

**ESL IN-HOME PROGRAM OF NORTHERN NEVADA**

**TUTOR INSTRUCTIONS FOR TEACHING BEGINNERS**

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# ESL IN-HOME PROGRAM OF NORTHERN NEVADA

## TUTOR INSTRUCTIONS

### START-UP

1. Student to complete Registration form and Contract. Record Tutor's name and start date on Student's Registration.
2. Review Rules and Regulations on back of Registration form.
3. Emphasize no distractions during the class (no children present [sp: *no distracciones durante el clase, no ninos*])
4. Emphasize the importance of calling in advance to cancel classes. (Role play with student)
5. If another student wants to join the class, make sure they know the rules. It is entirely up to the tutor whether or not they wish to teach more than one student.
6. If student doesn't show up for 2 classes and no advance call was made to tutor, the tutor is to call Florence.

NOTE: a). Begin with the Bilingual Packet.

b). Tutor's Notebook is to include Student's name, address, phone, country, (option of age/date of birth). Tutor to record the date of each class and note the problems the Student has (i.e., mispronunciation, abc's, etc.) for review in subsequent sessions.

c). Student's notebook to include Tutor's name, phone and our office # in case student cannot reach tutor. Tutor to write in Student's notebook all additional teaching bilingual sessions.

### BILINGUAL PACKET

The **Bilingual Packet** is for **the student** to keep to **study between sessions (hopefully).**

Objective is to determine how much English the Student knows or doesn't know. You are a friend helping this person learn English, not a school teacher. Keep discipline low-key until a rapport has been made between you,

- Speak clearly, distinctly and slowly
- Do not use contractions [example: what **is** your name, not **what's** your name] until STUDENT IS MORE ADVANCED (Many of our students have 3<sup>rd</sup> grade education in their country and may not know what "contractions" mean.) You can prepare a sheet in Student's notebook marked "Contractions" and list (the two words = the one word) as taught in the lessons (i.e., I am = I'm) for study when student is advanced.
- Teach all polite phrases – please, thank you, you are welcome
- No slang - teach "proper" English (i.e., Hello; not Hi)
- Offer simple corrections to the student – do not stress mispronunciation at beginning.
- Student must respond with full sentences (i.e., my name is...)
- All numbers in Address, Phone, Zip should be given individually.
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### GREETINGS/IDENTIFICATION SHEET

Practice Greeting and Identification from Bilingual Packet (First lesson use #1 & #2; second lesson repeat #1 & #2, and add #3 & 4; Next lesson use 1, 2, 3 & 4. Each session should repeat previous lessons as you advance. {**T=Teacher**; **S=Student**} - Speak very slowly and distinctly so that the student can understand the words. It may be necessary to use hand signals that student will understand.(Stop, Listen, Repeat). Student is to respond with FULL sentences.

**First 1- 2 sessions**

a) . T - Hello.	S Hello
b). T- How are you?	S- How are you?
c). T- I am fine, thank you, and how are you?	S- <b>I am</b> fine thank you and how are you?
d). T - I am fine, too, thank you.	S- <b>I am</b> fine too, thank you
e). T - My name is ___(Full name)___ What is your name?	S: <b>My name</b> is ___ (full name)_____

**NOTE:** (T: stress the letter "m" (i.e., in name)

**3<sup>rd</sup>- 4<sup>th</sup> Session: Repeat above and then start with:**

f). T -I am happy to meet you. (maybe shake hands here).	S- <b>I am</b> happy to meet you.
g). T- I come from (Tutor's country). Where do you come from?	S - <b>I come</b> from __ (S's country)___
h). T -I now live in Nevada. Where do you live now?	S - <b>I now</b> live in _____.
i). T- What is your address?	S- <b>My</b> address is (#/street/city/state)Zip
j). T - What is your telephone number?	S- <b>My</b> telephone number is _____

1). At first session, go over the first part of Identification sheet. Then a few lines of the alphabet, numbers, etc. At second session review the first part of the Identification sheet, and go to the next part of Identification and again review other sheets. At 3<sup>rd</sup> session go over first and second part of Identification sheet and go to the last part and review all other sheets. Make sure you do the entire Identification sheet at each future sessions. Have the student read the alphabet on first page out loud. Tutor records in his/her notebook the letters the student does not know or has difficulty pronouncing for review in later sessions. Stress the Z sound (differs from soft C). Latinos pronounce the letter V as B. As you progress you can start demonstrating correct pronunciation, using mouth to show the difference (B with lips together; V with upper teeth scraping bottom lip).

2). If Student has a good knowledge of the alphabet on first page, point randomly to letters on second page to see if there's a problem recognizing the letters. Make notes of any problem for review.

3). Student to read the numbers zero to 20 (increase at future sessions). Make sure 13-19 are spoken distinctly (emphasizing the word "teen") to differentiate between the softer sounds of 20, 30, 40, etc. (15 and 50 can come out sounding the same).

**NOTE:** Spanish speakers have problems with:

- 'th' (there is no "th" sound in Spanish) and 'teens' in numbers;
- numbers 5 and 8 – make sure last consonants are pronounced distinctly.

4). See if the student knows the days of the week/months of the year without looking on sheet. After a few sessions, ask: What day/month **is** this? What day/month **was yesterday**? What **will be** next day/month? This teaches them new words and the first verb: "to be" (estar) using **is, was, will be**. Use a few of each at all sessions until student is proficient.

**NOTES:** Keep in mind that Tuesday and Thursday sound the same to ESL students. When teaching, you will have to emphasize to stick out your tongue and he/she to do the same when pronouncing words with "th" (there is no sound for "th" in Spanish). So we are more explicit in teaching them to stick out their tongue and scrape their teeth on it until eventually they get the sound normally.

**BE POSITIVE AND ENCOURAGING. Ask your student to look at how much of the assignment they have correct. PRAISE THEM**

***Do not hesitate to contact your supervisor if you have any questions, puzzlements, problems.***

# LAUBACH TEACHER'S MANUAL (TM) LEVEL 1

## A) TEACHER'S MANUAL (TM)

- Your student should be able to repeat all in the Bilingual Packet with good pronunciation without referring to their notes before going on.. However, remember that we teach at the “student’s pace” and you might have to review, repeat, review and repeat again (patience is needed).
- After the student has mastered Greetings and Identification, etc. begin with Introductions Unit A-F in Laubach Level 1. (Students do not have their books yet). Some of these lessons will be repetitious -use them as review.
- Do **not** use contractions of “What’s” your name: Use What **is** your name, etc. Contractions come later.
- Do not skip any pages as each page builds on the other – follow what the manual tells you on the left side of each page; right side shows what to expect from the student. If you skip any page, your student will fall through the cracks.
- When you reach Introductory Unit F, call the office for the Student’s books (Skillbook, Workbook and Reader)

**NOTE:** If the student appears more advanced, complete the Evaluations at the end of Book 1 (after Lesson 13). This will determine if the student is ready for the next level or needs more review of Book 1. In some cases the student may have skill sets that will be more advanced.

**B) ILLUSTRATION MANUAL:** Your TM will tell you when to use this Manual. (On page 2-3 you can use your own pen(s) or pencil(s) and other objects]: or use the pictures in the Illustration Manual:

Singular: **This is** a pen [pencil, book, table, chair]

Plural: **These are pens** [pencils, books, tables, chairs]

Have the student repeat after you. Correct and note problems in your notebook.

**C) TM Lesson 1,** Work with the student **only** from your TM (students do not yet have their books). Students will be given their books when you get to “**II. Reading**”. The Student’s **WORKBOOK** is used for homework for each lesson completed in their Skill Book

**D) TM Lesson 2,** is the same as above; Do not use the Skillbook: first work from the TM, until you reach the page entitled **II. Reading** you start with the student's Skillbook, working with the TM. The Student’s **WORKBOOK** is used for homework for each lesson completed in Skill Book.

- Do the same for each subsequent lesson.
- When you reach lesson 11 in TM call for the reader “In The Valley” to start the evaluations.
- Evaluations start at end of Lesson 13. These evaluations are necessary to determine if your student is ready for the next level, or if some lessons in current level have to be reviewed (if there are many checkmarks in Column 3 on the score sheets, the student definitely needs review).

## **E) Lesson Format**

1. Check homework: Before each lesson, make sure the student has done the homework. If they have not done so, do it with them without supervision before starting a new lesson. Then you can correct.
2. Review old vocabulary and last lesson (and the Bilingual Packet, until mastered)
3. Check frequently for understanding. Can the student use the word in a sentence by themselves? Can they use a word from several weeks ago in a sentence?
4. Teach new lesson

5. Work at your student's pace! It is a good idea to repeat each lesson at least twice. You may have done a world class job at teaching the lesson from *Laubach*, but your student needs more than one day to learn a new concept.
6. Do not skip pages/lessons. Each page/lesson builds on the last.
7. Assign homework

**NOTES:**

- a. Speak slowly and distinctly, emphasizing those words needing correct pronunciations.
- b. Before starting a new lesson, repeat, review, and repeat past lessons many times until student is correctly answering in "full" sentences (e.g., "The number is \_\_\_\_\_"; "My name is \_\_\_\_\_"; "This is a \_\_\_\_\_")
- c. Correct pronunciations as you go. However, some words are difficult for Hispanics (e.g., girl, bird, you, yell, jello and words with "th" (there is no sound in Spanish for "th" so this is difficult; it requires them sticking out their tongue and scraping it on their teeth - show them how). Do not ask for perfection until student has advanced sufficiently. It's enough if the student can be understood by you.
- d. People for whom English is a second language, have a tendency to drop the last consonants in a word (typically most Hispanics), making it difficult for Americans to understand them. Therefore, tutor must stress (i.e., fi**V**e, eigh**T**, etc.)
- e. Regarding **CONTRACTIONS: In Introductory Unit A**, the first 2 pages show the use of contractions. Please **do not** use them. Say "My Name **Is**." and "**What is** your name." On one page in Student's notebook, title it "CONTRACTIONS" and write: I'm = I am; You're = You are. Add to that page all contractions as you come to them in future lessons. Explain the meaning of the word "contraction" (one word = 2 (or vice-versa). Sometimes not using contractions is more understandable when speaking to Americans due to the last consonants not heard (i.e., "cannot" may sound like "can").
- f. At the end of Lesson 13, **EVALUATIONS** must be completed to determine if the student is ready to advance. Your supervisor will help you with this, if more instruction is needed.

<b>END OF SESSION</b>
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Confirm what days/time classes will be held. Be sure student has your contact number.

1. Tutor:

- Minimum class commitment: 2 classes a week for 1 hour each; okay to give more if you can.
- Commitment to record sessions on time sheet and submit monthly to our Office

2. Student:

- Commitment to dedicate themselves and study
- To speak some English everyday
- Listen to some English TV everyday
- Explain about how important it is to not having too many cancellations and if necessary, must call tutor in advance to cancel. Two times, no call/no show..... Tutor will not return.

## ADDENDUM TO TUTOR INSTRUCTIONS

### USING THE BILINGUAL SHEETS FOR DAYS/MONTHS

When student knows days/month: Teach conjugation of the verb “to be” (estar):

Your question is: What is today?

(Present tense – presente)	Today <b><u>is</u></b> _____
(Past tense – pasado)	Yesterday <b><u>was</u></b> _____
(Future tense – futuro)	Tomorrow <b><u>will be</u></b> _____

Your question is: What month is it now?

(Present tense – presente)	This month <b><u>is</u></b> _____
(Past tense – pasado)	Last month <b><u>was</u></b> _____
(Future tense – futuro)	Next month <b><u>will be</u></b> _____

#### **NOTE:**

We try to pair beginners with patient individuals who are willing to spend the time helping these students learn. It can be frustrating but we have huge success with students who don't give up. There are many variables with learning differences and not all of our students have a low intelligence factor, they just didn't learn in school due to other barriers.

We can usually tell during tutor training, if someone has the patience to work on a long-term basis. One of the unique aspects of pairing volunteers/students is taking into consideration the personalities of our volunteers and students because they will have long-term relationships.

Keep in mind that Tuesday and Thursday sound the same to ESL students. When teaching, you will have to emphasize to stick out your tongue and he/she to do the same when pronouncing words with “th” (there is no sound for “th” in Spanish). So we are more explicit in teaching them to stick out their tongue and scrape their teeth on it until eventually they get the sound normally. It takes time.

## SINGULAR VS. PLURAL AND VERB CONJUGATION

1. Teaching **Singular/Plural**: From TM, Unit A, Pages 7,8 and Illustration Book, Pages 2-5: TM does not show plurals, nor verb conjugation = so write them in their notebook and teach as follows:

**Q:** What is this/What are these? (Only use "this" and "these", not "that/those" until the book tells you to.

- a. (Singular) **This is a** pen, chair, table, book, etc.
- b. (Plural) **These are** pens, chairs, tables, books, etc.
- c. (Etc., using objects close to the table (do not go into "That" Those" until book discusses these)

2. When student knows **days/months**: Teach conjugation of the verb "to be" (estar):

**Q:** T —What day is today, etc.?

- a. (Present tense – presente) \_\_\_\_\_ S -Today **is** \_\_\_\_\_
- b. (Past tense - pasado) \_\_\_\_\_ S -Yesterday **was** \_\_\_\_\_
- c. Future tense - futuro) \_\_\_\_\_ S -Tomorrow **will be** \_\_\_\_\_

**Q:** T - What month is it now, etc?

- a. (Present tense — presente) \_\_\_\_\_ S -This month **is** \_\_\_\_\_
- b. (Past tense — pasado) \_\_\_\_\_ S - Last month **was** \_\_\_\_\_
- c. (Future tense — futuro) \_\_\_\_\_ S - Next month **will be** \_\_\_\_\_

3. From **Greeting** phrases: Please use our polite phrases (i.e., "thank you", "you are welcome"

- a. Hello
- b. How are you?
- c. I am fine, **thank you**, and how are you?
- d. I am fine, too, **thank you**.
- e. Etc.

4. From **Identification** sentences: The question is: What is your name?: Student to give full sentences:

- a. My name is \_\_\_\_\_ (full name) \_\_\_\_\_
- b. My address is \_\_ (#, street name, Apt #, city, state, zip) \_\_\_\_ (always include Zip #) \_\_\_\_ (each # to be stated separately)
- c. My telephone number is \_775- \_\_\_\_\_ with Area Code (each # to be stated separately)
- d. Etc.

5. When student is advanced enough in English, use the following for homework:

- a) Student to watch 5 minutes of English TV and bring new words to next lesson.**
- b) Student to write a sentence using singular and plural words**