saw

My student can spell these words aloud. Tutor Initials _____

My student can write these words when I read them. Tutor Initials _____

Lesson 1 Sight Words

Write the words in your language.

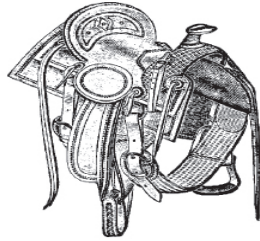
Practice reading the words until you can pronounce them correctly.

a _____	all _____	am _____
and _____	at _____	day _____
earth _____	God _____	good _____
he _____	I _____	in _____
is _____	it _____	made _____
on _____	said _____	saw _____
that _____	the _____	there _____
was _____	you _____	your _____

Lesson 1 - Use Sight & Spelling Words

Read the sentences.

Draw lines to match the words and pictures.



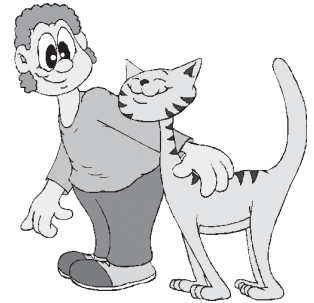
It is a good candy bar.



He has a gas can.

She is calling in a car.

That is a good saddle.



The cat is in a hat.

She has a can in her hand.

He has bananas.

He had a bad fall.



There is a man and a happy cat.



The man is on a ladder.

He is batting the ball.

He has a backpack on his back.



My student can read and understand these sentences. Tutor initials _____



Story 1 The Creation

Read or listen to the story in your language. Genesis 1:1-31, 2:1-4

Find and mark the sight words in the story. Listen to the story in English.

a
all
am
and
at
day
earth
God
good
he
I
in
is
it
made
on
said
saw
that
the
there
was
you
your

In the beginning, God created the heavens and the earth.
At that time, the earth was empty and dark.

On day one, God said, "Let there be light," and there was light;
and God saw that it was good. He called the light day, and he
called the darkness night.

On day two, God made the sky.

On day three, God made dry land; and God saw that it was good.

On day four, God made the sun, moon, and stars; and God saw
that it was good.

On day five, God made birds and fish; and God saw that it
was good.

On day six, God made land animals of all kinds.

Then God made a man and a woman.

He blessed them and told them to fill the earth with people.

God said, "I am giving you fruit, grains, and green plants to eat.
This is your food, and it is also food for animals and birds."

God saw everything that he had made, and it was very good.

On day seven, God rested from all his work.

God blessed the seventh day and made it holy.

Read the story in English. Tutor initials _____

Review Story 1



Use the words in the boxes to fill in the blanks.

said In At day made On saw there was

1. ____ the beginning, God created the heavens and the earth.
2. ____ that time, the earth was empty and dark.
3. ____ day one, God _____, "Let there be light," and _____ was light; and God _____ that it was good.
4. On _____ two, God made the sky.
5. On day three, God _____ dry land; and God saw that it _____ good.

a all and earth He the it

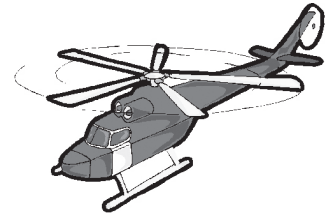
6. On day four, God made _____ sun, moon, _____ stars; and God saw that it was good.
7. On day five, God made birds and fish; and God saw that _____ was good.
8. On day six, God made land animals of _____ kinds.
9. Then God made a man and _____ woman.
10. _____ blessed them and told them to fill the _____ with people.

am God good I is that you your

11. God said, "____ giving _____ fruit, grains, and green plants to eat.
12. This is _____ food, and it _____ also food for animals and birds."
13. God saw everything _____ he had made, and it was very _____.
14. On day seven, _____ rested from all his work.

Vocabulary 1 - Transportation

Draw lines to match the words and pictures.



bicycle (bike)

bus

motor home (RV)

car

cruise ship

fire truck

helicopter

airplane

ambulance

pickup truck

taxi cab

tricycle

police car

railroad train

rapid transit (Metro)

motorboat

rowboat

sailboat

semi truck

motorcycle

