



ESRA
volunteering together
for the community



"Let's Catch Up"

Online Supplementary Material
for
ETP online tutors



2020 - 2021

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*Learning another language
is not only learning different
words for the same things,
but learning another way to
think about things."*

Flora Lewis

Introduction to ETP Online Tutoring

Covid-19 has changed the world we once knew. For ESRA's ETP tutors this means you will most likely not be returning to traditional methods of tutoring any time soon. But this doesn't mean your tutoring days are over.

Quite the contrary. We believe that with the opportunities that have opened through distance learning, our tutors will not only continue to support the pupils they supported in the past but will also be able to reach populations beyond the geographical boundaries where ETP was formerly active.

You might feel hesitant about your ability to do distance tutoring (DT), but if you are willing to give it a try, you are likely to be surprised at how easy and enjoyable tutoring 1:1 can be. The opportunity to share your gift of English by helping pupils with their English studies is still an option for everyone.

A well-developed system of support is in place for all your tutoring needs. Your Branch Coordinator will remain your first recourse for assistance for any tutoring issue that arises. There is also a team of highly qualified trainers* all of whom have many years of practical teaching in the Israeli school system. They are there to provide relevant tutoring information and training for DT and will serve as pedagogical consultants when needed.

ESRA has organized a series of workshops to train their volunteers how to tutor in this new medium. Basic workshops to help tutors feel comfortable with Zoom were given by Leslie Rose.

(Tutors interested in learning about this independently can watch a 45-minute Zoom tutorial [click here](#) "Getting started")

Thereafter Bebe Jacobs conducted Advanced Training workshops to show how to use Zoom tools for DT. Both workshops will be repeated, according to demand. Watch the ESRA weekly activity newsletters for details or call **Anat** at the ESRA office **09 950 8371**. Ext. #4

A **Zoom Support Desk for Tutors** is available for technological questions related to basic Zoom and use of Word.

Enrique Feinholz 052 252 6009 enrique@esra.org.il

For questions related to how to use Zoom tools for tutoring contact:

Bebe Jacobs 058 788 0856 etp-online@esra.org.il

Teachers, who now more than ever need our support know that you are not a qualified teacher and that you need guidance about what to do with pupils who need your help. So, whatever you undertake to do, you will have professional support and backup.

Best wishes for an enjoyable and rewarding year tutoring with ESRA's ETP Online.

Lola Katz
ETP Pedagogical Consultant

lolak@esra.org.il
052 265 3847

*ETP Online Training team:	Bebe Jacobs	etp-online@esra.org.il	058 788 0856
	Rosalind Jacobs	etp-5towns@esra.org.il	054 493 2260
	Dr. Helen Osimo	etp-haifa@esra.org.il	054 998 0036

About this booklet

The material included in this booklet has been adapted for Distance Tutoring (DT) from “Tips and Tricks” for Elementary and Middle School tutors. In its current format it can be used with pupils at all levels of learning English. It will be updated and expanded as we learn more about the needs of this new medium. It is intended to be used if a teacher hasn't been able to give you guidance, or as **supplementary activities** to that guidance.

How is the material arranged?

The material is arranged in three sections and the table of contents lists the different topics in each one. Every topic has a worksheet to be shared with your pupil and a page with tips on how to activate the worksheet.

Section A: Let's talk and catch up

All the worksheets in this section are intended to stimulate discussion and develop speaking skills with pupils at any level. They can be used either for a whole session or as an additional 'fun' activity.

Section B: Let's catch up with classwork: Elementary and Middle School pupils

A priority of the Ministry of Education for 2020-21 is to close gaps between pupils whose learning was disrupted by Covid 19. As such, ETP tutors have much to contribute.

The worksheets in this section can be used as **supplementary material** when helping pupils in elementary and middle school learn topic vocabulary related to what's been done in the classroom. e.g.: Days of the week; Numbers; Colors; The weather etc..

It's important to note that there is no inherent order in the sequence of these worksheets. Choose those that complement topics in coursebooks and/or what's appropriate for the language level of your pupil.

Section C: An appendix

Includes pages with FAQs / recommended song & internet sites / language and grammar terminology

How to use the material in a tutoring session

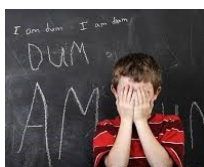
1. It is **VERY IMPORTANT** to note that **the worksheets cannot be viewed on a smartphone or a tablet**.
2. In order for you to be able to use the worksheets from this booklet in your tutoring sessions on Zoom, you will need to know how to download them from the booklet and save them into a pupil's designated folder.

[Click here](#) for a reminder of how to do this in Technological Tips.

3. Once you have downloaded the worksheets you want to use, you will not need to use any Zoom tools other than Share Screen and the Chat option.
4. Remember that it's always possible for both you and your pupils to use low-tech equipment like pencil and paper or erasable whiteboards and pens in your tutoring sessions. Both can be written on and held up to the camera for viewing.

Tip: Pre-arrange that your pupil; has an erasable whiteboard and pens.

Who are your pupils?



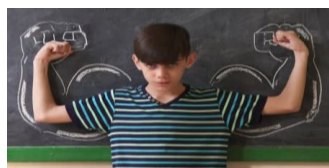
The pictures reflect who your pupils are likely to be. The last picture graphically explains that the pupils you meet will not be like those you once knew. Make allowances for cultural differences!

At this stage of uncertainty, it's not possible to say what teachers will ask online tutors to do. We anticipate that many will ask that they help with classwork, catching up with material that wasn't completed in the last school year. Ideally you will be working with one student over a period of several weeks/months.

Your tutoring experience is intended to be a mutually rewarding one.

If you are not happy with any aspect of a tutoring session, contact your Branch Coordinator IMMEDIATELY.

What's your main objective?



Many pupils you will meet have a low self-image. They think they do not have the capacity to 'learn' English. This creates a barrier which prevents them from participating in whatever is happening in their English lessons. So they fall behind and naturally become bored and even disruptive in a classroom. Your main contribution as a tutor is to make your pupil 'like' English.

The best way to achieve this is to offer them TLC in a non-threatening, non-judgmental environment.

Getting Started

What to bring with you?

Your gift of English and a positive disposition

- Always smile, be positive and encouraging.
- Speak naturally yet slowly. Exposure to good, spoken English (modelling) helps pupils understand what they hear from context and hopefully give them the ability to use this skill for real world communication.
- Use idiomatic language (AKA 'lexical chunks') when you speak: (See p.43 for examples)
"How're you doing? Carry on! Keep up the good work! We've run out of time It's Ok to make mistakes."

Model of a tutoring session

1. Introduction

- Greet your pupil before you start share screen. Use his/her name. Briefly introduce yourself. Mention where you are from and what you did before you became a volunteer tutor for ESRA.
- Ask:** *"How are you today?" / "How're you doing?"*
Tip: Vary your greetings to help them understand there are different ways to say the same thing.
- Offer varied options for their answers: *"Great" "Wonderful" "Cool" "So- so" "Tired" "Zonked"*
Tip: Encourage them to ask: *"And you?" "What about you?" "How are you?"* after they answer you in #b.

2. Share with them the 'purpose' of your session

"Today we're going to learn some new words/ sing a song/ play a game"
"Today let's talk about XYZ" etc.

3. Your tutoring session

- Prepare up front worksheets you plan to use and file them a designated folder assigned to your pupil ([Click here](#) for a reminder of how to do this in Technological Tips.)
- Present every new item that is being learned so that your pupil first **hears** it, then **says** it
Only when you and they have repeated it several times, ask him/her to **read** it and then possibly **write** it
- If your pupil has limited or zero English, use the worksheet '**Let's meet some friends on Zoom**' on p.20 & 21
- Keep a file of what you do in each session with each pupil. Make notes of activities that worked / didn't work to share in networking sessions with other tutors.

4. Ending a tutoring session

- Let your pupil 'play teacher' (See "suggestions in worksheets: **Pupil plays teacher**)
- Stop Share Screen and the say goodbye. e.g.: *"I enjoyed our session today"/ "You were a star today"*

Section A

Let's Catch Up and Talk

Worksheets
to
Develop Speaking Skills

To download **Section A** for any worksheet

[Click here](#)

*"One language sets you in a
corridor for life. Two
languages open every door
along the way."*

Frank Smith

“Let's go to the mall”

1.



2.



3.



4.



5.



6.



7.



8.



9.



Tips for using the worksheet: "Let's go to the mall"

Objectives

1. This worksheet provides visual text stimulus for discussion with pupils at any level. The questions suggested in session activities (or your own questions) should be adapted according to the level of your pupil. The worksheet could be used for multiple sessions.
2. By using these worksheets with your pupil whose level of English is basic / low, you will be taking English 'reading' and speaking out of the classroom by relating to texts written in English that are part of their real- world experience. They can be used to demonstrate that your pupils know a lot more English than they think they do. This will help build their self- confidence and make them believe that "Yes. I can!"

Suggested session activities

1. **Ask:** "What can you 'read' on the page?"

Tip: Let your pupil 'scan' the page.

Giving them the option to choose to 'read' speak about what **they** know, builds their self- confidence.

Note: When speaking Hebrew, pupils refer to a **mall** as a '**canyon**'. Many think this is an English word. Use this as an opportunity to have them guess the meaning of a word in context.

2. **Ask questions to elicit discussion**

a. "What can you buy in stores #1 / # 7/ #5? etc.

Tip: Selecting stores out of their numbered sequence is a good strategy since very often your pupil can't relate to numbers out of sequence.

b. "Do you shop at these stores? Which stores aren't on the worksheet? Type their names in the Chat option".

Tip: Instead of using the Chat option your pupil can write on an erasable whiteboard /piece of paper and hold it up to the camera for you to view.

3. **Ask questions related to malls**

a. "Do you go to malls?" "Which ones?" "Why?" "How often?"

b. "What have malls done to small shop owners?"

4. **Pupil plays 'teacher'**

a. After asking the above questions, ask your pupil to make up questions of their own related to the worksheet.

b. Encourage them to look for signs written in English in the malls. Ask them to take pictures of these with their phones and bring them to your next session.

c. Switch 'roles' and have **them** ask **you** questions about the pictures they bring to your session

Note: This is a good way to make your pupils realize they can 'learn' English from many places outside the classroom.

Background information for tutors

1. Since the objective of this worksheet is to develop speaking skills, be selective and sparing when correcting grammar mistakes. Too much correction reduces confidence and deters fluency. If there are repeated / basic mistakes, note them in the Chat option. Before you end the session press 'enter' to send the mistakes you noted and discuss them.

Tip: Before giving the correction, ask your pupil if s/he can correct the mistake e.g.: "Yesterday I **go** to the beach." Often pupils can correct such basic mistakes which is preferable to a tutor simply offering a correct version.

2. If pupils ask for the English translation of Hebrew word, suggest they use the words they already know. This is an excellent strategy to encourage fluency. At the end of the session send via chat the word they asked for. Say it aloud and ask them to repeat it and use it in a sentence.

Tip: Instead of using the Chat option you can type the words into WhatsApp and send it to your pupil.

3. It is NOT necessary to relate to every image on the page of the worksheet. Enabling your pupil whose of English is basic / low to skip certain items is a strategy they can also use when taking tests. Help them understand it's a good idea to start with what they already know rather than work in numbered sequence.
4. Images can be used to develop discussion around topic vocabulary for clothes / shopping / leisure time activities etc.

“Let's talk about food”



Tips for using the worksheet: "Let's talk about food"

Objectives

1. This worksheet provides visual text stimulus for discussion with pupils at any level. The questions suggested in session activities (or your own questions) should be adapted according to the level of your pupil. The worksheet could be used for multiple sessions.
2. By using these worksheets with your pupil whose level of English is basic / low, you will be taking English 'reading' and speaking out of the classroom by relating to texts written in English that are part of their real- world experience. They can be used to demonstrate that your pupils know a lot more English than they think they do. This will help build their self- confidence and make them believe that "Yes. I can!"

Suggested session activities

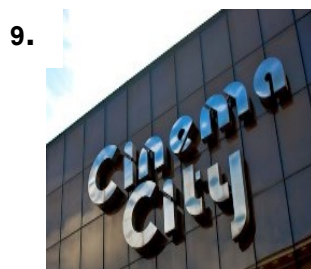
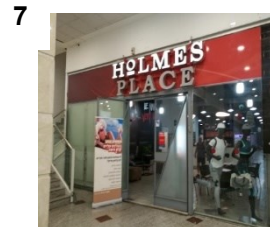
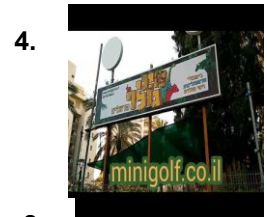
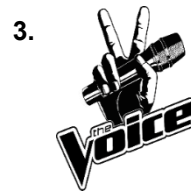
1. **Ask:** "What can you 'read' on the page?"
Tip: Let your pupil 'scan' the page.
Giving them the option to choose to 'read' speak about what **they** know, builds their self- confidence.
2. **Ask questions to elicit discussion**
 - a. "What's your favorite food?"
 - b. "What are fast foods?" "Which are healthy foods?"
 - c. "Do you cook?"
 - d. "What does # 8 refer to? "What do you think about vegan food?"
 - e. "What's the name of the Salad Bar restaurant? "Why do you think they chose that name?"
3. **Ask questions related to topic of food**
 - a. "What do you think about going on diet? Why do people go on diet? What are 'fad' diets?"
 - b. "Many people have food allergies. What do you know about them? How do people with food allergies manage?"
 - c. "Do you think it's OK for teenagers to drink alcohol? Explain reasons for your answer."
4. **Pupil plays 'teacher'**
 - a. After asking the above questions, ask your pupil to make up questions of their own related to the worksheet.
 - b. Encourage them to look for items / products written in English at home. Ask them to take pictures of these with their phones and bring them to your next session.
 - c. Switch 'roles' and have **them** ask **you** questions about the pictures they bring to your session

Note: This is a good way to make your pupil realize it's possible to 'learn' English from many places outside the classroom.

Background information for tutors

1. Since the objective of this worksheet is to develop speaking skills, be selective and sparing when correcting grammar mistakes. Too much correction reduces confidence and deters fluency.
If there are repeated /basic mistakes, note them in the Chat option.
Before you end the session press 'enter' to send the mistakes you noted and discuss them.
Tip: Before giving the correction, ask your pupil if s/he can correct the mistake e.g.: "Yesterday I **go** to the beach".
Often pupils can correct such basic mistakes which is preferable to a tutor simply offering a correct version.
2. If pupils ask for the English translation of Hebrew word, suggest they use the words they already know. This is an excellent strategy to encourage fluency.
At the end of the session send via chat the word they asked for.
Say it aloud and ask them to repeat it and use it in a sentence.
Tip: Instead of using the Chat option you can type the words into WhatsApp and send it to your pupil.
3. It is NOT necessary to relate to every image on the page of the worksheet. Enabling your pupil whose level of English is basic / low to skip certain items is a strategy they can also use when taking tests.
Help them understand it's a good idea to start with what they already know rather than work in numbered sequence.

"Let's chill out"



Tips for using the worksheet: "Let's chill out"

Objectives

1. This worksheet provides visual text stimulus for discussion with pupils at any level. The questions suggested in session activities (or tutors' own questions) should be adapted according to the level of your pupil. The worksheet could be used for multiple sessions.
2. By using these worksheets with your pupil whose level of English is basic / low, you will be taking English 'reading' and speaking out of the classroom by relating to texts written in English that are part of their real- world experience. They can be used to demonstrate that your pupils know a lot more English than they think they do. This will help build their self- confidence and make them believe that "Yes. I can"!

Suggested session activities

1. **Ask:** "What can you 'read' on the?"

Tip: Let your pupil 'scan' the page.

Giving them the option to choose to 'read' speak about what **they** know, builds their self- confidence.

2. Ask questions to elicit discussion

- a. "What are your favorite TV programs? Tell me about them "
- b. "Which activities do you do after school /in your free / leisure time?"
- c. "Do you play the game in #10? What do you know about it? Do you play any other online games?"
- d. "The images in each row were grouped by theme. Discuss and explain."
- e. "Read #3 aloud. What do you know about this?" "Do you watch this program?"
"Who are your favorite singers?" "What is your favorite song?" "What do you think of reality shows?"

Note: This is a good opportunity to let your pupil pronounce the word '**the**' correctly.
It is NOT pronounced ['dah']or [zah] !!

Tip: To pronounce the ['th'] sound correctly, the tongue is placed BETWEEN the teeth and not at the BACK of the teeth or on the upper palate. Practice correct pronunciation by holding up a mirror so your pupils can see their tongue protruding between their teeth. They find this a lot of fun!

3. Ask questions related to topic of leisure

- a. "Do you think exercise is important for teenagers? Explain reason for your answer. What is a 'couch potato'?"
- b. "Do you think time spent on gaming should be limited? Explain reason for your answer.
- c. "Do you think it's OK for teenagers to drink alcohol? Explain reasons for your answer."
- d. "Do you think movie theatres are a thing of the past? Discuss and explain."
- e. Do you think time spent in front of a screen should be limited? Why? How?"

4. Pupil plays 'teacher'

After asking the above questions, ask your pupil. to make up questions of his/her own related to the worksheet.

Background information for tutors

1. Since the objective of this worksheet is to develop speaking skills, be selective and sparing when correcting grammar mistakes. Too much correction reduces confidence and deters fluency.
If there are repeated /basic mistakes, note them in the Chat option.
Before you end the session press 'enter' to send the mistakes you noted and discuss them.

Tip: Before giving the correction, ask your pupil if s/he can correct the mistake e.g.: "Yesterday I go to the beach".
Often pupils can correct such basic mistakes which is preferable to a tutor simply offering a correct version.

2. If pupils ask for the English translation of Hebrew word, suggest they use the words they already know. This is an excellent strategy to encourage fluency. At the end of the session send via chat the word they asked for.
Say it aloud and ask them to repeat it and use it in a sentence.

Tip: Instead of using the Chat option you can type the words into WhatsApp and send it to your pupil.

3. It is NOT necessary to relate to every image on the page of the worksheet. Enabling your pupil whose level of English is basic / low to skip certain items is a strategy they can also use when taking tests.
Help them understand it's a good idea to start with what they already know rather than work in numbered sequence.
4. When first 'meeting' a pupil, use the worksheet to develop discussion around the topics:
How do you spend you free/leisure time? Tell me about your hobbies.

"Let's talk about T-Shirt Slogans"

1.



2.



3.



4.



5.



6.



7.



8.



Tips for working with worksheet: "T-Shirt Slogans"

Objectives

1. The worksheet is intended to promote speaking skills for pupils in upper grades of Elementary/ Middle School.
2. The worksheet could be used for multiple sessions.

Suggested session activities:

Use any of the suggestions listed below or make up your own questions.

1. **Ask:** "What t-shirt slogan do you want to talk about?"
 - a. Develop a conversation depending on their choice
2. Ask leading questions about other t-shirt slogans:
 - a. "Which would you wear?"
 - b. "Which wouldn't you wear?" "Why?"
 - c. "When would you wear them?"
 - d. "Why would you wear them?"
 - e. "Would you wear them everywhere?"
3. T-shirt slogans #1 – 4 focus on different ways of using the negative. Ask:
 - a. "What are the slogans actually saying and why?"
 - b. "Who says 'Nope?' When could you use this word?"
 - c. "What does the slogan in #3 mean?" "Are you a morning person?" "Why?"
4. T-shirt slogans #6 and #7 could lead to a discussion on feminism and environmentalism.
Ask:
 - a. "What does the slogan in #6 imply?" "Do you agree?"
 - b. "The slogan in #7 refers to a well-known expression. What is it?" (Ans: "There is no plan B")
"What does this slogan imply?" "Do you agree?"
 - c. "What is being done to implement Plan A?" "Is it enough?"
5. Ask your pupil to discuss this statement:
"The slogans on the T-shirts aren't just words – they have a message". -

Note: This sort of discussion is an excellent way to develop thinking skills of inferring so that learners become aware that messages have both surface meanings (LOTS) and implied meanings (HOTS) (See Terminology p.43)

6. Ask your pupil about slogans s/he has on T-shirts at home or those they've seen others wear and talk about them
7. **Pupil plays 'teacher'**
 - a. Ask your pupil to make up his/her own slogan for a T-shirt.

Background information for tutors

1. Since the objective of this worksheet is to develop speaking skills, be selective and sparing when correcting grammar mistakes. Too much correction reduces confidence and deters fluency.
If there are repeated / basic mistakes, note them in the Chat option.
Before you end the session press 'enter' to send the mistakes you noted and discuss them.

Tip: Before giving the correction, ask your pupil if s/he can correct the mistake e.g.: "Yesterday I **go** to the beach".
Often pupils can correct such basic mistakes which is preferable to a tutor simply offering a correct version.

2. If pupils ask for the English translation of Hebrew word, suggest they use the words they already know. This is an excellent strategy to encourage fluency. At the end of the session send via chat the word they asked for.
Say it aloud and ask them to repeat it and use it in a sentence.

Tip: Instead of using the Chat option you can type the words into WhatsApp and send it to your pupil.

3. It is NOT necessary to relate to every image on the page of the worksheet. Enabling your pupil whose level of English is basic / low to skip certain items is a strategy they can also use when taking tests.
Help them understand it's a good idea to start with what they already know rather than work in numbered sequence.

"Let's talk about T-Shirt Slogans"



Tips for using the worksheet "T-shirt slogans for advanced students"

Objectives

1. The slogans on these T-shirts offer the opportunity to discuss a range of ideas relevant to the interests of high school students. The worksheet could be used for multiple sessions.
2. Be selective and sparing when correcting grammar mistakes.
Too much correction reduces confidence and deters fluency. At the end of the day, you are there to help pupils communicate and it's possible to do this even with grammar mistakes.
If there are repeated mistakes, note them in the Chat option and before you end the session send your notes and ask your pupil if s/he can correct what you noted.

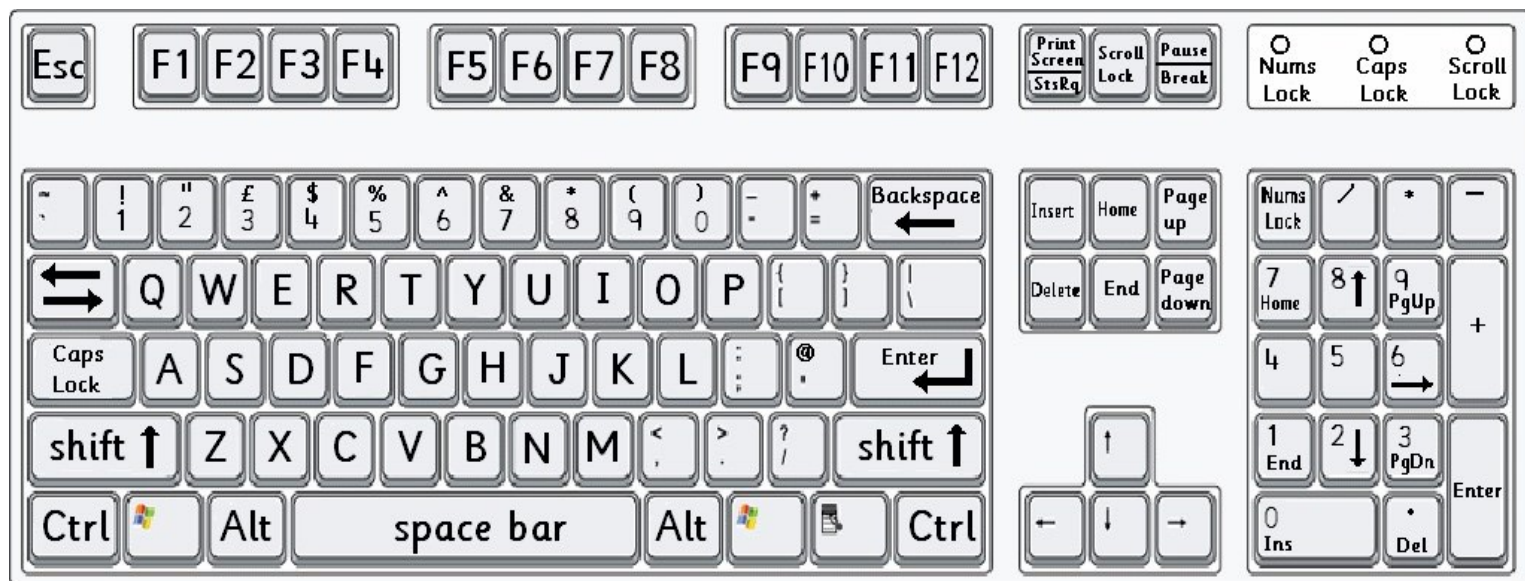
Suggested session activities

Let students choose which T-shirt they'd like to speak about. Ask them why they chose that one and what they think about the slogan. You can also ask questions about specific T-shirts in random order. Below are some suggestions.

1. **Does running late count as exercise?**
Do you exercise? How? Why? Where? What is the 'message' behind this slogan?
2. **4 out of 3 people struggle with math**
Do you think this is true? Why? What's your favorite subject? Do you think it's important to learn math at school? What subjects would you teach that aren't taught?
3. **Sorry I'm late. I didn't want to come.**
Is it important to apologize for coming late? Why?
Do you think it's important to be punctual?
What do you know about how different cultures relate to time?
Are there places you have to go to where you'd feel "I really didn't want to come"?
4. **I may be wrong, but I doubt it**
Are there people you know who are always think they're right?
Do you think it takes courage to admit you made a mistake?
5. **If I say I will do it I will do it. No need to remind me every 6 months**
Who do you think is meant to read this 'message'?
What do you think 'it' refers to?
Do you get nagged? About what?
What do you think of the saying "Procrastination is the thief of time?"
6. **I am who I am. Your approval isn't needed**
How important is conformity: being like everyone else?
Do you think many people have the courage to be who they want to be?
Why is it difficult to be different?
7. **No. I don't need anger management. You need to stop PISSING me off**
What does the expression "You're pissing me off" mean?
What things piss you off?
What is 'anger management'? Do you think people who get angry quickly need therapy?
8. **Everyone was thinking it. I just said it**
What's the message behind this slogan?
What is Politically Correct language?
What do you think being **דוגרי** [doog-ri] (forthright) is a good quality? Why?
Do you think people who don't say what they think are hypocrites?

Suggest students make up their own T-shirt slogans and give reasons why they chose that slogan.

“Let's talk about a computer keyboard”



Tips for using the worksheet “Let’s talk about a computer keyboard”

Objectives

This activity can be used with pupils from any grade depending on their level.

- It can help them learn and use the letters of the alphabet in an authentic way
- It can give them practical vocabulary
- It can give them the important reading strategy of scanning for information.

Note: Not all keyboards are the same. The suggested activities below relate to the image on the worksheet. Advanced pupils may be able to relate to different sorts of keyboards e.g. a Mac keyboard

Suggested session activities:

1. Use the keyboard to introduce useful vocabulary related to computers

- Ask:** “What’s this?” (**Ans:** “A keyboard” מקלדת [makledet])
Other vocabulary: a mouse / a screen / a key / a cord / a switch / a spacebar / a thumb drive (memory stick)

2. Use the keyboard to practice talking about letters of the alphabet with your pupil whose level of English is basic / low

- “What letter does your first name / surname (family name) begin with?”
- “Write those letters on a piece of paper / an erasable whiteboard and show me”

Note: Although we don’t ask questions about the family you might ask:

“Do you have a brother / sister? What letter does his/her name begin with?”

- “Find the letter B / T” Do you know a name that begins with the letter B / T? etc.
“Where’s the letter G?” “Write that letter on a piece of paper / an erasable whiteboard and show me”
“Write a name that starts with G” etc. “Write the small letter for B/ G/ T” etc.

Note:

- The activities suggested in #2 relate to names of people because the letters on a keyboard are only upper-case.
- This activity also re-enforces the concept of using a capital letter for names.

3. Pupil plays ‘teacher’

- Reverse roles. Ask them to play ‘teacher’ and ask you questions similar to #2 above.

4. Activities for advanced pupils

Use the keyboard to encourage your pupil whose level of English is good to talk about different functions

- Ask your pupil to look at his/her own keyboard and talk about any differences between the image and the keyboard s/he is using.
- “Find ESC. What does it mean? When do you use this key?”
- “Find PgUp / PgDn. What do these letters stand for? When do you use these keys?”
- “Find Delete and Insert. What do these keys do?” “Find Ins / Del.” “What do these letters mean?”
“Are they connected to any other keys on the keyboard?”
- Repeat the above for other keys **Home / Backspace / Enter** etc.
- Ask:** “How do you change a language on the keyboard?” / “How do you copy-paste text?” etc.
- Ask:** “What short-cut keyboard tips can you give me?”
- plays ‘teacher’:** Reverse roles. Ask them to ask you: “Do you know what the key xx does?”

5. Modify activity #5 and talk about smartphones

Note: When your pupils can show you what they know (and maybe you don’t know) especially if they can do this in English, you are giving them the opportunity to build self-esteem and confidence.

Section B

Let's Catch Up with Classwork

Activity Worksheets
as
Supplementary Material

Tips for working with worksheets in Section B

1. The worksheets in Section B cannot be shared with your pupils on Zoom Share Screen in the format in which they appear in the booklet. They will need to be accessed as a Word document.
To download **Section B** [Click here](#)
2. There is no inherent sequence order to the worksheets. Use them as full worksheets or use parts of them depending on the needs / level of your pupil and the requests from your teachers.
3. Before your tutoring session, you should copy and save the worksheet you plan to use with your pupil/s in a file you have designated for them. [Click here](#) for a reminder of how to do this in Technological Tips.
4. Many worksheets include songs which is a useful way to introduce topic vocabulary like Days of the week; Numbers; Parts of the body; The weather. (See page 41 for a list of recommended song sites.)
Don't forget to download the song and save it to your pupil's designated file before your session.
([Click here](#) for a reminder of how to do this Technological Tips.)

Tip:

After you have shared your audio / video clip, uncheck the boxes which say:

'Share Computer Sound' and **'Optimize Screen Share for Video clip'**.

If you leave them checked, Zoom will minimize text worksheets when you do Share Screen.

5. Note that the 'lyrics' are included for most of the songs in the worksheets.
Once you have sung the song together a few times, you can suggest that your pupil 'read' the words of the song aloud. This task brings with it 'guaranteed success' as they will have already memorized the words from singing the song repeatedly. This can help reduce the 'fear' of reading a text in English and help boost confidence in their ability to read.

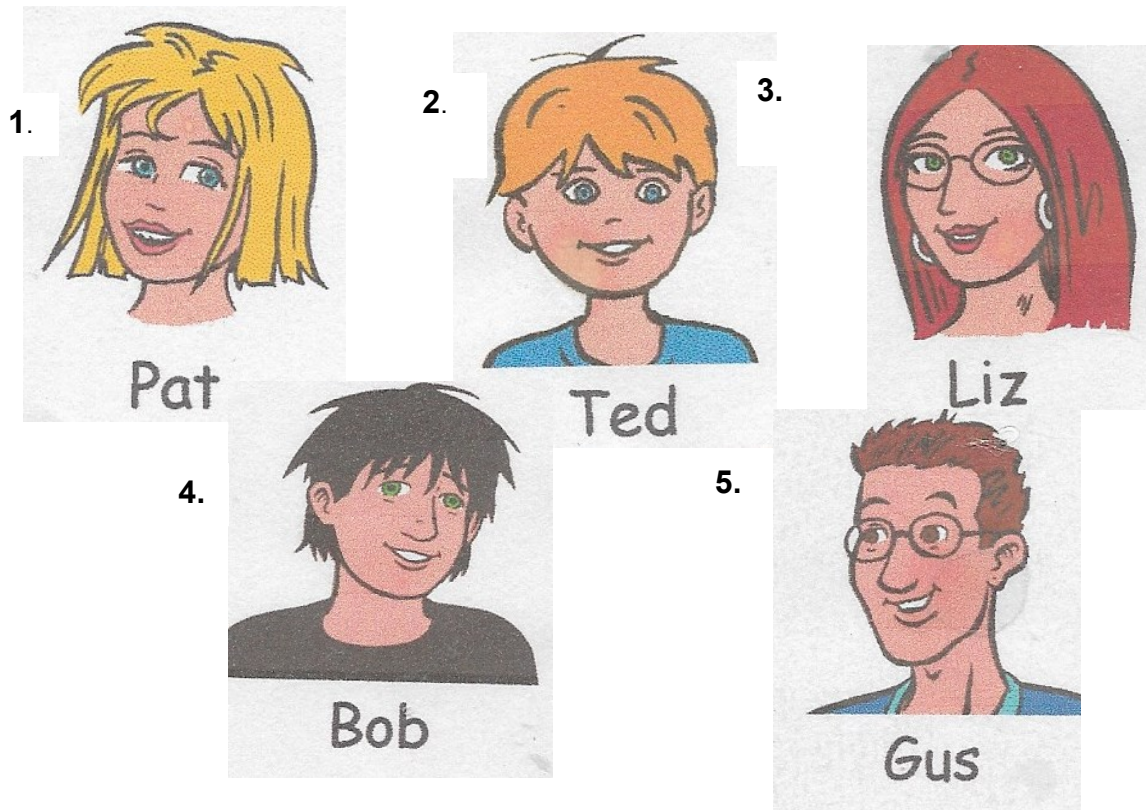
We suggest that you share song links with pupils after your session so they can listen and sing themselves.

6. All the worksheets have been adapted for use in distance learning so when a tutor uses Share Screen on Zoom, a pupil is able to view all data relevant to the task without the need to scroll up or down.
IMPORTANT: When you use Share Screen, make sure that only the task at hand appear on the screen.
e.g.: When singing a song, only the lyrics should appear on Share Screen. The pupils you will be tutoring are easily distracted so it's important that only the current task they are doing appears on Share Screen.
7. Each worksheet is accompanied by a page with **Tips for using the worksheet** with step by step suggestions on how to activate it with pupils.
We suggest you either print it out or take notes before your session to remind you of the tips.
8. Sometimes there are instructions in Hebrew for different tasks on the worksheets.
In such cases, these are translated into English in the Tips Page.
However, we suggest you give instructions about each task in English.
The more spoken English that pupils are exposed to the better.
9. Remember that it's always possible for both you and your pupils to use **low-tech equipment** like pencil and paper or erasable whiteboards and pens in your tutoring sessions.
Both you and your pupil can write on these and hold them up to the camera for viewing.
10. Some of the worksheets in Section B include copy-paste tasks for pupils which can only be done on a Word document and will require you to give them access to Remote Control.
[Click here](#) for a reminder of how to do this Technological Tips.)

However, if it's easier for you to use the document without doing this you can adapt the instructions in the tips and ask your pupils to tell you the answers to the tasks or write them on an erasable whiteboard / piece of paper.

11. If possible send the worksheet you have done with your pupil via email to have a record of what you did together.

Let's meet some friends on Zoom



Tips for using the worksheet: “Let’s meet some friends on Zoom”

Objectives

1. To develop basic reading skills in a fun way using suggested session activities.
2. To offer speaking activities for pupils whose level of English is basic / low.

Suggested session activities

1. Introducing FOZ Faces

- a. **Say:** “Let’s meet some new friends. Here they are”.
- b. **Show** on Share Screen the FOZ Faces worksheet and **say:** “Let’s say hello to our new friends”.
- c. **Say:** “Let’s say hi to our #1 friend on Zoom. “Hi Pat. I’m X” (X = tutor’s own name)
- d. **Say:** “Now you say it”: (Pupil should repeat “Hi Pat. I’m Y” (Y = pupil’s own name)
- e. Repeat steps c-d for the rest of the FOZ Faces.

2. Introducing Positive Statements: She is / He is

- a. **Say:** “Look at # 1. She’s Pat.”
- b. **Ask:** “Who is she?” **Ans.:** “She’s Pat.”
- c. Repeat a-b for the rest of the FOZ Faces

Note: If your pupils are very weak, you may have to model the answer “She’s Pat” and ask them to repeat.

3. Practicing Y/N questions

- a. **Say:** “Look at # 4 and then **Ask:** “Is he Gus?” **Ans.:** “No, He’s Bob.”
(If your pupil is very weak model the answer.)
- b. Repeat for the rest of the FOZ Faces

4. Pupil plays teacher

- a. After you have practiced the interaction in #3a, offer your pupil the opportunity to ask you similar questions for all the FOZ Faces

5. Using FOZ Faces to develop reading skills

- a. Type **CaC*** words that rhyme with **Pat** on the Zoom Chat and ask pupils to read them.
(cap / bag / mat / hat / dad / fan)

Tip: You can write on an erasable whiteboard / piece of paper and hold it up to the camera for your pupil to view.

Note: The words don’t have to be ‘real’ words. If they are ‘real’ words, they don’t need to know what they mean. The important thing is that they are learning to read words with short vowel sounds.

- b. Repeat by typing **CeC** **CIc** **CoC** **CuC** words on the Zoom Chat
(or write on an erasable whiteboard / piece of paper)

Note: **CuC** words are particularly difficult for pupils to read.

They pronounce **CaC** words as if they were **CuC** words.eg: Bag is pronounced [bug].

Offer them many **CuC** words to read and say:(bun / hut / sun fun / nut / bug / mug / yum yum)

Background information for tutors

1. **FOZ Faces** (Friends on Zoom) is an adaptation for online use of an ETP concept introduced in the booklet ‘**Tips and tricks for elementary and middle school tutors**’ called **Stick Faces** (SFs) designed to help pupils develop basic reading skills in the early stages of learning English.
2. The FOZ names **Pat / Ted / Liz / Bob / Gus** represent the basic short vowel sounds **a e i o u** taught in the first grades of learning English. The suggested session activities will help pupils **hear / say / read** names that represent these sounds. Unfortunately, even in high schools, there are pupils who cannot read these words!
3. The names chosen for FOZ Faces are intentionally NOT Hebrew cognates like Dan because of differences in pronunciation. (In Hebrew Dan is pronounced [Dun].)
4. The names resemble three letter words which are called **CvC words**. (Consonant-vowel-Consonant.)
5. The activity in # 2 will give pupils the opportunity to use the problematic pronouns ‘**she**’ and ‘**he**’ in a natural way. These pronouns are confusing because in Hebrew ‘**she**’ is הִיא [he] (See p. 44 for Grammar Terminology)

Let's sing: "Hello! How are you?"

www.youtube.com/watch?v=tVlcKp3bWH8









"Hello, hello, hello! How are you? (x2)
I'm good, I'm great, I'm wonderful (x2)
"Hello, hello, hello! How are you? (x2)
I'm tired, I'm hungry, I'm not so good (x2)

Let's Talk: How is he?

Word – Bank

angry	surprised	happy	sick
cool	scared	sad	tired

Copy-paste the word from the word-bank underneath the face in the square.
העתק והדבק את המילה מקופסה המילים תחת לפנים.

1  He's	2  He's	3  He's	4  He's
5  He's	6  He's	7  He's	8  He's

Tips for using worksheet: "Hello! How are you?"

Objectives

1. To use a song and fun activities when you first meet your pupil.
2. To introduce vocabulary and expressions taught in early grades by using a song and related activities.

Suggested session activities

1. **Play the song** www.youtube.com/watch?v=tVlcKp3bWH8 [Click here](#) for a reminder of how to uncheck 'Share Computer Sound' and 'Optimize Screen Share for Video clip' this Technological Tips.)
 - a. Sing along
 - b. Mime the adjectives (good / great / wonderful etc.)
 - c. Let your pupil copy your miming while singing.
2. **Ask** your pupil to read the words of the song after you have listened to it.
(The 'lyrics' appear at the top of the worksheet)
This gives the feeling they are 'reading' even though s/he may just be remembering the lyrics.

3. Matching words to faces

Tips: Scroll down so that this task fits the Share Screen page.

Remember to uncheck boxes for '**Share Computer Sound**' and '**Optimize Screen Share for Video clip**')

- a. **Say:** "Choose a picture. Tell me the number. Read the word from the word-bank which describes that picture"
- b. **Say:** "Now copy-paste the word from the word-bank underneath the face in the square."
- c. **Say:** "Read the sentence aloud after you do copy-paste"

Tips: Remember to give pupils Remote Control in Zoom to enable them to do copy-paste
Instead of asking your pupil to do copy-paste, ask him/her to **tell** you what the word is or write on a piece of paper/ erasable whiteboard.

- d. Repeat a – c for all the remaining pictures.

Note:

- i. Offer them the option of matching the word to the picture out of order. This gives your pupils confidence as they will likely start with what they know. It's also a useful learning strategy they can use in other tasks and tests.
- ii. They may know how to identify the feelings expressed in the emojis but may not know how to read the words. Tell them to look at the **first letter of the words** in the Word Bank to give them a clue.

4. Making the worksheet relevant to your pupil

- a. **Ask:** "Are **you** happy / sad / hungry / tired?"
- b. **Ask:** "How are **you** today?" (Depending on the level of your pupil, expand on this by asking "Why?" etc.)

5. Modelling Y/N questions and negative answers

- a. **Tutor asks:** "Is the person in # 1 sad?"

Pupil says: "Oh no, he isn't sad. He's happy"

Note: If your pupil has a basic / low level of English you may have to model the answer.

6. Pupil plays teacher

- a. Repeat #4 and #5 with pupil asking you the questions

Tip: If you have two pupils, one pupil plays teacher and the other answers.

For advanced pupils: Challenging them to think out of the box

- a. **Say:** "Here's a riddle for you. In the song we sang we said: "I'm not so good"
Which word from the Word Bank says: "I'm not so good"? (**Ans.** "I'm sick")

Note: This sort of question will help them realize that very often there are two words which can be used to express the same idea.

- b. **Ask:** "Which word from the song doesn't appear in the squares?" (**Ans.** "I'm hungry")

7. Introduce idiomatic language

In addition to the adjectives offered, tutors may want to offer some / all of these or offer their own:

"I'm.....".

hunky dory over the moon dory doing great dory couldn't be better dory zonked dory bushed

Note: Pupils enjoy learning expressions and words that sound "sophisticated".

Background information for tutors: This worksheet introduces the 'problematic' grammatical structure: "**I'm + adjective.**" It's problematical since there is no Hebrew equivalent. Your pupil is likely to say: "**I tired**".
By singing the song, pupils will be using the correct structure without 'learning' it and hopefully they will internalize the pattern.

What do you like to do?

Find the words in the word-bank to complete the sentences below.

מצא את המילים מקופסה המילים כדי להשלים את המשפטים בתחתית התמונות.

a. talk on the phone.	b. sing songs.	c. watch TV.	d. listen to music.
e. play computer games.	f. do homework.	g. read a book.	h. ride a bike.

<p>1</p>  <p>She likes to</p>	<p>2</p>  <p>He likes to</p>	<p>3</p>  <p>She likes to</p>	<p>4</p>  <p>He likes to</p>
<p>5</p>  <p>She likes to</p>	<p>6</p>  <p>He likes to</p>	<p>7</p>  <p>She likes to</p>	<p>8</p>  <p>She likes to</p>

Tips for using worksheet: “What do you like to do?”

Objectives

1. **“What do you like to do?”** is a question you should ask your pupils, irrespective of helping them to practice a basic grammatical structure.
Always find out from pupils what their interests are and build on that during your sessions together.
They may have talents not related to language, (e.g. drawing / singing) which you can focus on to make them feel positive about themselves. If they like to play computer games, ask them to explain them to you. If they like football, ‘teach’ colors by using images of clubs’ shirts etc.
2. Tasks in this worksheet offer pupils the opportunity to talk about their likes and dislikes without any need for grammar rules.

Suggested session activities

1. Copy-paste from the word-bank

- a. **Say:** “Choose a picture. Tell me the number. Find the words in the word-bank to complete the sentence at the bottom of the picture”

Note:

- i. Offer your pupil the option of choosing his/her own picture to start with. This gives them confidence as they will likely start with what they know. It’s also a useful learning strategy they can use in other tasks and tests.
- ii. When they do copy-paste from the word-bank, check they have included the punctuation mark (full stop/period). If they haven’t, mention why it’s important to include it. (A full stop comes at the end of a sentence. In higher grades, marks are deducted for missing punctuation.).

Tips:

- i. Remember to transfer ‘Remote Control’ in Zoom to your pupil to enable him/her to type on the Word doc.
 - ii. When working copy-paste function on Share Screen on Zoom, the copy-paste task can take a few minutes before the system kicks in. Don’t panic! Be patient. It’s the system not you
 - iii. Instead of asking your pupil to do copy-paste, ask him/her to **tell** you the answer or to write the answer on a piece of paper or erasable whiteboard.
- b. **Say:** “Copy-paste the words below the picture and then read the sentence that describes the picture”
 - c. **Repeat** until all squares are filled in.
- ### 2. Talking about what I like to do
- a. **Say:** “Look at the pictures and think about what you like to do.”
 - b. **Say:** “Find the words in the word- bank to complete the sentence: **“I like to”**”
 - c. **Say:** “Say the full sentence”.
- ### 3. Talking about what I don’t like to do
- a. **Say:** “Look at the pictures and think about what you don’t like to do.”
 - b. **Say:** “Find the words in the word- bank to complete the sentence: **“I don’t like to”**”
 - c. **Say:** “Say the full sentence”.
- ### 4. For more advanced pupils
- a. Let them add likes / dislikes not included in the word-bank.
 - b. Vary the questions: **“What do you like to eat for breakfast?**
What do you like to do in your free time?” etc.
- ### 5. Building grammar awareness for more advanced pupils
- a. **Ask:** “Why do we add an ‘s’ when we say “She likes.....?”
 - b. **Ask:** “What happens to the ‘s’ in the word ‘likes’ when we say: “She doesn’t like.....?”

Background Information for tutors

The tasks in the worksheet offer pupils practice in making positive statements using 3rd person singular + verb and thereafter to talk about their likes and dislikes using positive and negative statements.
(See page 44 Grammar Terminology)

Let's talk about days of the week

www.youtube.com/watch?v=LIQsyHoLudQ

Say the word that is missing in the sentences below.

לאומר את המילה החסרה במשפטים שלמטה

1. Today is Tuesday.

- a. Tomorrow will be
- b. Yesterday was

2. Today is Monday.

- a. Tomorrow will be
- b. Yesterday was

3. Today is Thursday.

- a. Tomorrow will be
- b. Yesterday was

What do you do on?

- a. Say what **you do** on each day of the week.
- b. Say what **you don't do** on each day of the week.
- c. Say what **your friend does** on each day of the week.
- d. Say what **your friend doesn't do** on each day of the week.

On Sunday ...

On Monday ...

On Tuesday ...

On Wednesday ...

On Thursday ...

On Friday...

On Saturday...

Tips for using the worksheet: “Let’s talk about days of the week”

Objectives

1. Pupils can sometimes string off the days of the week having learned a song in nursery school. However, this **does not mean** that they can tell you that “*Today is Wednesday*” without singing the song to themselves and counting off till they come to the 4th word in the song! Activities to help them learn days of the week must take this into account.
2. The tasks in the worksheet make learning of the days of the week related to authentic communicative needs like talking about what we do every day and making plans.

Suggested session activities

1. **Play the song:** www.youtube.com/watch?v=LIQsyHoLudQ and sing along [Click here](#) for a reminder of how to uncheck ‘Share Computer Sound’ and ‘Optimize Screen Share for Video clip’ this Technological Tips.)

Note:

- i. The ‘lyrics’ for this song don’t appear in the worksheet since ‘reading’ these words as a follow-up activity would have limited value. We suggest that tutors not focus on irrelevant words like ‘quiet / loud / proud / clap / stomp etc. which are used in the song.
- ii. **IF** a pupil asks what they mean, explain you don’t always need to understand / translate every word in a text to understand the main message.
(If they can internalize such a strategy, it will help them when listening or reading texts in English.)

2. Ordering the days of the week

- a. Start to type the days of the week on the Zoom Chat starting with Sunday

Tip: Instead of using the Chat option you can write the words on an erasable whiteboard / piece of paper .

- b. **Ask** “*What comes after Sunday?*” etc. and as your pupil says the day, type it on Chat.
- c. Erase the list.
- d. **Say:** “*My favorite/best day in the week is Friday*” and in Chat, type Friday as the first day in a new list.
Ask: “*What’s your favorite/best day?*” and type in the name below Friday. **Then say:** “*My worst day is XX*” and type in that day. Then ask your pupil for his / her worst day. The idea is to make a new list in mixed order. Add the remaining days by making up any sentence: e.g.: My son’s /brother’s/ sister’s best day is etc.
- e. **Say:** “*We are now going to read the days of the week in the right order*” I’ll start. **Sunday**
Say: “*Now you go on*” Your pupil should continue to read out the days of the week in their correct order.

Note: This will not be an easy task for them. You may have to give ‘clues’

- f. **Ask** your pupil to type the names of the days of the week on his/her chat in the correct order.

Tip: Ensure that only the first letter is written with a capital letter.

Instead of asking your pupil to type in Chat ask him/her to **tell** you what the day is or s/he can write on an erasable whiteboard / piece of paper and hold it up to the camera for you to view.

3. Ask WH questions

- a. *What **do** you **do** every Tuesday / Sunday / Friday afternoon?*

Note: The word ‘do’ as a ‘question word’ is colored red and the verb is colored green to help pupils distinguish between the ‘work’ of these words. The green ‘do’ can be replaced by other verbs e.g.: Where **do** you **go** ...?’

4. Role play a conversation to make a plan to meet a friend at the mall

- A:** “*Let’s go to the mall. What about on Monday?*”
B: “*No I’m sorry. Monday isn’t good for me. What about on Tuesday?*”
A²: “*OK. See you on Tuesday*”

5. Idiomatic Language: Ask: “What happens on Black Friday?” “Why do people talk about Blue Monday?”

Background Information for tutors:

Note that a song with the first day of the week as ‘Monday’ would be culturally inappropriate and confusing for Israeli pupils.

1. Many adult Hebrew speakers of English aren’t sure whether to use **at /in /on** Sunday because in Hebrew there is only **a single way**: **ב** to translate these 3 prepositions from English.
The tasks in this worksheet will expose pupils to the natural use of the ‘language chunk’ **on + day**
2. Hebrew speakers often confuse Tuesday and Thursday.
Help your pupil to remember by using a Hebrew expression which loosely translated says:
On Tuesdays it’s twice as good. **יום שלישי. פעמים טוב** [yom shlishi, pah-maim tov].
3. Then tell them: **פנמיים**[pah-maim] is two and two sounds like Tuesday.
Learning to write days of the week is a good way to introduce the concept of using capital (big) letters.
Note: There are no upper-case letters in Hebrew. **Ask:** “*Why do we use a ‘big letter’ when we write days of the week?*”
Ans: “*Because it’s the name of something.*”

Let's talk about numbers

<http://youtu.be/dk9Yt1PqQiw>

1. Copy-paste the numbers from the red boxes into the correct order in the green boxes

להתיק ולהדביק את המספרים מהקופסאות האדומים לקופסאות הירוקים בסדר רץ.

7	9	3	1	4	10	2	6	8	5

2. Draw a line from the name of the letter to its correct number

צייר קו משם האות למספר הנכון שלה

one	9
two	6
three	4
four	2
five	7
six	8
seven	1
eight	10
nine	3
ten	5

Tips for using the worksheet: “Let’s talk about numbers”

Objectives

1. Your pupils may be able to count to 10, but this doesn’t mean that they will be able to identify a number by name if they see it out of sequence. These worksheets focus on activities to help them learn numbers out of sequence.
2. To use numbers in an authentic contextualized way.

Suggested session activities

1. **Play the song** <http://youtu.be/dk9Yt1PgQiw> and sing along
[Click here](#) for a reminder of how to uncheck ‘Share Computer Sound’ and ‘Optimize Screen Share for Video clip’ this Technological Tips.)
2. **Make numbers from plasticine or play dough**
 - a. Let pupils shape numbers 1 – 5 out of plasticine or play dough

Tip: If you want to use this option, arrange for your pupil to have the plasticine / play dough ahead of your session.

- b. Ask them to place the numbers in sequence.
 - c. Repeat for numbers 6 – 10
3. **Sequence the numbers**
 - a. On the worksheet the numbers in the top red squares appear out of sequence
 - b. Ask pupils to sequence them correctly by doing copy-paste from the red boxes to the green boxes.

Tip: Remember to transfer ‘Remote Control’ in Zoom to your pupil to enable him/her to do copy-paste or use a piece of paper / erasable whiteboard. If necessary, start with just 5 numbers

4. **Match the name to the number**
 - a. In the column on the left the names of the numbers appear in sequential order
 - b. Ask your pupil to read the names of the numbers aloud
 - c. Ask your pupil to draw a line to match the name of the number to its numeral, using annotation tool in Zoom or click on **Insert** on Word ruler bar and click on **Shapes** and choose **lines**

Tip: If necessary, start with just 5 numbers

Instead of asking your pupil to do copy-paste, ask him/her to **tell** you what the number is.

5. **Activities for advanced pupils**
 - a. **Play the song What’s your phone number:** https://www.youtube.com/watch?v=HEym20_e84M and sing along.

Note: The song has a very catchy tune but very repetitive lyrics. Play as much of the song as you want.

“What’s your phone number? Ring a ling a ling? (X2)

5554321 -554321 --54321 ---4321 ----321 -----21 -----1

- b. **Role play using numbers for real-life communication**

The song does not include reference to the number ‘zero’. Pupils will of course need to use a zero when they give their own phone number to you or anyone.
 - c. Ask what number is missing from the song. If they can’t tell you, give them a hint:
“There’s a drink that is black which has in its name this missing number” (Coke Zero)
 - d. Ask your pupil to give you his/her phone number.
 - e. Give **your** phone number and ask them to write it down
 - f. Ask them to read aloud the number they wrote down. (This is a very authentic real-world task.)
6. **Introduce idiomatic expressions that have numbers** e.g.:
High Five Let’s go 50-50 Three cheers Put two and two together Nine times out of ten

Note: Always contextualize the idiomatic expressions you use. e.g.:

“I went to a pizza bar with my friend and we paid the bill 50 – 50.” “He gets the answers right, 9 times out of 10.”

Choose expressions which are suitable for the age of the pupils you are tutoring.

Let's talk about colors

<http://youtu.be/4YGjBHL-DZg>:



1. Change the colors of the words to its own color.

שנה את צבעי המילים לצבע משלה.

red	black	yellow	green
orange	blue	brown	pink

2. Copy-paste the name of the picture next to its number

העתק והדבק את שם התמונה על יד המספר שלה

a hat	socks	a coat	jeans
a dress	a shirt	shorts	a jacket



1.	2.	3.	4.
5.	6.	7.	8.

Tips for using the worksheet: “Let’s talk about colors”

Objectives

1. To learn and practice names of colors in a meaningful way.
2. To learn and practice topic vocabulary related to clothes / fruit and vegetables (from the song).

Suggested session activities

1. Talk about the pictures on the page

- a. **Ask:** “What can you see on the page?” before beginning any tasks.

2. Personalize colors and clothes

- a. **Ask:** “What colors do you like?” / “What clothes do you like to wear?” / “Would you wear clothes of this color?”
- b. Download the **Colors 2** song from <http://youtu.be/4YGjBHL-DZg>; [Click here](#) for a reminder of how to uncheck ‘Share Computer Sound’ and ‘Optimize Screen Share for Video clip’ this Technological Tips.

Note:

- i. The clip uses graphic images so that even if the vocabulary is unfamiliar to your pupil, s/he will be able to understand the meaning from the context.
- ii. The clip is divided into three sections all of which answer the question: “What color do you like?”
- iii. Use the 2nd section to talk about colors of fruit and vegetables.
- iv. Use the 3rd section of the clip to sing along with your pupil.

3. Pupil does task # 1 on the worksheet

- a. Color the **words** according to the color of the word. e.g. Color the word ‘**red**’ in red .

Tip: Your pupil should use the font color button on the ruler bar of the Word Document.

4. Pupil does task # 2 on the worksheet

- a. Copy -paste the names of the clothes in the pictures into the numbered box..
e.g.: #1 = a dress; #2 = a shirt ; #3 = a hat etc.

Tip:

- i. Let your pupil choose the order in which they want to do this matching.
They are likely to begin with what they know. This builds self-confidence.
- ii. Remember to transfer ‘Remote Control’ in Zoom to your pupil to enable him/her to do copy paste.
- iii. Instead of asking your pupil to do copy-paste, ask him/her to **tell** you the correct answer or write on a piece of paper or erasable whiteboard.

Background Information for tutors

You may want to use this information to ask more advanced pupils questions about the text.

Some of the nouns have an article (‘a’ or ‘an’) and some don’t.

This is because when a noun is plural, we don’t use an article.

Ask: “Why do some words not have an ‘a’?”. **Ans:** “Because when a noun is plural, we don’t add an ‘a’

By having pupils answer questions about these ‘rules’ you help them internalize correct grammatical structure.

Let's sing: "Head, shoulders, knees and toes"

<http://youtu.be/bhcvy2uu8qM>

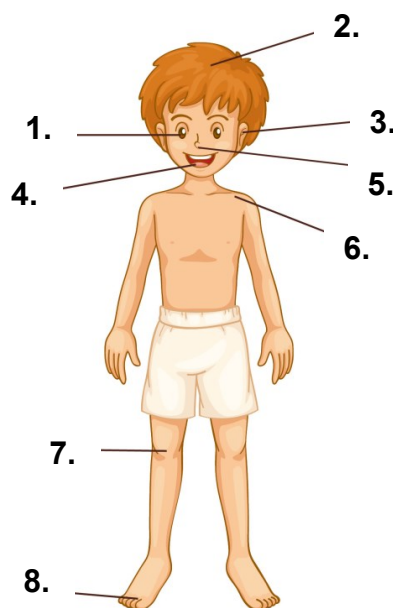
*"Head, shoulders, knees and toes, knees and toes,
Head, shoulders, knees and toes, knees and toes,
And eyes, and ears and mouth and nose,
"Head, shoulders, knees and toes, knees and toes."*

Let's match words and numbers

Type the number from the picture next to its word in the word-bank

הקלד את המספר מהתמונה לצד המילה שלה בקופסה המילים

a. a mouth	b. a shoulder
c. an ear	d. a nose
e. a knee	f. an eye
g. toes	h. a head



Tips for using the worksheet: "Head, shoulders knees and toes"

Objectives

1. This is a good song to sing with pupils. It gets them up and moving which is important for children who have short attention spans.
2. It can be used as a supplementary activity if the teacher wants you to help them learn 'Parts of the body'.
3. The follow-up session activities are important to enable your pupils to internalize the application of the words they sing.

Suggested session activities

1. **Play the song** <http://youtu.be/bhcvy2uu8qM> and sing along. Have your pupil copy the movements of the singers.

[Click here](#) for a reminder of how to uncheck 'Share Computer Sound' and 'Optimize Screen Share for Video clip' Technological Tips.)

2. **Ask your pupil** to read the lyrics of the song.
3. **Ask your pupil** to do the matching activity

Tip: Instead of asking your pupil to type the number into the box ask him/her to **tell** you what the number is or write on a piece of paper or an erasable whiteboard.

4. **Ask questions to practice the words.**

a. **Say:** "Show me your head / mouth / nose?"

Ask: "Where are your eyes / ears / shoulders / knees / toes?"

b. Point to your nose and **ask:** "What's this?" Repeat for all words mentioned in the song.

c. Point to your ear and **ask:** "Is this my head?" etc. Repeat for all words mentioned in the song.

Note: If your pupil can't answer, model the answer and then let him / her repeat the correct answer
"No. It's your ear"

5. **Play the game 'Simon says'.**

Mime the instructions you give. (If you don't say SS before a command, the pupil is 'out')

e.g.: Say: "**Simon says put your hand on your head, /open your mouth / close your eyes / bend your knees/ wiggle your toes/ "etc.**"

6. **Role play: At the doctor**

'Doctor'1: "What's the matter?"

'Patient' "My knees / eyes / ears are sore."

"I've got an earache."

"My head hurts."/

"I've got a headache."

'Doctor'2: "Ok. I can help you."

Note: It's difficult for Hebrew speakers to explain 'aches and pains'. Spend some time on this role play activity.

With advanced pupils introduce idiomatic expressions:

"I think I'm coming down with something" / I'm a bit under the weather"

7. **Activities for advanced pupils.**

a. **Say:** "Look at the Word Bank. Why do we add an 's' to the word 'toes'?"

Ans.: "Because we add the letter 's' to make a word plural" רבים [rah-bim]

b. **Ask:** "Why isn't there the letter 'a' for toes?"

Ans.: "Because when a word is plural, we don't add an 'a'"

c. **Ask:** "Why do we say, 'a mouth' and 'a nose' but we say an ear and an eye?"

Ans.: "Because when a word begins with a vowel we need to use 'an' and not 'a'
(vowel: אות ניקוד [ot-nikud])

d. Introduce other parts of the body depending on the level of your pupil: hand / leg / face / fingers / cheek / They may want to add these to the picture of the boy on the worksheet

e. Introduce idiomatic expressions that include names of parts of the body. e.g.:

Hold thumbs Toe the line Read my lips Two heads are better than one Hands up!

Get a head start On the one hand, X. On the other hand, Y It goes in one ear and out the other

Remember! Always contextualize the idiomatic expressions you use.

Let's sing: "How's the weather today?"

<https://www.youtube.com/watch?v=rD6FRDd9Hew&v=1=en>

*"How's the weather? (x2)
How's the weather today?
Is it sunny? Is it rainy? Is it cloudy? Is it snowy?
How's the weather today?
Let's look outside. How's the weather today?
Is it sunny? Is it rainy? Is it cloudy? Is it snowy?"*

Copy-paste the number of the picture next to its name in the word-bank.
העתק והדבק את מספר התמונה על יד השם מקופסה המילים.

hot	sunny	snowy	windy
cold	cloudy	rainy	

1.



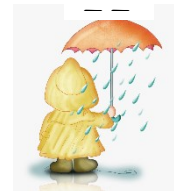
2.



3.



4.



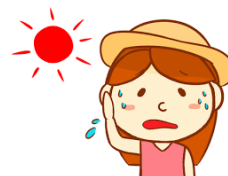
5.



6.



7.



Let's talk: "What weather do you like?"

I like weather"
"I don't like weather"

<https://www.dailymotion.com/video/x2bzwff>

Tips for using the worksheet: “How’s the weather today?”

Objectives

1. To review vocabulary related to the weather.
2. To develop speaking skills related to new vocabulary
3. To review grammatical structures in a contextualized, meaningful way.

Suggested session activities

1. **Play the song** <https://www.youtube.com/watch?v=rD6FRDd9Hew&vl=en> and sing along.

2. **Ask your pupil to read** the lyrics of the song

3. **Match the words to the pictures**

- a. Copy-paste the number of the picture next to its name in the word-bank.

Tip: Encourage your pupil to say the word aloud when doing copy-paste

Note: There are 3 additional words that don't appear in the song.
Encourage pupils to guess what these words mean by relating to the pictures.

4. **Let's talk about the weather**

- a. Ask “What weather do you like?”

Note: Encourage pupils to use the words from the word-bank to say
“I likeweather”
“I don't likeweather”

- b. **For more advanced pupils ask:**

“What's your favorite season? Why?”
“What clothes do you wear in winter / summer?”

5. **Introduce idioms about the weather**

- a. It's raining cats and dogs
I'm on cloud nine
Every cloud has a silver lining

- b. Discuss when you'd use such idioms

Remember: Always contextualize the idiomatic expressions you use.
Choose expressions which are suitable for the age of the pupil you are tutoring.

6. **Play the video clip: Ali and the magic carpet:** <https://www.dailymotion.com/video/x2bzwff>

- a. Where necessary, stop the video clip and talk about weather words and other expressions used in the clip.

Tip: Download the video clip before your session and save it to the file you plan to use with your pupil.

[Click here](#) for a reminder of how to do this in Technological Tips.

Part C

Appendix

“Do you know what a foreign accent is? It’s a sign of bravery.”

Amy Chua

To learn a language is to have one more window from which to look at the world.

Chinese Proverb

FAQs

I have no tutoring experience. What help will I get from the school and from ESRA?

All schools receive guidelines from ESRA's ETP. In the points listed, we explain that most of our tutors are not teachers and need clear instructions about what to do in a tutoring session.

In addition to assistance from teachers, ESRA's ETP Online offers training sessions, and on-going options to consult with a team of professional trainers. However, the material and training offered by ESRA's ETP is intended for **supplementary use only**. At all times you should consult with your Branch Coordinator or if there is no branch in the area in which you live, consult with **Bebe Jacobs** about questions related to elementary and middle schools and with **Lola Katz** about questions related to high schools.

Can I be a tutor if I don't speak Hebrew?

There are many successful tutors volunteering in our ETP who speak little Hebrew. They use it to their advantage by asking pupils to help them to learn words in Hebrew. The training and material you will receive from ESRA's ETP Online will offer you tips and tricks which will help you communicate with your pupil.

I don't know anything about the school system in Israel. How will I know which grade I want to tutor in?

The school system in Israel is likely to be very different to what you knew when you went to school.

One key to successful tutoring is the ability to be flexible.

School timetables change from week to week especially in times of Covid 19.

Generally, English language instruction in Israel begins in 3rd grade.

Elementary School (Yesoodi)	Junior High School (Chativah)	High School (Tichon)
Gimmel: 3 rd grade (8+-year-olds)		
Daled: 4 th grade (9+-year-olds)	Zain: 7 th grade (12+-year-olds)	Yod: 10 th grade (15+-year-olds)
Hay: 5 th grade (10+-year-olds)	Chet: 8 th grade (13+-year-olds)	Yod Aleph: 11 th grade (16+-year-olds)
Vav: 6 th grade (11+-year-olds)	Tet: 9 th grade (14+-year-olds)	Yod Bet: 12 th grade (17+-year-olds)

In the 10th grade, pupils are streamed into one of 3 levels:

5 point: Advanced **4 point:** Intermediate **3 point:** A regular Bagrut level.

In 10th grade, pupils doing a 5-point English Bagrut, are offered an elective extension track:

Translation Skills or **Conflict Management and Resolution** studied over a period of 3 years.

ETP tutors help pupils from grades 3 – 12 to upgrade their English skills. Each tutor chooses a school and level according to personal preference.

When doing distance tutoring you may find that a school in which you previously tutored has decided not to use tutors. In this case you will become part of a tutor pool and will be assigned to a school that may even be out of the geographical area where you live.

I have some experience in teaching English. I have done so very successfully with my own children and grandchildren. Can I tell the teacher about my methods?

ESRA's ETP is recognized and supported by the Ministry of Education and our tutors tutor online as '**Teachers' Supporters**'. We do NOT offer our own methods of instruction but work according to teachers' guidelines.

If you taught English abroad, materials / methods you used may not be relevant to Israeli pupils whose language needs are those of L2 and EFL learners. (See Terminology p. 44)

I don't like to hear Hebrew speakers make mistakes in English.

Can I correct my pupil's mistakes?

Our tutors are not teachers. It's best to be selective and sparing when correcting grammar mistakes. Too much correction reduces confidence and deters fluency. At the end of the day, you are there to help pupils communicate and it's possible to do this even with grammar mistakes. To develop fluency, encourage pupils to use words they already know instead of looking for the English translation of a Hebrew word they want to use.

Will I have to tutor groups and what sort of pupil will I get?

Teachers know our tutors are not trained to tutor groups of pupils online. Sessions will be 1:1 and last approximately 30-40 minutes. Every pupil you meet will be different and will behave differently to the way pupils behaved when you went to school. **Be open and welcoming of generational and cultural differences.**

Some pupils will come to you because they have fallen behind in class. By meeting with you they will be getting individual attention which is a rare treat in their school environment.

Your MAIN task is to build their self- confidence, to make them like English.

When you help them believe that English is not beyond their reach, anything else you do is a bonus!

What if I don't manage to finish everything a teacher asks me to do in a tutoring session?

Focus on what your teacher asks you to do in the session. Don't let your pupil divert you to help with something else s/he needs to do.

Your main role as a tutor is to help pupils believe they can succeed in English so it's ok if you don't manage to complete every task. Give them strategies to help them understand what they hear and read in English. Rather than explain immediately when they say: *"I don't understand"* ask: *"What could this word possibly mean?"*

I understand schools put a lot of emphasis on good grades. How can I help pupils improve grades?

Some teachers may ask you to help your pupil with homework or make-up tests. (A chance to do a test again.) Your role as a tutor is to assist pupils do their own work and not to do the work for them. A way to help the improve grades could be:

- Ask their teacher for the material ahead of a test.
- Give them 'test-taking strategies'
 - a. Never hand in a blank test paper. (If a question has ten True / False options, by marking ALL ten options either True or False, your pupil is likely to score 50 %!)
 - b. If questions are multiple choice, use common sense Often distractors are such nonsense that there's an obvious right answer. Have confidence to delete nonsense answers which can leave you with the correct one/s
 - c. Do the stuff you know. Don't spend all the time on Q1 if you KNOW the answers to Q3 and Q7
 - d. Have the confidence to ignore the stuff you don't know and come back to it if you have time. It's OK if you don't answer ALL the questions in a test
 - e. Plan the time you have available to do the test. If there is one hour for the test and 4 questions to answer, first answer the questions you know. Don't spend more than 15 minutes on any question. After 15 minutes move to the others. If you have time return to unfinished answers.

How can I make my own ability in English a true gift for my pupil?

Exposing your pupil to authentic spoken language is an invaluable contribution in developing their ability to communicate fluently. When you talk to them in a tutoring session in simple, idiomatic, authentic English you are offering them an opportunity to hear English in a natural context. If you have an accent: speak slowly. There are different pronunciations for different dialects. If a pupil says a teacher doesn't pronounce a word the way you do, explain that words are pronounced differently and that's the way **you** pronounce it.

NEVER tell a pupil that a teacher's pronunciation is incorrect. If there's an issue, discuss it with the English Coordinator.

Using your gift of English to develop pupils' speaking ability

Objectives

1. Exposing your pupil to authentic spoken language is an invaluable contribution in developing their ability to communicate fluently.
2. Because communication is a two-way process, it's important for pupils to acquire the important life skill to say what they mean in English but also to understand what they hear in English.
3. When you talk to them in a tutoring session in simple, idiomatic, authentic English you are offering them an opportunity to hear English in a natural context.

Tips:

- i. If you have an accent: speak slowly.
- ii. There are different pronunciations for different dialects. If a pupil says a teacher doesn't pronounce a word the way you do, explain that words are pronounced differently and that's the way **you** pronounce it

NEVER tell a pupil that a teacher's pronunciation is incorrect. If there's an issue, discuss it with the English Coordinator.

Suggested expressions (AKA 'lexical chunks') to use in tutoring sessions

- a. **Saying hello:** *Hi / How are you today? / How're you doing? / What's new? / What's up?*
- b. **Catching up:** *What have you been up to? / What was your weekend/ holiday/ party like?*
- c. **Getting started:** *Let's get started / Ok. Off we go! / Are you ready to begin? /*
- d. **Activities during the session:** *Carry on / Speak up / There you go / Well done / Hold on a minute / Slow down*
- e. **Making suggestions:** *Perhaps we could ... ? / What do say we ... ? / How about ... ? / Why don't we ... ?*
- f. **Giving Encouragement:** *Don't give up / Hang in there / So far so good / Give it a go/ Try and figure it out*
- g. **Saying it's OK:** *It doesn't matter / Don't worry about that / You can leave that out*
- h. **Apologizing:** *Sorry I'm late / I'm sorry about the glitch / Murphy strikes again*
- i. **Agreeing:** *Absolutely / For sure / Definitely.* (Avoid: **'Of course'** as a response to a question about facts!)
- j. **Disagreeing:** *Are you sure? / I'm not sure about that / Let's agree to disagree. (Not: You're wrong / Not right)*
- k. **Saying 'No':** *I'm afraid not / Unfortunately I can't / Sorry no can do / On the contrary / Absolutely not.*
- l. **Ending a session:** *Time's up / We've run out of time / You did great today / Looking forward to next time*

Tip: Give them 'homework' to listen to any popular TV program in English (Friends etc.) and to make a note of at least ONE idiomatic expression the characters in the program use.

It can be the way in which they say hello or goodbye; say they like / don't like something; agree / disagree about something; apologize for something; ask for help / etc.

Using idioms

We also recommend you use idioms in a session if they are contextually relevant. e.g.:

'Better late than never' / It's a piece of cake / Let's play it by ear

Many of the pages with **Tips on how to use worksheets** suggest idioms related to the topic of the worksheet. *Go for it!*

Note:

- i. Pupils feel they are getting a grip on a language when they can use an appropriate idiom
- ii. Check for parallel idioms in Hebrew. e.g.: *It's on the tip of my tongue / The ball's in your court* (Not field!)
- iii. Mention that some Hebrew expressions have no equivalent in English
They cannot have a conversation **'with 4 eyes'** nor can they refer to people as having **'small heads'**
- iv. Always give your pupils practice in appropriate contextual use when offering idioms.

Using songs in distance tutoring sessions

Objectives

1. Use songs in tutoring sessions to give pupils exposure to new vocabulary and real-world English.
2. Ask pupils if they have songs they'd like to sing /learn the lyrics of. Enabling pupils to choose the activities they'd like to use in a tutoring session increases their motivation. Suggest they find the song lyrics on the internet to bring to a tutoring session. Talk about the lyrics during your session and if you can, sing along.
3. The song sites recommended below are mainly suitable for pupils in elementary and middle school.

Guidelines for selecting songs

1. Make sure if pupils choose their own song for a session that the lyrics are appropriate for use in a tutoring session.
If they bring something you consider inappropriate, it's legitimate to say that's not something you want to use in a session.
2. The songs recommended below were chosen using clear guidelines.
There are many sites for songs available on the internet and even many versions of the same song. Not all are appropriate for pupils learning English as a 2nd language. Therefore, we recommend that you use the songs from the worksheets in this booklet and those recommended on this page.
3. In the guidelines we used, we **avoided** songs which:
 - a. used 'Mickey Mouse' voices.
 - b. used difficult accents
 - c. included too much vocabulary which was irrelevant to a topic
 - d. included reference to topics beyond the everyday cultural world knowledge of Israeli pupils

We **selected** songs which:

- a. used standard correct spoken English
- b. had simple, repetitive lyrics
- c. included text for the lyrics
- d. had catchy tunes

Recommended sites to download from YouTube (Some appear in the worksheets of this booklet)

1. **Days of the week:** www.youtube.com/watch?v=LIQsyHoLudQ
Starts with Sunday. Very important if choosing your own song!!
2. **The ABC Song** <http://youtu.be/75p-N9YKqNo>
Good tune. Shows upper- and lower-case letters
3. **Numbers Song (from 1 – 10)** <http://youtu.be/dk9Yt1PqQiw>:
4. **Months of the Year.** https://www.youtube.com/watch?v=b_A43_sYliw
Good tune. Words on screen. Lots of repetition
5. **Colors Song 2** <http://youtu.be/4YGjBHL-DZg>:
Good because it uses natural colors: blue sky green grass
6. **The letter sounds song** <http://youtu.be/pyKdUpJQBTY>
Excellent: Differentiates between the NAME and SOUND of the letters.
7. **Vowel Song: a e i o u** <https://www.youtube.com/watch?v=X1Xsjv6NZCs>
Excellent: Helps pupils hear and say short vowel sounds
8. **Song about animals** <https://learnenglishkids.britishcouncil.org/songs/can-flea-climb-tree>
Good repetitive lyrics. A song about what animals can and can't do.(Explain that the cancan is a dance.)
9. **The wheels of the bus go round and round** <https://www.youtube.com/watch?v=HP-MbfHFUqs>
10. **If you're happy and you know it** <https://www.youtube.com/watch?v=wYIPaf8Cecq>
11. **This is a cat** <http://youtu.be/wbSwiTQVxtU>:
12. **I spy with my little eye** <https://www.youtube.com/watch?v=mwyv-4sOsrc>
13. **I'm a little teapot with lyrics** <http://youtu.be/b14OeT1gNFo>
14. **She is tall** <https://www.youtube.co/watch?v=oxsWI8C30TE>

Recommended sites for downloading additional supplementary material

Objectives

1. The material in this booklet offers a wide choice of worksheets for you to use as supplementary material without the bother of having to look for this yourself.
2. Nevertheless, if you would still like to look for additional supplementary material, we recommend that you download this ONLY from sites recommended by our training team.
There are of course many games, songs and worksheets for practicing vocabulary and grammar available on the internet. Some of this material is excellent but much is not suitable for pupils in Israeli schools whose language needs are not those of an L1 nor an ESL language learner. (See Terminology p. 43).
Some material is not suitable for distance tutoring.
Tutors who are not fully accredited teachers might select material that is not suitable.
3. Tutors who have in the past used games / songs / their own worksheets in successful tutoring sessions are invited to submit these to a member of the training team (See page. 1 for contact details).
Suitable contributions will be added to our Online Resource Bank (ORB)

Recommended sites

<https://www.flickr.com/photos/eltpics/>

<https://pixabay.com/>

Download pictures to use as a stimulus for discussion on any topic. e.g.:

Choose a scene of a restaurant to introduce vocabulary / role play having a meal / talk about pupils having jobs as waiter etc.

If you choose a scene with people, stimulate discussion by asking questions such as:

"Where are they? What are they doing / wearing / thinking / feeling?"

What's the relationship between them?" What would you do in their place? What's the dilemma? etc.

Tip: Make sure to select pictures that are culturally familiar to your pupils. e.g.: They don't know about racoons/ elks

<https://www.bbc.co.uk/learningenglish/features/6-minute-english>

BBC 6- minute English is an amazing site which offers many options for varied types of interaction with pupils during a session. There are hundreds of educational topics to choose from to suit pupils' interests. Texts are in a conversational format and include a simple question to debate with pupils. A vocabulary list is provided which can be used as a summary activity.

Tip: Share the site with pupils and ask them to choose a topic for your next session

<https://breakingnewsenglish.com/>

This site offers short listening texts with accompanying written texts for different levels (0 – 6) on topics of current interest. The speed of the spoken text can be adjusted. Excellent site since it helps pupils to see the printed form of spoken texts and offers vocabulary to help them talk about current events.

<https://learnenglishkids.britishcouncil.org/>

For elementary students

<https://learnenglishteens.britishcouncil.org/>

For middle and high school pupils

<https://www.teachitlanguages.co.uk/elt-resources>

A huge library of resources grouped together by skill and level

<http://www.esl-galaxy.com/>

a great resource that includes online exercises, such as interactive vocabulary and grammar games suitable for students from 4th to 8th grade (e.g. word searches, puzzles, and songs)

<https://www.tefl.net/songs/>

A site with wonderful songs for every level, including alphabet songs, days of the week and family

Terminology used in learning English as a 2nd language

You may come across some terminology used in course books which teachers ask you to use.

Listed in alphabetical order are some of the terms you may want to know about.

Cognates:

These are words which are the same in English and Hebrew. They are useful to use when helping pupils learn letters of the alphabet or to give pupils confidence that they already know many words in English. e.g.: avocado / bank / cactus / disc / falafel / gorilla / helicopter / igloo / jeans / kangaroo / lemon / mango / orange / pizza / radio / salad / trampoline / villa / yoyo / zebra

Collocations:

These are pairs of words that usually go together in a language. e.g.: to **make** money. (Not DO money.)

A bubble **bursts** / A balloon **pops** / A bomb **explodes**. (In Hebrew, every verb is the same. להתפוצץ)

EFL: English as a Foreign Language (French in the UK)

ESL: English as a 2nd Language (French in Canada)

Note: In Israel, English could be considered as either EFL or ESL depending on the geographical area of the school.

HOTS: (Higher Order Thinking Skills)

Pupils are required to 'read between the lines' of a text instead of just relating to surface facts. e.g.: to infer / sequence / contrast facts

Language Functions:

This term refers to how language is used to achieve communicative goals. e.g.:

Saying hello and goodbye and responding / Agreeing and Disagreeing / Saying thank you and responding etc.

Lexical Chunks:

These are groups of words which L1 speakers of a language use naturally.

They often include collocations and phrasal verbs

LOTS: (Lower Order Thinking Skills)

Relate to surface facts in a text.

L1: 1st Language (English is most tutors' 1st language) **L2:** 2nd Language (Hebrew is most tutors' 2nd language)

Meitzav:

Standards exam given in 6th & 9th grade for English, Math and Hebrew.

Yes / No Questions:

These are questions to which the answer could be just Yes or No: "Do you speak English? / Is he at home?"

WH Questions:

These are questions which start with WH words: **When / What / Where / Why / Who / Which** and.... **How!**

Unseens: (AKA 'Unseenim')

Short reading texts followed by comprehension questions in booklets called 'modules' starting in 10th grade. However even pupils in 6th grade have reading comprehension texts in their coursebooks.

Phrasal Verbs:

These are multi-word verbs with meanings different from their separate parts. e.g.:

Look out the window. (**Look** = regular verb). **Run** over to the shop and buy me some milk. (**Run** = regular verb).

Look out when crossing the street. (**Look out** = Phrasal Verb) Our dog got **run over** last week. (**Run Over** = P. V.)

Sight Words:

These are non-phonetic words which need to be recognized on sight when reading. They don't follow 'phonetic rules' of how words sound according to their spelling.

Grammar terminology: A glossary

Although tutors are NOT expected to be dealing with grammar issues, some tutors may want to have a basic understanding of what some of the terminology means. Following is an outline for those who are interested.

Generally, we can assume that by **the end of the 6th grade**, your pupil will have studied all the topics listed below.

Note: Some pupils will not know parts of speech in Hebrew grammar. If you need to refer to these, you may need to ask if they know what a verb, noun, adjective etc. is in Hebrew.

- Verb:** פועל [poh-al]: Gives the action in the sentence. **read / write / listen**
- Noun:** שמ עצם [shem etzem]: Gives names to things. (Proper Nouns need upper case letters)
- Adjective:** שם תואר [shem toar]: Gives qualities to nouns **slow / quick / hot / cold**
- Pronoun:** שם גוף [shem guf]: Takes the place of a noun. **I / you / he / she / it / we / you / they**

Tenses

- Present Simple Tense + negation + Y/N questions* + WH questions**
Habitual, repeated action. **I always eat lunch at 13.00**
- Present Progressive / Continuous Tense + negation + Y/N questions + WH questions**
Current, in process action
and ALSO, for planned future action **He's watching TV at the moment**
I'm meeting him after school
- Past Simple Tense + negation + Y/N questions + WH questions**
Action completed in past. **Last year I flew to England**
- Future Simple Tense + Going to + negation + Y/N questions + WH questions**
Promised, intended, determined action for future. **I will do better in English this year**

Verbs: פועל

[Poh-al]: Irregular Past Verbs:

go-went; see-saw; eat-ate-

- Stative Verbs:** Verbs that do not take the Progressive Tense **I am understanding this now**
- The verb 'has' =** יש לי [yesh li] and אין לי [ein-li] **I have a dog. / I don't have a dog**

Questions:

- Y/N questions:** So-called because the answer can be either 'Yes' or 'No':
Do you live in Tel Aviv? / Are you happy?
- W/H questions:** So-called because they begin with a 'WH' word:
Where / When / What / Why / Who and ...**How!**

Nouns: שמ עצם [Shem Etzem]: Gives names to things. (Proper nouns need upper case letters)

- Singular & plural + spelling:** **baby / babies; day / days**
- Irregular plurals:** **man / woman / tooth /foot/ mouse / child (fish / sheep / deer)**
- Count & Non-Count Nouns:** **honey / bread / jam / cheese/ rice / milk/ sand / rain / water**
- Possessive:** **boy's bag & boys' bag**

Pronouns:

- Personal** **I / You / She / He / It / We / They**
- Possessive:** **my / your / his / her / its / our / their**

Determiners:

- General:** a / and **Specific:** **the / this / that / these / those.**

Adjectives:

- Order and placement:** **He is a big man. / The man is big.**
- Comparison of adjectives:** **small-smaller-smallest; / beautiful-more beautiful--most beautiful.**
good-better-best; / bad-worse-worst

Modals:

- Can and Could** (can = יכול [ya-chol] could = יכולתי [ya-cholti]) + negation + Y/N Q. + WH Q.

Prepositions: Prepositions of time and place **in / on / at; under/ near / opposite**

A summary table of the Present Simple Tense

Examples of Positive Statements

	Present Simple	Past Simple	Future Simple
T1b	I am happy She/He/It is happy You/We/They are happy	I/ She /He /It was happy You/We/They were happy	I/ She /He /It will be happy You/ We/ They will be happy
T1a	I/You/We/They like popcorn He/She/It likes popcorn	I/You/We/They liked popcorn He/She/It liked popcorn	I/You/We/They will like popcorn He/She/It will like popcorn

Examples of Negative Statements

	Present Simple	Past simple	Future Simple
T1b	I'm not happy / He/She/It isn't happy	I / She /He /It wasn't happy You / We/ They weren't happy	I / She /He /It won't be happy You / We / They won't be happy
T1a	I/you/we/they don't like popcorn He / She / It doesn't like popcorn	I/ you/ we / they didn't like popcorn He / She / It didn't like popcorn	I/ you/ we / they won't like popcorn He / She / It won't like popcorn

Examples of Yes/No Questions

	Present Simple	Past simple	Future Simple
T1b	Am I happy? Is he/she/it happy? Are you/we/they happy?	Was I happy? Was he/she/it happy? Were you/we/they happy?	Will I be happy? Will you / we/ they be happy? Will he / she / it be happy?
T1a	Do I/you/we/they like popcorn? Does he/she/it like popcorn?	Did I/ you /we/ they like popcorn? Did he / she / it like popcorn?	Will I/you/we/they like popcorn? Will he / she / it like popcorn?

Examples of WH Questions

WH= When / Why/ Where/ How

	Present Simple	Past simple	Future Simple
T1b	WH am I happy? WH is he / she / it happy? WH are you/ we / they happy?	WH was I happy? WH was he / she / it happy? WH were you/ we / they happy?	WH will I/you/we/they be happy? WH will he / she / it be happy?
T1a	WH do I/you/we/they like popcorn? WH does he / she / it like popcorn?	WH did I/you/we/they like popcorn? WH did he / she / it like popcorn?	WH will I/you/we/they like popcorn? WH will he / she / it like popcorn?